Child and Adult Heritage Spanish in the Netherlands
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**Child and Adult Heritage Spanish in the Netherlands: The Development of Subject Position**

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**Heritage speakers**

Speakers of a minority language, acquired during childhood in a naturalistic setting in the home context.

**Subject position in Spanish**

Spanish has flexible word order:

<table>
<thead>
<tr>
<th>Subject position in Dutch</th>
<th>Subject position in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Een jongen float whistled</td>
<td>Un chico llegó arrived still</td>
</tr>
<tr>
<td>A boy S</td>
<td>un chico is a boy S</td>
</tr>
<tr>
<td>but V2I</td>
<td></td>
</tr>
<tr>
<td>Outside/There/that Adv/OBJ</td>
<td></td>
</tr>
<tr>
<td>float V</td>
<td></td>
</tr>
<tr>
<td>een jongen</td>
<td></td>
</tr>
</tbody>
</table>

**Spanish has flexible word order:**

Un chico llegó arrived still
A boy S
but V2I
Outside/There/that Adv/OBJ
float V
een jongen

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**Spanish has flexible word order:**

Subject position with intransitives in Spanish is constrained by unaccusativity, focus, definiteness, animacy, verbal aspect, adverbial phrases, and subject heaviness.

This makes subject position a highly complex phenomenon, prone to vulnerability in (bilingual) acquisition.

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**Research Questions**

1. Will Dutch HS of Spanish show less overgeneralization of preverbal subjects (but deviate from monolinguals)?

2. (When) do bilingual children deviate from monolinguals?

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**Previous Research:**

**Children**

Monolingual
- Have knowledge of verb type by age 2
- No previous research on other factors

Bilingual
- No previous research

**Adults**

Monolingual
- Verb type & focus influence word order
- Many other factors, such as definiteness as well

Bilingual
- Do not have monolingual-like knowledge of all the factors determining word order

**Selected Proceedings of the Third Workshop on Spanish Sociolinguistics**

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**Method**

**Contextualized Scalar Acceptability Judgment Task:**

Three dogs are playing at the beach and having a lot of fun. While they play, their friend the cat comes and sees them and he gets very sad because they had not asked him to join them.

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**Results**

**Conclusions**

1. Both monolingual and Dutch heritage speakers increase the preference of VS across the lifetime

2. In Dutch bilinguals, this VS preference is more pronounced in all age groups

3. This overgeneralization might be due to the influence of V2 in Dutch

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**References**


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**Simplification or Cross-linguistic Influence?**

El gato llegó

Llegó el gato