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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 backgrounds¹.

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

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
