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Altri autori (Persone)	GruterTheres ParadisJohanne
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Nota di contenuto	Input and Experience in Bilingual Development; Editorial page; Title page; LCC data; Table of contents; List of contributors; Introduction to "Input and experience in bilingual development"; 1. Defining and measuring input quantity; 2. Experiential factors beyond input quantity; 3. Comparing bilingual and monolingual rates of development across linguistic domains; 4. Conclusions and future directions; Language exposure and online processing efficiency in bilingual development; 1. Introduction; 2. The role of online processing efficiency in early language development 3. Relative versus absolute measures of language experience and language outcomes4. The relation between language exposure and processing efficiency in relative terms; 5. From parent report to observational measures of language exposure; 6. Conclusion; Acknowledgments; The absolute frequency of maternal input to bilingual and monolingual children; 1. Introduction; 2. Method; 2.1 Participants; 2.2 Instruments and procedures; 3. Results; 3.1 13 month

measures; 3.2 20 month measures; 3.3 13 and 20 months compared; 3.4 13 and 20 months combined; 3.5 Mealtime and play contexts compared

4. Discussion and conclusion Acknowledgements; Language input and language learning; 1. Introduction; 2. Joint Attention in monolinguals; 3. Contextual variation in Joint Attention; 3.1 Cultural differences; 3.2 Developmental differences; 4. Differences in mothers' and fathers' input; 5. Verbal interactions in bilingual families; 6. Internationally Adopted children and Joint Attention; 7. Conclusions; Acknowledgments

Language exposure, ethnolinguistic identity and attitudes in the acquisition of Hebrew as a second language among bilingual preschool children from Russian- and English-speaking backgrounds<sup>1</sup>.

Introduction; 2. Language proficiency of immigrant children; 2.1 Linguistic proficiency in L2 and exposure factors; 2.2 Linguistic proficiency and exposure factors in Hebrew as an L2 of migrant children in Israel; 2.3 Identity, attitudes and sociolinguistic preferences; 3. Research questions, hypotheses and predictions; 4. Method; 4.1 Participants; 4.2 Materials, tasks, and procedures

4.2.1 Language measures 4.2.2 Sociolinguistic measures; 5. Results; 5.1 Language proficiency in L2 Hebrew; 5.2 Sociolinguistic measures; 5.2.1 Ethnolinguistic identity; 5.2.2 Sociolinguistic attitudes to identity, speakers and languages; 5.3 Sociolinguistic measures and language proficiency in L2; 5.4 Proximal exposure factors: CA, AoO and LoE and L2 proficiency; 5.5 Distal exposure factors: Parents' education, family size and birth order, and L2 proficiency; 5.6 Comparing exposure factors and sociolinguistic factors

6. Discussion: The relative contribution of exposure and sociolinguistic factors to language proficiency

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## Sommario/riassunto

Amount of exposure has been observed to affect the linguistic development of bilingual children in a variety of domains. As yet, however, relatively few studies have compared the acquisition across domains within the same group of children. Such a comparative approach is arguably essential to gain a more complete understanding of input effects in bilingual acquisition. Most studies in this area concentrate on the acquisition of vocabulary and grammar/morphosyntax; the bilingual acquisition of linguistic properties involving the interaction between syntax and semantics remains under-investigate

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