

1. Record Nr.	UNISA990003627360203316
Autore	JAMES, Edward
Titolo	I barbari / Edward James
Pubbl/distr/stampa	Bologna : Il mulino, 2011
ISBN	978-88-15-14939-8
Descrizione fisica	463 p. ; 21 cm
Collana	Le vie della civiltà
Disciplina	937.06
Soggetti	Barbari - Europa - 400-1000
Collocazione	IX.4. 744
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Traduzione di Susanna Guerrini

2. Record Nr.	UNINA9910781515703321
Autore	Vainikka Anne
Titolo	The acquisition of German : introducing organic Grammar / / Anne Vainikka, Martha Young-Scholten
Pubbl/distr/stampa	Berlin ; ; Boston : , : De Gruyter Mouton, , 2011
ISBN	1-283-43053-3 9786613430533 3-11-026384-X
Descrizione fisica	1 online resource (xi, 407 pages)
Collana	Studies on language acquisition ; ; 44
Classificazione	GB 3019
Altri autori (Persone)	Young-ScholtenMartha
Disciplina	430.1/9
Soggetti	German language - Acquisition Language acquisition Grammar, Comparative and general
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Dedication. Acknowledgments -- Contents -- Chapter 1. Introduction -- Chapter 2. Organic Syntax of Adult German -- Chapter 3. Organic Grammar and L1 acquisition -- Chapter 4. Second language acquisition at the VP level -- Chapter 5. Second language acquisition at the IP level -- Chapter 6. Differences in triggering between children and adults -- Chapter 7. The second language acquisition of the CP projection -- Chapter 8. Naturalistic learners and unsolved problems in SLA -- References -- Index
Sommario/riassunto	The Acquisition of German: Introducing Organic Grammar brings together work on the acquisition of German from over four decades of child L1 and immigrant L2 learner studies. The book's major feature is new longitudinal data from three secondary school students who began an exchange year in Germany with no German knowledge and attained fluency. Their naturalistic acquisition process - with a succession of stages described for the first time in L2 acquisition - is highly similar to that of younger learners. This has important implications for German teaching and for the theory of Universal Grammar and acquisition. Organic Grammar, a variant of generative syntax, is offered as a practical alternative to Chomsky's Minimalism. The analysis focuses on

extensive monthly samples of the three students' German development in an input-rich environment. Similar to previous studies, the teenagers build syntactic structure from the bottom up. Two acquired correct word order by the end of the year, the third, who had greater conscious awareness of German grammar, had a divergent route of development, suggesting that language awareness can alter a natural developmental path. The results are addressed in light of recent debates in child-adult differences.

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