

1. Record Nr.	UNINA9910450747503321
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Titolo	Language acquisition [[electronic resource]] : the age factor / / David Singleton and Lisa Ryan
Pubbl/distr/stampa	Clevedon ; ; Buffalo, : Multilingual Matters, c2004
ISBN	1-84769-929-4 1-280-82842-0 9781853597597 9786610828425 9781853597594 1-85359-759-7
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (297 p.)
Collana	Second language acquisition ; ; 9
Altri autori (Persone)	RyanLisa <1975->
Disciplina	401/.93
Soggetti	Language acquisition - Age factors Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 229-277) and index.
Nota di contenuto	Front matter -- Contents -- Foreword -- 1. Introduction -- 2. Evidence of Speech Milestones -- 3. The Critical Period Hypothesis: L1-related Evidence -- 4. The Critical Period Hypothesis: L2-related Evidence -- 5. Theoretical Perspectives -- 6. The L2 Educational Dimension -- 7. Concluding Remarks -- Bibliography -- Index
Sommario/riassunto	This book examines the evidence relative to the idea that there is an age factor in first and second language acquisition, evidence that has sources ranging from studies of feral children to evaluations of language programmes in primary schools. It goes on to explore the various explanations that have been advanced to account for such evidence. Finally, it looks at the educational ramifications of the age question, with particular regard to formal second language teaching in the early school years and in 'third age' contexts.