Bilingualism / Language acquisition / Psycholinguistics / Theoretical linguistics

Input and Experience in Bilingual Development

Edited by Theres Grüter and Johanne Paradis

University of Hawai‘i at Manoa / University of Alberta

Children acquiring two languages, either simultaneously or sequentially, have more variation in their linguistic input than their monolingual peers. Understanding the nature and consequences of this variability has been the focus of much recent research on childhood bilingualism. This volume constitutes the first collection of research solely dedicated to the topic of input in childhood bilingualism. Chapters represent a range of theoretical and methodological approaches to the study of childhood bilingualism, covering a variety of language combinations and sociocultural contexts in Europe, Israel, North and South America. As a reflection of the field’s current understanding of the intricate relationship between experience and development in children growing up with two or more languages, this volume will be of interest to scholars and practitioners working with bi- and multilingual learners in various sociolinguistic and educational contexts.


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Table of contents

List of contributors
Introduction to “Input and experience in bilingual development”
  Johanne Paradis and Theres Grüter
Language exposure and online processing efficiency in bilingual development: Relative versus absolute measures
  Theres Grüter, Nereyda Hurtado, Virginia A. Marchman and Anne Fernald
The absolute frequency of maternal input to bilingual and monolingual children: A first comparison
  Annick De Houwer
Language input and language learning: An interactional perspective
  Lara Pierce and Fred Genesee
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
  Sharon Armon-Lotem, Susan Joffe, Hadar Abutbul-Oz, Carmit Altman and Joel Walters
Interactions between input factors in bilingual language acquisition: Considerations for minority language maintenance
  Barbara Zurer Pearson and Luiz Amaral
Properties of dual language input that shape bilingual development and properties of environments that shape dual language input
  Erika Hoff, Stephanie Welsh, Silvia Place and Krystal M. Ribot
The typical development of simultaneous bilingual: Vocabulary, morphosyntax and language processing in two age groups of Montreal preschoolers
  Elin Thordardottir
French–English bilingual children’s sensitivity to child-level and language-level input factors in morphosyntactic acquisition
  Johanne Paradis, Antoine Tremblay and Martha Crago
Comparing the role of input in bilingual acquisition across domains
  Sharon Unsworth
Index