

Mapping nominal and pronominal morphosyntactic development in Greek bilingual children

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In this talk, I map out how bilingual children of primary school age with Greek as a heritage or second language (L2) acquire nominal and pronominal morphosyntactic elements (articles, pronouns) and their features (grammatical gender, case, number) in Greek. Producing and comprehending these is critical for efficient communication. Still, target production and comprehension can be challenging for learners of Greek. This is because linguistic factors, such as paradigm transparency and referential properties, may interact with child-internal (e.g., age of onset to Greek, proficiency) and child-external factors related to the degree and quality of Greek input available, among other things. Documenting the acquisition trajectory of these linguistic features in diverse child bilingual groups, where Greek is acquired either from birth (heritage) or later in childhood (L2 children), allows us to unpick the relative contribution of linguistic and child-related factors. Comparisons between Greek and crosslinguistic findings will highlight how the study of Greek can further inform acquisition theories.