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.

UvA-DARE is a service provided by the library of the University of Amsterdam (http://dare.uva.nl)
Child and Adult Heritage Spanish in the Netherlands:
The Development of Subject Position

Brechje van Osch, Elisabet Garcia 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 Dutch
Un chico llegó
Buten er/dat
Een jongen

Subject position in Spanish
Spanish has flexible word order:

Previous Research:

Children
Monolingual
• Have knowledge of verb type by age 2 (De Prada-Pérez & Pérez y Cabo, 2012)
• No previous research on other factors

Bilingual
• No previous research

Adults
Monolingual
• Verb type & focus influence word order (Hertel, 2005; Lizarraga, 2006)
• Many other factors, such as definiteness as well (Rogge, 2011)

Bilingual
• Do not have monolingual-like knowledge of all the factors determining word order (Cózar et al., 2005; De Prada-Pérez & Pérez y Cabo, 2012)

Overgeneralize preverbal subjects (Hinch-Nava, 2007; Hertel, 2005; Cózar et al., 2005)

Contextualized Scalar Acceptability Judgment Task:

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

18 monolingual speakers of Spanish
• Recently immigrated to the Netherlands.
• No knowledge of Dutch
• 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

44 monolingual speakers of Spanish
• 9 and 13 years old
• Born and raised in Spain
• No knowledge of other languages

Results

Adults

Children

Method

Contextualized Scalar Acceptability Judgment Task:

Subjects

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
Llegó un gato

References

• Pérez y Cabo, D., Lingua, A., & Rothman, J. Applying the Interface Hypothesis to Heritage Speaker Acquisition: Evidence from GENSPAN. Brechje van Osch, Elisabet García González, Suzanne Aalberse, Aafke Hulk & Petra Sleeman
University of Amsterdam

elisabet.garciaoglez@gmail.com
b.a.vanosch@uva.nl

Simplification or Cross-Linguistic Influence?

El gato llegó
Llegó el gato

Monolinguals

Bilinguals

No previous research on other factors

Bilingual
• No previous research

Overgeneralize preverbal subjects (Hinch-Nava, 2007; Hertel, 2005; Cózar et al., 2005)

Contextualized Scalar Acceptability Judgment Task:

Subjects

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
Llegó un gato

References

• Pérez y Cabo, D., Lingua, A., & Rothman, J. Applying the Interface Hypothesis to Heritage Speaker Acquisition: Evidence from GENSPAN. Brechje van Osch, Elisabet García González, Suzanne Aalberse, Aafke Hulk & Petra Sleeman
University of Amsterdam

elisabet.garciaoglez@gmail.com
b.a.vanosch@uva.nl

Simplification or Cross-Linguistic Influence?