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)

Download date: 18 Jul 2018
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

eilbet.garciaalez@gmail.com
b.a.vanosch@uva.nl

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 boy arrived)
• Llegó un chico (Arrived a boy)

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

Zapata et al., 2005, De Prada-Pérez & Pascual Cabo (2012)

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

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

Preference Judgment Task:
1. The Development of Subject Position

METHOD
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 tío, no puedo abrir la puerta. Va mi esposa 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 uncle, I cannot open the door. My wife goes and sees that it’s some cousins. When she gets back, I ask her: “Who arrived?” My wife tells me:

• Unos primos llegaron (Some cousins arrived.)
• Llegaron unos primos. (Arrived some cousins.)

RESULTS

Monolinguals

Bilinguals

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


