1.	Record Nr.	UNINA9910791178903321
	Titolo	Language in interaction : studies in honor of Eve V. Clark / / edited by Inbal Arnon [and three others]
	Pubbl/distr/stampa	Amsterdam, Netherlands ; ; Philadelphia, Pennsylvania : , : John Benjamins Publishing Company, , 2014 ©2014
	ISBN	90-272-6925-4
	Descrizione fisica	1 online resource (370 p.)
	Collana	Trends in Language Acquisition Research, , 1569-0644 ; ; Volume 12
	Disciplina	418.0071
	Soggetti	Language acquisition Intercultural communication - Psychological aspects Interpersonal communication - Psychological aspects Psycholinguistics
	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 at the end of each chapters and index.
	Nota di contenuto	Language in Interaction; Editorial page; Title page; LCC data; Table of contents ; Acknowledgements ; List of contributors ; Introduction: Language acquisition in interaction ; References ; Part 1. The social and interactional nature of language input (five papers); Conversational input to bilingual children ; Conditions of child first language acquisition ; First language success ; Bilingual development ; Factors in successful child bilingualism ; Age and stage in BFLA ; Contexts for learning ; Instructional exchanges ; Bilingualism in the home ; Contrasts of setting ; Pragmatic skills Learning conversational discourse Speech acts ; Meaningful code-switching ; Speech event structure ; Summary ; References ; Social environments shape children's language experiences, strengthening language processing and building vocabulary ; Social environments shape children's language experiences, strengthening language processing and building vocabulary ; 1. Sources of variability in children's language learning ; 2. What is processing efficiency? And why does it matter? ; What is fluency in understanding? ; Stability and predictive validity of online processing measures

Sommario/riassunto	It is generally assumed that adults learn how to talk with children in a special style called child-directed speech. But this cannot be the whole story. Each child's ability to speak and understand is a moving target, changing yearly, weekly, even daily. How could adults adapt to these changes? Evidence shows that in conversation both adults and children try to establish, as they go along, the mutual belief that they have understood each other well enough for current purposes. It is this process, called grounding, that allows adults to infer the child's current abilities and to adapt their spe