

**Parameter
Setting
in
Language
Acquisition**

Dalila Ayoun

Parameter Setting In Language Acquisition

Lyn Frazier, J. de Villiers



Parameter Setting In Language Acquisition:

Parameter Setting in Language Acquisition Dalila Ayoun, 2005-02-28 This book provides a broad overview of parameter setting theory in first and second language acquisition and refines the theory by revisiting and challenging the traditional assumptions that underlie it based on cross linguistic language data that cover a range of syntactic and phonological phenomena From an historical perspective on parameter setting theory to an introduction to its role in computational linguistics neurolinguistics and language change the reader will find a critique of the most commonly made arguments as well as an index of all the syntactic phonological lexical and morphological parameters presented in the literature to date A closer look at the theory itself addresses the following questions What does a parameter setting approach to language acquisition entail What are the underpinnings of the theory What issues and problems remain to be solved The empirical studies carried out to test the null subject parameter and verb movement parameter are reviewed to re examine long standing theoretical assumptions as well as the learnability implications for first and second language acquisition

Properties of parameters and their connection to language acquisition Jens Stuhlemer, 2017-11-23 Seminar paper from the year 2015 in the subject English Language and Literature Studies Linguistics grade 2.3 University of Cologne language English abstract This paper is mainly investigating the properties of parameters and their connection to language acquisition One of the core questions will be in how far Chomsky's assumption of parameters being generally equipped with a default value can be validated In order to obtain a more detailed account of parameters in language acquisition a chronological analysis of relevant study areas will be made moving from a broad perspective to more and more detailed descriptions This analysis contains a brief overview of the Faculty of Language and the LAD as well as of Universal Grammar simply because the parameters in question derive from these systems Afterwards a detailed look will be taken on specific features of parameters taking Meisel's text *Parameters in Acquisition* as a basis To become more specific in order to further question certain features of parameters that have occurred by then further linguistic fields will be taken into account namely bilingual studies neurolinguistics and computational linguistics

Language Acquisition and the Theory of Parameters Nina Hyams, 2012-12-06 This book is perhaps the most stunning available demonstration of the explanatory power of the parametric approach to linguistic theory It is akin not to a deductive proof but to the discovery of a footprint in a far off place which leaves an archeologist elated The book is full of intricate reasoning but the stunning aspect is that the reasoning moves between not only complex syntax and diverse languages but it makes predictions about what two year old children will assume about the jumble of linguistic input that confronts them Those predictions Hyams shows are supported by a discriminating analysis of acquisition data in English and Italian Let us examine the linguistic context for a moment before we discuss her theory The ultimate issue in linguistic theory is the explanation of how a child can acquire any human language To capture this fact we must posit an innate mechanism which meets two opposite constraints it must be broad

enough to account for the diversity of human language and narrow enough so that the child does not make irrelevant hypotheses about his own language particularly ones from which there is no recovery That is a child must not posit a grammar which permits all of the sentences of a language as well as other sentences which are not in the language In a word the child must not create a language in which one cannot make adult discriminations between grammatical and ungrammatical

Processing and Parameter Setting in Language Acquisition Carole Tenny Boster, 1997 *The Split IP Parameter in Second Language Learning* Adela Simoiu, 2014-05-02 The book addresses some important issues in second language acquisition research such as access to Universal Grammar the factors that account for success or failure in L2 learning as well as parameter re setting within the generative framework The empirical data against which the research hypothesis is tested come from two main studies a longitudinal one involving beginner learners and an experimental one with elementary and advanced learners all subjects are adults learning English in a formal instruction setting with Romanian as L1 Starting from Chomsky's 2005 account of first language acquisition in terms of three factors namely genetic endowment experience and non linguistic principles the first chapter of the book explores the question of whether the same three factors may be operating in second language learning The rest of the book focuses on more specific research issues related to access to Universal Grammar and parameter re setting Since L1 acquisition is defined mainly as the process of parameter setting on the basis of the input parameter setting is expected to be at the core of L2 learning as well However in the literature it has often been argued that one of the most important differences between L1 and L2 acquisition is related precisely to this process The parameter which the book focuses on is the split IP parameter Bobaljik and Thrinnson 1998 in the case of Romanian L1 learners of English as L2 Romanian is split IP while English is split IP In this case the learners would need to move from the positive value of the parameter to the negative one i e from a wider set of property values to a more restrictive one There are three possible scenarios i the L2 learners set the negative value from the target language from the very beginning on the basis of input alone ii the learners first transfer the positive value from their L1 and reset this value to the L2 negative one as they progress in acquiring the L2 the final state is L2 like iii the learners first transfer the positive value from their L1 but resetting is impossible the L2 underlying representations are different from those of native speakers even with advanced speakers and what may account for final L2 state is parameter learning These scenarios are explored with the help of the data provided by longitudinal and experimental studies

Parameter Setting Thomas Roeper, Edwin Williams, 1987-03-31 In May 1985 the University of Massachusetts held the first conference on the parameter setting model of grammar and acquisition The conference was conceived in the belief that there is a new possibility of tightly connecting grammatical studies and language acquisition studies and that this new possibility has grown out of the new generation of ideas about the relation of Universal Grammar to the grammar of particular languages The papers in this volume are all concerned in one way or another with the parametric model of grammar and with its role in explaining the acquisition of

language Before summarizing the accompanying papers I would like to sketch the intellectual background of these new ideas It has long been the acknowledged goal of grammatical theorists to explicate the relation between the experience of the child and the knowledge of the adult Somehow the child selects a unique grammar by assumption compatible with a random partially unreliable sample of some language In the earliest work in generative grammar starting with Chomsky's *Aspects* and extending to such works as Jackendoff's *Lexicalist Syntax* 1977 the model of this account was the formal evaluation metric accompanied by a general rule writing system The model of acquisition was the following the child composed a grammar by writing rules in the rule writing system under the constraint that the rules must be compatible with the data and that the grammar must be the one most highly valued by the evaluation metric

Language Processing and Language Acquisition Lyn Frazier, J. de Villiers, 1990-09-30 Studies of language acquisition have largely ignored processing principles and mechanisms Not surprisingly questions concerning the analysis of an informative linguistic input the potential evidence for grammatical parameter setting have also been ignored Especially in linguistic approaches to language acquisition the role of language processing has not been prominent With few exceptions e.g. Goodluck and Tavakolian 1982 Pinker 1984 discussions of language performance tend to arise only when experimental debris the artifact of some experiment needs to be cleared away Consequently language processing has been viewed as a collection of rather uninteresting performance factors obscuring the true object of interest namely grammar acquisition On those occasions when parsing strategies have been incorporated into accounts of language development they have often been discussed as vague preferences not open to rigorous analysis In principle however theories of language comprehension can and should be subjected to the same criteria of explicitness and explanatoriness as other theories e.g. theories of grammar Thus their peripheral role in accounts of language development may reflect accidental factors rather than any inherent fuzziness or irrelevance to the language acquisition problem It seems probable that an explicit model of the way processing routines are applied in acquisition would help solve some central problems of grammar acquisition since these routines regulate the application of grammatical knowledge to novel inputs

How to Set Parameters David Lightfoot, 1991-01-01 Over the past decade generative grammarians have viewed language acquisition as a process of fixing option points or parameters defined in Universal Grammar Here David Lightfoot addresses the crucial question of what it takes to set a parameter of what kind of experience is needed to trigger the emergence of a natural kind of grammar Lightfoot asserts that parameter setting is not sensitive to embedded material that it is triggered only by robust elements that are structurally simple He observes that morphological properties play a significant role in setting parameters which have widespread syntactic effects Using evidence from data on diachronic changes and from current work in syntactic theory Lightfoot makes precise claims about the triggering experience that can explain a number of historical puzzles He argues that the changes could have taken place in the way they did only if language acquisition proceeds on the basis of simple unembedded experiences Along the way Lightfoot examines

consequences of the loss of the rich Old English case system and of the breakdown of the verb classes and takes up particularly illuminating cases of obsolescent structures David Lightfoot is Professor and Chairman of the Linguistics Department at the University of Maryland Universal Grammar and Parameter Resetting in Second Language Acquisition Martin Kaltenbacher, 2001 ItB Diese Arbeit wurde mit dem Förderpreis der Landeshauptstadt Salzburg zur Förderung von Kunst Wissenschaft und Literatur ausgezeichnet ItBR The book addresses the issue of Universal Grammar UG and parameter resetting in Second Language L2 acquisition The central questions are what is the initial state of a learner's L2 grammar and does UG play a role in L2 acquisition Several hypotheses are evaluated and set in relation to four parameters that are suggested to play a central role in UG and language acquisition Particular focus is put on parametric differences between English and German For this purpose Austrian learners have been tested on null subjects and adverbial and verb placement It is shown that the learners transfer the L1 parameter settings into their early English interlanguage grammars They are then involved in a disrupted process of parameter resetting which is not guided by UG but proceeds via cognitive processes and learning strategies **A Parameter-Setting Model of L2 Acquisition** S. Flynn, 2012-12-06 Recent developments in linguistic theory have led to an important reorientation of research in related fields of linguistic inquiry as well as in linguistics itself The developments I have in mind viewed from the point of view of government binding theory have to do with the characterization of Universal Grammar UG as a set of subtheories each with its set of central principles perhaps just one principle central to each subtheory and parameters perhaps just one for each principle according to which a principle can vary between an unmarked and a marked parametric value Chomsky 1985 1986 For example let us assume that there is an X-bar theory in explanation of those features of phrase structure irreducible to other subtheories of UG Within X-bar theory variation among languages is then allowed only with respect to the position the head of a phrase occupies in relation to its complements such that the phrases of a language will be either right or left headed Thus languages will vary between being right headed in this respect as in Japanese phrase structure and being left headed as in English phrase structure Everything else about the phrase structure of particular languages will be fixed within X-bar theory itself or else it will fall out from other subtheories of UG Case theory θ theory etc Chomsky 1985 161-62 Chomsky 1986 2-4 and references cited there Hatters are the same in other modules of grammar *Universal Grammar in Child Second Language Acquisition* Usha Lakshmanan, 1994-01-01 This book examines child second language acquisition within the Principles and Parameters theory of Universal Grammar UG Specifically the book focuses on null subjects in the developing grammars of children acquiring English as a second language The book provides evidence from the longitudinal speech data of four child second language L2 learners in order to test the predictions of a recent theory of null subjects namely the Morphological Uniformity Principle MUP Lakshmanan argues that the child L2 acquisition data offer little or no evidence in support of the MUP's predictions regarding a developmental relation between verb inflections and null subjects The evidence

from these child L2 data indicates that regardless of the status of null subjects in their first language child L2 learners of English hypothesize correctly from the very beginning that English requires subjects of tensed clauses to be obligatorily overt. The failure on the part of these learners to obey this knowledge in certain structural contexts is the result of perceptual factors that are unrelated to parameter setting. The book demonstrates the value of child second language acquisition data in evaluating specific proposals within linguistic theory for a Universal principle.

Parameter Setting Thomas Roeper, Edwin Williams, 2012-12-06

In May 1985 the University of Massachusetts held the first conference on the parameter setting model of grammar and acquisition. The conference was conceived in the belief that there is a new possibility of tightly connecting grammatical studies and language acquisition studies and that this new possibility has grown out of the new generation of ideas about the relation of Universal Grammar to the grammar of particular languages. The papers in this volume are all concerned in one way or another with the parametric model of grammar and with its role in explaining the acquisition of language. Before summarizing the accompanying papers I would like to sketch the intellectual background of these new ideas. It has long been the acknowledged goal of grammatical theorists to explicate the relation between the experience of the child and the knowledge of the adult. Somehow the child selects a unique grammar by assumption compatible with a random, partially unreliable sample of some language. In the earliest work in generative grammar starting with Chomsky's *Aspects* and extending to such works as Jackendoff's *Lexicalist Syntax* 1977 the model of this account was the formal evaluation metric accompanied by a general rule writing system. The model of acquisition was the following: the child composed a grammar by writing rules in the rule writing system under the constraint that the rules must be compatible with the data and that the grammar must be the one most highly valued by the evaluation metric.

Universal Grammar and Second Language Acquisition Lydia White, 1989-01-01

This authoritative textbook provides an overview and analysis of current second language acquisition research conducted within the generative linguistic framework. Lydia White argues that second language acquisition is constrained by principles and parameters of universal grammar.

[Linguistic Theory in Second Language Acquisition](#) S. Flynn, W. O'Neil, 1988-09-30

Suzanne Flynn and Wayne O'Neil

Massachusetts Institute of Technology

I INTRODUCTION

The theory of Universal Grammar (UG) as explicated in Chomsky 1986 has led to explosive developments in the study of natural language as well as to significant advances in the study of first language (L1) acquisition. Most recently the theory of UG has led to important theoretical and empirical advances in the field of adult second language (L2) acquisition as well. The principle impetus for this development can be traced to the work in linguistics which shifted the study from behavior or the products of behavior to states of the mind/brain that enter into behavior. Chomsky 1986:3

Grammars within this framework are conceived of as theoretical accounts of the state of the mind/brain of the person who knows a particular language. Chomsky 1986:3

Research within fields of language acquisition seeks to isolate and specify the properties of the underlying competence necessary for language learning. Full development of a theory of UG demands study

and understanding of the nature of both the formal properties of language and of the language acquisition process itself. However, while there is a tradition of debate and dialogue established between theoretical linguistics and L1 acquisition research, relatively few connections have been made between linguistic theory and L2 acquisition research.

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 on code switching from a UG perspective, and applications of Chomsky's 1995 Minimalist Program to second language acquisition studies.

Language Acquisition and Syntactic Theory A.E. Pierce, 2012-12-06 The theory of language acquisition is a young but increasingly active field. Language Acquisition and Syntactic Theory presents one of the first detailed studies of comparative syntax acquisition. It is informed by the view that linguists and acquisitionists are essentially working on the same problem: that of explaining grammar learnability. The author takes cross-linguistic data from child language as evidence for recent proposals in syntactic theory. Developments in the structure of children's sentences during the first few years of life are traced to changes in the setting of specific grammatical parameters. Some surprising differences between the early child grammars of French and English are uncovered; differences that can only be explained on the basis of subtle distinctions in inflectional structure. This motivates the author's claim that functional or nonthematic categories are represented in the grammars of very young children. The book also explores the relationship between acquisition and diachronic change in French and English. It is argued that findings in acquisition, when viewed from a parameter setting perspective, provide answers to important questions arising in the study of language change. The book promises to be of interest to all those involved in the formal psychological or historical study of linguistic knowledge.

Synthesizing Research on Language Learning and Teaching John Michael Norris, Lourdes Ortega, 2006-01-01 This volume presents the first collection of work on research synthesis in applied linguistics. It introduces readers to a cutting-edge approach for reviewing and summarizing exactly what accumulated research has to say about theoretical and practical subjects. John Norris and Lourdes Ortega first elucidate the value and practice of synthesis, and they challenge all members of the research community to adopt a synthetic ethic. The book then features seven empirical syntheses, each modeling rigorous synthetic practice in definitively reviewing the state of knowledge.

and research quality in important domains Included are five meta analyses on Universal Grammar Task Based Interaction Corrective Feedback Instructed Pragmatics Development and Reading Strategy Training Also included are a qualitative meta synthesis on Effective Teaching for English Language Learners and a historiographical synthesis of Proficiency Assessment practices Rounding out the collection are commentaries by two renowned experts in language learning and teaching research Nick Ellis and Craig Chaudron

The Psychology of Language Trevor A. Harley, 2001 This comprehensive study of the psychology of language explores how we speak read remember learn and understand language The author examines each of these aspects in detail

The Teacher's Grammar of English with Answers Ron Cowan, 2008-05-26 The Teacher's grammar of English enables English language teachers and teachers in training to fully understand and effectively teach English grammar With comprehensive presentation of form meaning and usage along with practical exercises and advice on teaching difficult structures it is both a complete grammar course and an essential reference text Back cover

Syntactic Theory and First Language Acquisition: Heads, projections, and learnability Barbara Lust, Margarita Suárez, John Whitman, 1994 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company

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