Child and Adult Heritage Spanish in the Netherlands

the Development of Subject Position

van Osch, B.A.; García González, Elisabet; Hulk, A.C.J.; Aalberse, S.P.; Sleeman, A.P.

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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

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:

Un chico llegó a la casa.
A boy arrived at the house.

Subject position in Dutch
but V2!

Buiten/er/dat Outside/There/that

Adv/Obj

Verb type & focus influence word order

Overgeneralize preverbal subjects

Many other factors, such as definiteness as


Previous Research:
Children
Monolingual • Have knowledge of verb type by age 2
(Grinstead, 2001).

• No previous research on other factors

Bilingual • No previous research

Adulls
Monolingual • Verb type & focus influence word order
(Hertel, 2005; Lizarraga, 2006; Dominguez, 2013).

• Many other factors, such as definiteness as well
(Roggs, 2011).

Bilingual • Do not have monolingual-like knowledge of all the factors determining word order
(Capote, 2008; De Prada-Pérez & Pasquel y Cabo, 2012).

Overgeneralize preverbal subjects
(Hinch, 2007; Hertel, 2005; Capote et al., 2007).

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.

El gato llegó al mar.

Subjects were asked to rate the acceptability of sentences

Llegó el gato.

Monolingual

Results

Bilingual

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


