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ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΘΗΝΩΝ

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**ΣΥΛΛΟΓΟΣ ΕΠΙΣΤΗΜΟΝΙΚΟΥ ΔΙΔΑΚΤΙΚΟΥ ΠΡΟΣΩΠΙΚΟΥ
ΦΙΛΟΣΟΦΙΚΗΣ ΣΧΟΛΗΣ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΑΘΗΝΩΝ**

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ASPECTS OF SYNTAX DEVELOPMENT OF A FIVE YEARS OLD, NON-NATIVE SPEAKER CHILD

In this paper I will discuss aspects of syntax development in yes/no questions, negative sentences, modals, wh-questions and complex sentences, in my daughter's English language development in a naturalistic environment as they are revealed in recorded data. Her English language development resembles in many respects that of a native English speaker as a comparison of my data with data reported by Cazden, 1968; Brown and Bellugi, 1971; Miller and Ervin, 1971; Dale, 1976 will show. The findings support the hypothesis that L₂ acquisition in a naturalistic environment develops along similar lines to L₁ acquisition.

1. The informant

The child, a native speaker of Greek, went to Lancaster, England in October 1976 when she was four years and three months old. When she went there she knew no English at all. The child first attended the pre-school centre attached to the University of Lancaster for the Michaelmas term (Fall term). In the Lent term (Spring term) the child was transferred to Scotforth Primary School in Lancaster.

The recordings¹ were made in February, March and April, 1977, when the child was four years and 8 months old to four years and 10 months old. In other words, data collection started after she had been exposed to English for four months and ended after she had been exposed to English for 7 months.

The recordings include conversations of the child (informant, from now on) with her mother, two friends (Nicky, a native speaker of English, and Ashalon, a native speaker of Persian) as well as egocentric speech performances made on her own.

2. Mother tongue acquisition: Basic assumptions

The early language development of the native speaker (Brown, 1970; Brown and Bellugi, 1971) is divided into two stages: *Stage I* (up to the age of 2.0 years of age for the native child). In this stage language learning consists primarily of expressions of a basic set of semantic relationships syntactically expressed as one-word sentences, two-word sentences, three or four word sentences. Inflections and grammatical morphemes are omitted. *Stage II* (extending from about 2.0 years of age to three and a half for the native speaker). The main characteristic of Stage II is the gradual development of the most important inflections and the acquisition of other grammatical morphemes. In this stage both syntactic complexity and semantic complexity contribute to the sequence of language acquisition.

1. A complete transcription of the recordings can be provided on request.

