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| 1. Record Nr. | UNINA9910785827403321 |
| Autore | Nederstigt Ulrike <1968-> |
| Titolo | Auch and noch in child and adult German / / Ulrike Nederstigt |
| Pubbl/distr/stampa | Berlin ; ; New York : , : Mouton de Gruyter, , 2003 |
| ISBN | 3-11-090986-3 |
| Edizione | [Reprint 2011] |
| Descrizione fisica | 1 online resource (420 pages) : illustrations |
| Collana | Studies on Language Acquisition [SOLA] ; ; 23 |
| Classificazione | ER 910 |
| Disciplina | 435/.7 |
| Soggetti | Auch (The German word) Noch (The German word) German language - Particles German language - Syntax German language - Acquisition Focus (Linguistics) |
| 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. [387]-397) and indexes. |
| Nota di contenuto | Front matter -- Acknowledgements -- Contents -- Chapter 1: Introduction -- Chapter 2: Focus particles - A review of the literature -- Chapter 3: Auch and noch in spoken German - Aim, data and method of the study -- Chapter 4: Results -- Chapter 5: Conclusions and discussion -- Chapter 6: A fresh look at focus particles -- Chapter 7: Child language - Aim, data and method -- Chapter 8: Child language results -- Chapter 9: The acquisition of Auch and Noch -- Chapter 10: General conclusions and discussion -- Appendices -- Notes -- References -- Subject Index -- Author Index |
| Sommario/riassunto | "Auch" and "noch" in Child and Adult German is an empirical study of the early acquisition of "auch" (also) and "noch" (also/still) in German, and the adult use of these additive particles in spoken language. It centres around the question of how children acquire these particles, but it also investigates the way in which adults use these particles in order to determine what children actually have to learn and what the input they get is like. Previous studies on focus particles in adult German mainly focused on the semantic and syntactic properties of primarily constructed examples. Based on several corpora of spoken German, this is the first comprehensive study of natural language data |

that systematically analyses the intonation of focus particle utterances as well as their semantic, syntactic and information structural properties. The study of the child data, an extensive longitudinal corpus of one German child, was carried out against the background of the adult data. It offers a thorough characterisation of the acquisition of the two additive particles that also takes into account results from previous studies on the acquisition of focus particles, mainly on their comprehension. In addition to studying the acquisition of these particles, the author also introduces an analysis of focus particles that emphasizes the differences between stressed and unstressed particles, which makes this book not only interesting to researchers in language acquisition and psycholinguistics, but also to those interested in phonology/prosody, semantics, syntax and information structure.
