Child and Adult Heritage Spanish in the Netherlands
van Osch, B.A.; García González, Elisabet; Hulk, A.C.J.; Aalberse, S.P.; Sleeman, A.P.

Citation for published version (APA):

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: http://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.
Child and Adult Heritage Spanish in the Netherlands: The Development of Subject Position

Brechje van Osch, Elisabet García González, Suzanne Aalberse, Aafke Hulk & Petra Sleeman
University of Amsterdam

**Subject position in Spanish**

Spanish has flexible word order:

<table>
<thead>
<tr>
<th>Un chico</th>
<th>llegó</th>
<th>arrived</th>
<th>SV</th>
</tr>
</thead>
<tbody>
<tr>
<td>A boy</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Llegó</td>
<td>un chico</td>
<td>Arrived</td>
<td>a boy</td>
</tr>
</tbody>
</table>

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

Subject position in Dutch

A boy float whistled but V2

<table>
<thead>
<tr>
<th>Een jongen</th>
<th>A boy</th>
<th>float</th>
<th>whistled</th>
<th>V</th>
</tr>
</thead>
</table>

Subjects position of intransitives in Dutch is constrained by definiteness, focus, definiteness, animacy, verbal aspect, adverbial phrases, and subject heaviness

**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?

**The present study**

A) Adult Participants
24 heritage speakers
• Born in the Netherlands, or arrived before 5
• Mixed families
• No Caribbean dialects

B) Child Participants
30 heritage speakers
• 9 and 13 years old
• Born in the Netherlands, or arrived before 5
• Mixed families
• No Caribbean dialects

**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

**References**


**Method**

**Contextualized Scalar Acceptability Judgment Task:**

Es mi cumpleaños y hay mucha gente de visita en mi casa. De repente suena el timbre pero como justo estoy recibiendo un regalo de mi tía, no puedo abrir la puerta. Yo no espero y ve que son unos primos. Cuando regresa, le pregunto: ¿Quién llegó? Mi esposa me dice:

It’s my birthday and there are many guests in my house. Suddenly the doorbell rings, but since I’m just receiving a gift from my aunt, I cannot open the door. My wife goes and sees that it’s some cousins. When she gets back, she asks: Who arrived? My wife tells me:

Unos primos llegaron.
Some cousins arrived.

- 0 1 0 2
- 1 0 1 2

El gato llegó.
Een jongen
Arrived some cousins.

El gato llegó.

**Children Preference 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.

El gato llegó.

**Simplification or Cross-linguistic Influence?**

**Previous Research:**

**Children**

Monolingual
• Have knowledge of verb type by age 2 (Bel, 2001)
• No previous research on other factors

Bilingual
• No previous research

**Adults**

Monolingual
• Verb type & focus influence word order (Hertel, 2003; Lozano, 2005)
• Many other factors, such as definiteness as well (Roggema, 2011)

Bilingual
• Do not have monolingual-like knowledge of all the factors determining word order (Cepeda et al., 2008; de Prada-Pérez & Pascual y Cabo, 2012)
• Overgeneralize preverbal subjects (Montrul, 2007; Hertel, 2005; Cepeda et al., 2005)