

1. Record Nr.	UNINA9910792126003321
Autore	Yip Virginia <1962->
Titolo	The bilingual child : early development and language contact // Virginia Yip, Stephen Matthews [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2007
ISBN	1-139-08547-6 1-107-19541-1 1-139-23489-7 1-283-37814-0 1-139-18555-1 1-139-18914-X 9786613378149 1-139-18786-4 1-139-19045-8 1-139-18323-0 0-511-62074-8
Descrizione fisica	1 online resource (xxiii, 295 pages) : digital, PDF file(s)
Collana	Cambridge approaches to language contact
Disciplina	404/.2083
Soggetti	Bilingualism in children Language acquisition Languages in contact
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Cover; The Bilingual Child; Cambridge Approaches to Language Contact; Title; Copyright; Contents; Tables and figures; Series editor's foreword; Preface; Acknowledgments; Abbreviations; 1 Introduction; 1.1 Introduction; 1.1.1 Practical and cognitive implications; 1.2 Research questions; 1.3 The ecology of bilingual development; 1.4 The Hong Kong speech community; 1.5 Bilingual development and language contact; 1.6 Mechanisms of language contact; 1.6.1 Contact-induced grammaticalization; 1.7 Summary; 1.8 Overview of the book; 2 Theoretical framework 2.1 Epistemological status of bilingual acquisition 2.1.1 Bilingual

acquisition and second language acquisition; 2.1.2 Forms of early bilingualism; 2.2 The logical problem of bilingual acquisition and the poverty of the dual stimulus; 2.3 Language differentiation in bilingual acquisition; 2.4 Language dominance in early bilingual development; 2.4.1 Defining language dominance; 2.5 Cross-linguistic influence in bilingual development; 2.5.1 Defining transfer and cross-linguistic influence; 2.5.2 Language dominance and transfer; 2.5.3 Bilingual bootstrapping and developmental asynchrony
2.6 Input ambiguity and learnability 2.6.1 Ambiguous data and unambiguous triggers in first language acquisition; 2.6.2 Input ambiguity in bilingual development; 2.6.3 Forms of input ambiguity; 2.7 Vulnerable domains in bilingual development; 2.8 Bilingual development and language contact; 2.8.1 Creoles and other contact languages; 2.8.2 Children versus adults in the development of contact languages; 2.8.3 Child bilingualism in the formation of contact languages; 2.9 Summary; 3 Methodology; 3.1 Methodologies in the study of bilingual acquisition; 3.1.1 The case study
3.1.2 Advantages and limitations of studying spontaneous speech 3.1.3 The diary method; 3.1.4 Longitudinal corpus data; 3.1.5 Experimental methods; 3.1.6 Studying and sampling input; 3.2 The Hong Kong Bilingual Child Language Corpus and other data for this study; 3.2.1 Children for our case study; 3.2.2 Recording; 3.2.3 Transcription; 3.2.4 Tagging; 3.2.5 The Hong Kong Cantonese Child Language Corpus (Cancorp); 3.2.6 Diary data; 3.3 Quantitative measures of bilingual development: language dominance and MLU differentials; 3.3.1 Measuring dominance: MLUw; 3.3.2 MLU differentials
3.4 Other indicators of language dominance 3.4.1 Language preferences and silent periods; 3.4.2 Code-mixing; 3.5 Conclusions; 4 Wh-interrogatives: to move or not to move?; 4.1 Wh-interrogatives in English and Cantonese; 4.1.1 Wh-in-situ in Chinese; 4.1.2 Wh-in-situ in English; 4.2 Wh-interrogatives in bilingual children; 4.2.1 Methodological preliminaries; 4.2.2 Wh-in-situ in monolingual acquisition of English; 4.2.3 Wh-in-situ interrogatives in the bilingual children's English; 4.2.4 Bilingual and monolingual acquisition of wh-questions compared
4.2.5 Quantitative and qualitative analysis of wh-in-situ

Sommario/riassunto

How does a child become bilingual? The answer to this intriguing question remains largely a mystery, not least because it has been far less extensively researched than the process of mastering a first language. Drawing on new studies of children exposed to two languages from birth (English and Cantonese), this book demonstrates how childhood bilingualism develops naturally in response to the two languages in the children's environment. While each bilingual child's profile is unique, the children studied are shown to develop quite differently from monolingual children. The authors demonstrate significant interactions between the children's developing grammars, as well as the important role played by language dominance in their bilingual development. Based on original research and using findings from the largest available multimedia bilingual corpus, the book will be welcomed by students and scholars working in child language acquisition, bilingualism and language contact.
