

## **AG 7: Information Structure in Language Acquisition**

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The form in which some content, once selected by the speaker, is encoded in a sentence depends not only on the lexicon and the morpho-syntax of the particular language but also on the way in which the sentence is integrated into the information flow in on-going discourse. Are such form-function linkages a very early means - perhaps the first - that language learners have available for structuring their utterances? Are first and second language acquisition same or different in this regard?

This workshop aims at bringing together studies on the linguistic expression of information structure and its acquisition by first and second language learners of different languages. It focuses on the development of the relationship between information structure related functions (e.g. topic, focus, givenness, contrast) and the corresponding formal devices. Questions to be addressed in the workshop include:

1. Do language learners express the same kinds of information structure relations as adult native speakers using the same devices (e.g. word order, referential devices, intonation, particles)?
2. How do children and adult L2 learners use such devices in real-time spoken language comprehension?
3. In which respects are L1 and L2 learners similar or different in the production and comprehension of devices that mark information structure?
4. How are production and comprehension temporally related in development, e.g., in first and second language learners' use of intonation or scope particles?

We invite contributions investigating monolingual, bilingual, and impaired language development, and we explicitly welcome research comparing different modalities and different populations.