Unit 1: AoS 2. Language acquisition
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- Resources are available through VATE.
General Information

• This session is being screen captured and audio recorded.
• Please turn off mobile phones.
Recommended texts

*Love the Lingo*, Burridge and de Laps (2nd edition 2015)
ISBN 978-0-9925854-2-6
VATE Publication

*English Language for Senior Students: A guide to metalanguage*
ISBN: 978-1-9253164-9-0
Insight Publication
Resources

• More information on resources will be given throughout the session but keep an eye on the Talk the Talk podcast which has weekly episodes that are highly accessible and often cover topics found in our Study Design.

• Some examples:
  • Familiolects
  • Moons moons and reduplication reduplication
  • What helps babies learn language?
Key Knowledge

• The nature and the developmental stages of child language acquisition
• The major theories of child language acquisition
• Commonalities and differences between learning a language as a young child and as an adult, including first and additional language learning
• Bilingualism and multi-lingualism
• Phonological, morphological lexical, syntactic and semantic development in children
• Metalanguage to discuss how language is acquired.
The Subsystems of Language

- Phonetics – the study of sounds and sound production
- Phonology – the study of sound patterns of a particular language
- Morphology – the study of morphemes
- Lexicology – the study of lexemes
- Syntax – the study of sentences
- Discourse Analysis – the study of connected sentences
- Semantics – the study of meaning
- Pragmatics – the study of contextual meaning and language interaction
How do we make speech sounds?

https://www.youtube.com/watch?v=OCvJiqKZbz4
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**International Phonetic Alphabet** (revised to 1993, corrected 1998)

The International Phonetic Alphabet (IPA) is a system of symbols used to represent individual sounds of spoken human language. The symbols can be used to transcribe any language that uses spoken words. Each symbol represents a specific sound, allowing for the precise description of how a word is pronounced. The IPA is widely used in linguistics, phonetics, and other fields that deal with the study of language.

Click on any part of this chart to see the symbols and hear the sounds.
# Places of Articulation

- Bilabial: `b`
- Labio Dental: `f`
- Dental: `q`
- Alveolar: `n`
- Palato-Alveolar: ŋ
- Palatal: `j`
- Velar: `k`
- Glottal: `h`
The key words: the places of articulation

- **Labial** = to do with lips
- **Dental** = to do with the teeth
- **Alveolar ridge** = the hard ridge just behind teeth
- **Palate – hard** – the hard part of the roof of your mouth
- **Palate – soft** – the soft part of the roof of your mouth
- **Velum** – another name for the soft palate
- **Glottis** – the opening between the vocal chords
Continued

• Bilabial = sounds made using both lips: e.g. Billy; Pop; Mister
• Labio-dental = sounds made by lower lip and upper teeth e.g. Fish; Voice
• Dental = sounds made by the tongue on the teeth e.g. three; this
• Alveolar = sounds made using the tongue and the alveolar ridge e.g. Don’t Talk
• Alveopalatal = sounds made using the tongue and the edge between the alveolar ridge and the hard palate e.g. ship sheep; judge; giant
• Palatal = using the tongue close to the hard palate e.g. yell
• Velar = using the back of the tongue and the soft palate e.g. kick crisp good; ring
• Glottal = using the space between the vocal chords e.g. Harry
Manners of Articulation

- Plosive (Oral Stop) \( p \)
- Nasal (Stop) \( m \)
- Affricate \( tʃ \)
- Fricative \( f \)
- Central Approximant \( r \)
- Lateral Approximant \( l \)
The key words: manner of articulation

- **Voiced** = when the vocal chords vibrate e.g. Very; vicious; this bad dog; go away, dog
- **Voiceless** = when the vocal chords don’t vibrate when you say a word e.g. to kick a fine shopper is shocking
- **Stop** = when there is a complete closure of the oral cavity so air cannot get through e.g. pest; boast; toast; dust; curse; good
- **Nasal** = closure of the oral cavity but air leaves through the nose e.g. never much noticed the ring
- **Fricative** = speech organs are close enough to partially block airflow and create friction very full and thick sauce
- **Affricate** = a complete closure followed by a release of air e.g. chop and change and joke
- **Lateral** = a partial closure so air travels on the side of the tongue e.g. liquid, light and lovely
- **Approximant** = speech organs come close to each other but not close enough for audible turbulence: e.g. your wild ride
The consonant sounds that vary from standard orthography

- Curl
- Thin
- Then
- Shine
- Your
- Joke
- Chop
- Ring
- beige

Orthography (noun)
The conventional spelling system of a language.
### Stages of language acquisition

<table>
<thead>
<tr>
<th>Phase</th>
<th>Age (months)</th>
<th>Primary mode (spoken/signed/both)</th>
<th>Lexemes? (Y/N)</th>
<th>No. of lexemes per utterance</th>
<th>Syntax? (Y/N)</th>
<th>Example of a child communicating: “I want a drink”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Verbal/Babbling</td>
<td>0-11</td>
<td>Signed</td>
<td>N</td>
<td>N/A</td>
<td>N</td>
<td>Speed of dummy suck Pointing to drink</td>
</tr>
<tr>
<td>One word/ Holophrastic</td>
<td>12-18</td>
<td>Signed + Spoken</td>
<td>Y</td>
<td>One</td>
<td>N</td>
<td>Dink Juice</td>
</tr>
<tr>
<td>Two word</td>
<td>18-24</td>
<td>Signed + Spoken</td>
<td>Y</td>
<td>Two</td>
<td>Y</td>
<td>Mummy juice Drink baby</td>
</tr>
<tr>
<td>Telegraphic/ Multi-Word</td>
<td>24+</td>
<td>Signed + Spoken</td>
<td>Y</td>
<td>Three +</td>
<td>Y</td>
<td>I want drink Gimme drink please</td>
</tr>
</tbody>
</table>
Describe in one word what you see in each of these images.

[Image 1: Woman smelling flowers]
[Image 2: Dog]

Now describe what you see using two words.
Phonological Development: Early sounds

- Vowels tend to be acquired before consonants. By 2 ½ the average child has acquired all of the vowels and two thirds of the consonants; by the age of four, only a few consonants are causing a problem; and by 6 or 7 the child is confident in the use of both vowels and consonants.

- Initial consonants in a word tend to be easier to master than final ones.

- Many of the consonant sounds children make are universal; in other words, children across the world make very similar sounds regardless of the first language spoken.

- The most common consonant sounds for young children acquiring English tend to be: b d m n h

Think: Why do you think this might be?
Phonological Development: Early sounds

Werner F. Leopold once said that children ‘like reduplication’.

- Reduplication – a structural repetition within a word e.g. *choo-choo, mama*

Did you use reduplication?
Phonological Development: Early patterns

- **Deletion** – *member* instead of *remember*
- **Consonant clusters** – *Sorn* instead of *Storm* (Troopers), *Darf* instead of *Darth* (Vadar)
- **Substitution** – *dies* instead of *guys*, *dare* instead of *there*

*It would be a good exercise to re-write these using the IPA.*

These all attribute to **simplification**.

Note that often with substitution, a **fricative** sound is replaced by a **stop** sound in roughly the same area of the mouth.

Test! Can you remember if fricatives and stops are places or manners of articulation?
Phonological Development: Assimilation

We have already covered assimilation. Remember ‘hambag’? Now we are going to look at it in relation to CLA.

What is happening here:

• goggie (doggie)
• babbit (rabbit)

The first consonant sound has been influenced by the second.
Bananas in pyjamas

https://www.youtube.com/watch?v=O0XNR1fY6mc

• ‘Bananas in Pyjamas’ – Using metalanguage, what can you say about the song’s title?

• This song is aimed at young children. But if we break it down further, we can see that this phrase is far from simple. Why?

• Consider how a child would pronounce the words in the song’s title.

• What problems might they come across?
The ‘Fis’ phenomenon

- The *fis phenomenon* is a phenomenon of child language acquisition that demonstrates that perception of phonemes occurs earlier than the ability of the child to produce those phonemes. The name comes from an incident reported in "Psycholinguistic Research Methods" by J. Berko and R. Brown in *Handbook of Research methods in Child Development*, edited by P. Mussen (New York: John Wiley, 1960). A child referred to his inflatable plastic fish as a *fis*. However, when adults asked him, "Is this your *fis*?" he rejected the statement. When he was asked, "Is this your fish?" he responded, "Yes, my *fis*." 

- This shows that although the child could not produce the phoneme /S/, he could perceive it as being different from the phoneme /s/.

- [https://www.youtube.com/watch?v=5G5LEU5MOas](https://www.youtube.com/watch?v=5G5LEU5MOas)
The Wug Test

Take the wug test at https://www.sporcle.com/games/Alcas/wug_lyfe

Write a response to the Wug Test explaining its finding using metalanguage.
Issues with ‘The Wug Test’

• Since Berko’s experimental findings are so widely cited as evidence that regular verbal inflection is accomplished by the use of combinatory rules (stem + affix), it is important to recognize that similar experimental findings have not been demonstrated for languages with different typologies.

• Taylor refers to conclusions about productivity based on the wug test as ‘The Great wug Hoax’. He points out that only 28% of the 4- and 5-year-olds that Berko tested and only 38% of the older children (5 1/2 to 7) could produce the appropriate plural form of the nonce noun gutch. Berko’s data also show that, although the children knew the past form melted, they did not extend the rule to new forms such as mott. Only 31% produced motted. The widely held belief that combinatory rules are fully productive for young English-speaking children is not consistent with this gradient performance.
Language productivity

As discussed last lesson, children are often extremely adept at creating new words by applying the rules they hear in use around them.

If a person who walks is a walker, and a person who runs is a runner, what would you call a person who:

A) cycles
B) cooks
C) shoots
Conversion is when we change the word class of the word but leave it in its original form:

- To butter the bread.
- Pass me the butter.
- Kiss me.
- I gave her a kiss.

Children often overuse these conversions e.g. I’m scissoring my picture; I’m pencilling a picture
Language productivity

• These errors are a good sign because they reveal the processes at work in a child’s mind
• English is not logical
• Children have to unlearn these errors
• This takes time and they have to hear the correct words being used in context
• *Hammers don’t ham and doctors don’t doc*...
Whole Object Assumption

• You probably came up with single nouns such as woman, lady and dog.

• This relates to the whole object assumption that children make use of when confronted with new things they need to label.

• You could have easily picked out a smaller detail in each picture such as nose or hand, but you probably didn’t. Why?
Whole Object Assumption

• For children, a new word usually refers to a whole object, not a part of it or a quality the object possesses.
• When you were asked to use two words, it’s likely you used a noun and verb combination, or an adjective and noun, or a modifier and a noun.
• Did anyone come up with something different?
Whole Object Assumption

- Children tend to use **nouns** as their main **word class** early on, and Katherine Nelson (an American developmental psychologist) explored this in 1973 when she looked at the patterns of a children’s first 50 words.
Words and Meaning

- Children also apply two other strategies: type assumption and basic level assumption.
- Type assumption prevents children from underextending most new words. In other words, if they are told the new thing they have seen is a dog, they don’t assume that only that particular dog is a dog and every other dog isn’t a dog.
Words and Meaning

• The basic level assumption prevents the child from overextending meanings too far. So, once the child has recognised what the noun ‘dog’ refers to, they seem to understand that it also refers to things with similar properties (appearance, behaviour, size etc.).

• So a dog shouldn’t be a horse, a cat or a lama. But it doesn’t always work that way, and the mistakes children make seem to shed some light on the processes they’re using to distinguish these differences.
Words and Meaning

Developing categories and hierarchies is a part of semantic understanding too.

Try these questions yourselves:

• A pug is a type of dog. Does a pug have to be an animal?
• A BMW is a kind of car. Does a BMW have to be a vehicle?
• Beyoncé is a singer. Does Beyoncé have to be a kind of human?
Words and Meaning

• We can answer these questions but when faced with questions like this, four-year-olds only score about 60%. But six-year-olds score better at 90%.

• This is down to the *mutual exclusivity assumption*: the belief that an object cannot be two things at once.

• In order to give a correct answer, the child needs to understanding that a dog is a kind of animal, a BMW is a car and part of the wider class of vehicle. As children get older, they start to understand the hierarchical nature of naming categories.
Identify the mistakes and the learning.

• Using metalanguage, describe what the child is doing in each of these sentences. Theorise about how the mistake has occurred and what language learning the child has demonstrated.
1. "DOP IT!" INSTEAD OF "STOP IT!"

- It's not easy to articulate the start of a word with a consonant cluster.
- Children substitute a sound they can produce. 'D' is a very smart substitution for 'st' in "stop." A 'd' is basically a 't' where the vocal cords kick in sooner, so when children substitute the sound to show they've heard the difference between "stop" and "top" and hypothesized that it's important for the language.
2. CALLS THE DOG "BABY."

- When children start using words, they form hypotheses about word meaning and apply them on their own.
- The child might call all the kids and pets in the family "baby," but not the parents, revealing a hypothesis that "baby" means "family member who other people have to get food for."
- Like any good scientist, she can only confirm her hypothesis by testing it. Eventually, she will get enough data to settle on the right one.
3. POINTS TO SOMETHING AND SAYS "THANK YOU" WHEN HE WANTS IT.

- This mistake shows complex knowledge of pragmatics, or the meaning of words in contexts.
- "Thank you" occurs in the context of a transfer of possession.
4. "BABY DRINK. MILK ALL-GONE!"

- 2 word stage
- The words come in the same order they would in a grammatical sentence: subject verb.
- "Milk all-gone" expresses "object has some quality," and those words also come in the correct order: noun (is) adjective.
- The child has figured out that word order matters a lot in English for making those relations clear.
5. "I GOED FAST!"

- Irregular verbs treated as regular.
- The interesting thing is that they do this after they have already learned the irregular versions. They may say "went fast" for a while, when "went" is just a word they've heard a few times. Later they notice the larger pattern—words take -ed in the past tense. Then they start making these over regularisation errors.
- "I goed fast" is a sign that the child is not just saying words, but figuring out the larger important patterns that relate words to each other.
Modal verbs are hard! Can, will, do, would, should, might—there are so many little words that change the meaning of a clause. They pile up on top of each other, sometimes contracting into smaller versions.

"I can't will go today" includes information about permission status (can), negation (n't), and future tense (will) in one sentence.

Trying these kinds of constructions out is a major step toward serious grammatical complexity.
7. "HA HA. I WON YOU."

- English has tons of verbs that can be intransitive (I watched, I pushed, I drew) or transitive (I watched you; I pushed you; I drew you.)
- Typically, situations where one person takes an action that affects another person will have a transitive verb associated with them.
- For a competitive kid of a certain age, what situation could be more stereotypically "one person affecting another" than when somebody wins?
8. "WHAT ARE YOU EATING IT?"

- When you ask a question like "what are you eating," you have a situation—"you are eating it"—that you want to know something about—"you are eating what?"

- The child has to figure out that to ask this question in English you have to move the object to the beginning of the sentence, and then switch the places of "you" and "are."

- In "what are you eating it?" the child has correctly switched "you" and "are" and moved the "what" to the beginning. Then she sticks the "it" in to fill the hole. She is making extra sure the sentence is complete.
9. "MUMMY, YOU'RE A GROWN UP. I'M A GROWN DOWN."

- This shows that not only has the child learned that "up" is the opposite of "down," but that that sense of oppositeness can be applied to the relationship between "adult" and "kid" in a meaningful way.
10. "UNLESS I WILL GET A LOLLIPOP, IF I WON'T WILL GET DRESSED FAST."

- Conditionals like "unless" and "if" are some of the last words that children master.
- The child here is combining two statements: 1. Unless I get a lollipop, I won't get dressed fast. 2. I will get a lollipop if I get dressed fast.
- He stipulates his conditions for getting dressed fast and lays out the anticipated consequences of his getting dressed fast all in one extremely complex blend.
Mistakes children never make.

- Certain grammatical relationships appear to be hardwired.
- Shifting ‘is’ to form a sentence.
  - E.g. A cow is in the field. Is a cow in the field?
- In a sentence with a subordinate clause, a child will never shift just the first ‘is’ (innate understanding of dependent nature of subordinate clause)
  - E.g. A cow that is eating grass is in the field becomes...
    Is a cow that is eating grass in the field? not...
    Is a cow that eating grass is in the field?
How? Nature vs Nurture

• Key question: Is CLA a form of learned behaviour or imprinted into us genetically?
• As with most of these debates, the answer lies somewhere in the middle.
• The first real debate in this area was between Chomsky (Nature) and Skinner (Nurture).
The Features of Child Directed Speech

• More pronounced intonation that draws attention to key morphemes or lexemes.
• Simplified vocabulary that helps establish keywords (‘dog’ rather than ‘German shepherd’).
• Repeated grammatical ‘frames’ that help draw attention to new elements within those frames (e.g. ‘What animal lives in a kennel? What animal lives in a sty?’).
• Simplified grammar – shorter utterances.
• Actions that accompany speech: pointing, smiling, shrugging shoulders).
• More obvious lip and mouth movement.
Facts about child directed speech: What do you think?

• High-SES mothers use longer utterances and more different words when they talk to their children than low-SES mothers and, in turn, their children have larger vocabularies.

• Low-SES mothers are found to talk less and use less varied vocabulary during interaction with their children than high-SES mothers.

• It is estimated that children from the high-SES families they observed heard approximately 11,000 utterances in a day, compared to 700 utterances for the children from low-SES families.

• Low-SES mothers more often use speech to direct their children’s behaviour and high-SES mothers more often use speech to elicit conversation from their children.
Skinner, 1959

- Believed that language was just another form of learned behaviour.
- Suggested that children learn through positive and negative reinforcement.
- Called children’s brains a ‘blank slate’, ready for them to learn language through interaction.
How to apply it... What to look out for in the data...

• Adults explicitly modelling or teaching language, and children responding.
• Children imitating/repeating adults’ speech.
• Children learning or repairing mistakes after correction from adults.
• These all can be used to support the theory of Skinner’s.
Problems with Skinner

• There is a difference between the child’s language being true or grammatically correct.
• We are often more interested in them saying something that is true, than we are them saying it in a grammatically correct way.
• It has been suggested that over-correcting children’s speech can have a bad effect, as there are some stages where children start to apply grammar, that they go through and learn naturally.
• Now largely discredited.
Chomsky, 1957

- Introduced the idea of innateness. That the capacity and apparatus for learning language are already there when we are born.
- Suggested we are born with a Language Acquisition Device (LAD), which controls the development of language.
- This allows the child to assemble a set of rules about the language as they hear it being used around them.
- Could explain how children can say grammatically complex phrases without having heard them before.
Chomsky’s Linguistic Universals

1. The baby already knows about linguistic universals.
2. The baby hears examples of language in its native language.
3. The linguistic universals help the baby to make hypotheses about the incoming language.
4. From these hypotheses, the baby works out a grammar, a set of rules.
5. As more and more language is heard, the grammar becomes more and more like that of adults.
Support for Chomsky

- All children around the world go through very similar stages.
- Medical research also suggests there are specific areas in the brain to control language.
- However, these ideas do **not** suggest that language will be learned whatever happens, children still need some input and interaction.
Other Theorists similar to Chomsky

• Pinker’s Language Instinct (1994) argues that humans are born with innate ability and capacity for language.
• He sees language as an instinct which has evolved in humans.
• Asserts that language must do two things:
  1. Convey a message to an audience.
  2. Negotiate the social relationship between speaker and audience.
How to apply it... What to look out for in the data...

- Children doing more than simply imitating adult speech.
- Things like over and under-extension suggest that children are actively constructing language according to an unconscious model of how language works.
- Children resisting or simply not responding to correction from adults.
- These can all be used to support Chomsky’s work.
Problems with Chomsky

• Chomsky did not really pay much attention to how children then developed, he just focused on the fact that they were hard wired for language.

• So while he accepted that interaction had an important role to play, he didn’t say much about features of it, such as CDS.

• He never did any practical experiments, and mainly thought of his theory and hypothesised how it worked. Others have added to his work, to make it stronger.
Cognitive and Interactive

- Cognitive means to ‘process of thought’.
- Interactive means a two or more way communication.
- Bruner (Interactive) and Piaget (Cognitive) have both put forward approaches that focus on different aspects of development and environment.
Piaget (Cognitive)

• Suggested that a child’s language acquisition is part of a child’s wider development, so language comes with understanding.

• A child cannot linguistically articulate concepts they do not understand.
How to apply it... What to look out for in the data...

- Children talking to themselves while playing or working at a task, in a way that suggests they are trying to help themselves make sense of something.
- Children failing to use or understand language because they haven’t yet grasped the concept expressed by the language.
- These can be used in support of Piaget’s theory.
Problems with Piaget

• There is evidence of children with severe learning difficulties and cognitive problems, who still manage to use language far beyond their actual understanding.
• This suggests that the link is not as strong as Piaget thought.
• Language is unique in many ways, which makes it distinct from other areas of development.
Bruner (Interactive)

• Put forward the idea that the interactions between child and carer are crucial to language development, and help children develop important abilities such as turn taking.

• Focus on the importance of conversations, routines of interaction and the role of CDS.
Bruner

- Put language firmly into a social context by saying that ‘children learn to use a language initially, to get what they want, to play games, to stay connected with those on whom they are dependent’.

- Proposed the existence of the Language Acquisition Support System (LASS), which is the support for language learning provided by parents.

- Bruner argued they did more than provide models for imitation.
How to apply it...what to look out for in the data...

• Children clearly enjoying/benefitting from their interaction.
• Parents reinforcing their children’s attempts to speak by responding in an encouraging and positive way.
• Adult caregivers using features of CDS.
• Conversation skills and pragmatic awareness being modelled/taught/learnt through interaction between child and adult.
• All these can be used to support Bruner’s theory.
Our 3 theories

- Behaviourism – language is taught by adults
- Innatism – we are born language ready, idea of universal grammar, LAD
- Interactionism – child directed approach, modelling from parents.

- Also consider Piaget’s cognitive theory that language development cooccurs alongside other cognitive development.
Comparing behaviourism and interactionism

• How do they differ?
• Essentially behaviourism works on the assumption that parents/carers correct each mistake (syntactic and articulation) the child makes and this is how the child learns correct grammatical constructions. Skinner refers to this as operant conditioning.
• This is a top down approach
• Bruner believes that parents/carers use child directed speech (CDS) to model the next level up of grammatical construction and do not correct all mistakes. This is known as recasting and expansion.
• This is a bottom up approach
Critical Period of Language Acquisition

Chelsea

- This is about the most serious support for the critical period offered.
- Chelsea was a deaf child in California whose deafness was not discovered until she was 31. She had been misdiagnosed as intellectually impaired.
- She was not abused, she had a loving family but no access to language.
- Upon accurate diagnoses she was given hearing aids and achieved near normal hearing. She lives independently, knows 2000 words. Typical sentences are:
  - The small a the hat
  - Richard eat peppers hot
  - Orange Tim car in
  - Banana the eat
  - The boat sits water on
  - The woman is bus the going.
Bilingualism

Children can become bilingual or multilingual in two ways:
1. Consecutive – child learns one language, then another
2. Simultaneous – child learns both languages at once

Simultaneous bilinguals go through three stages in their development:
• Stage 1 – lexicon consists of mixture of words (usually not translations of each other)
• Stage 2 – mixing of languages in same utterances
• Stage 3 – separation into two lexicons, although grasping syntactic and morphological complexity of languages takes greater time.
Growing Up with English Plus

1. Given the dominance of English in Australia, why might parents decide to raise their children bilingually?

2. List the different approaches that the parents have taken to consciously raise their children bilingually; for example, each parent uses a different language with the child.

3. To raise their children bilingually must one or both of the parents be bilingual?

4. List some of the challenges in raising children bilingually.
Some learning tasks:

• Using paper, students construct a model of speech apparatus
• Starter: Using the list below, explain how and why a child might mispronounce each word: skin, tent, zoo, John, bath, play, breakfast, cheese.
• Students to find a video of a baby/child speaking and transcribe to IPA – they can then use this to analyse in a report style
Some learning tasks:

Plenary: Say it like a child

Re-write the following sentences, expressing each as an infant would in each stage of language development.

- I am tired.
- I need my a drink.
- Where is Teddy?
- I want to pat the dog.
- Daddy, can I have a drink?

Task: Write out the following words using the IPA

1. Pat
2. Kiss
3. Strength
4. Thistle
5. Boot
6. Wash

Compare your work with your partner’s. Are they the same?

Investigation into acquiring an L2

1. Why might young people be more proficient at learning/acquiring a second language?
2. What other factors may come into play when learning/acquiring a second language?
3. What is the difference between learning and acquiring a second language?
4. What is the best way of learning a second language?
5. Identify any linguists who are important in the study of learning/acquiring a second language. What do they have to say about this topic?
6. What is code-switching and why might it be used by bilingual speakers?

Writing task: Once you have the answers, write up an informative piece on acquiring an L2.

Extension: Which sounds do you think would be difficult for children? Why do you say this? (Think about the subject you studied and what you found out about your own language acquisition.)
Some resources:

- Plurals activity
- Past tense activity
- David Crystal on Child languages acquisition
  https://www.youtube.com/watch?v=gs_Mjl08-Eo
Assessment ideas

• Provide a transcript of child speech for students to write a report on, linking to development theories.
• Essay – language acquisition or language learning
• Short answer tests
• Produce a poster explaining stage of language acquisition to new parents
• Class orals assessing language acquisition theories.
• Exam – suggested structure:
  - Short answer questions – focus on word class, syntax, morphology
  - Expository essay
Thanks for listening!
Any questions?