

Week 8: language development



- A child who does not **hear** or is not allowed to use language will learn no language.



- A child does not acquire an ability to speak when only exposed to TV and radio programs.
- What the child learns is the use of Sign language, that is, the language he uses to interact with parents.

A crucial requirement appears to be
interaction with others via language.

**Language
acquisition**

VS

**Language
learning**

Language acquisition


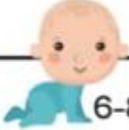




- Language acquisition refers to the natural assimilation of languages, by means of **intuition** and **subconscious** learning.
- Language acquisition is the product of **real interactions** between people in environments of the target language and culture, where the learners, as **active** players, develop their communicative ability.

Language learning

- Language learning refers to the analysis and study of the language as a system, primarily in its written form.
- The objective is to understand the **structure** of the language and **produce knowledge** about it.

	Language acquisition	Language learning
Form	informal	formal
Environment	natural environment	formal environment
Purpose	communication	produce knowledge
Speed	faster learning	slower learning
Involvement	active	passive

Language acquisition - different stages

 COOING	 Babbling (<u>Prelinguistic</u>)	 One Word Production (<u>Holophrasic</u>)	 Two Word Production	 Multi-word Stage (<u>Telegraphic</u>)	 Later Multi- word Stage (<u>Language</u> <u>Stage</u>)
5-6 weeks	6-8 months	1 year	18-24 months	24-30 months	30+ months
Murmuring sounds	Basic sounds are produced	One word to convey wants and emotions	produce simple sentences	multi-word sentences	grammar + sentences are longer and complex



Cooing

- During the **first few months of life**, the child gradually becomes capable of producing sequences of vowel like sounds like [i] or [u].
- Speech perception study found that by the time they are five months old, babies can already hear the difference between syllables like [ba] and [ga].

Babbling

Between 6 and 12 months, the child is sitting up and producing a number of different vowel and consonants

- **Reduplicative babbling:**
ba-ba-ba
- **No-reduplicative babbling:**
ba-du-ba-du





ra-la

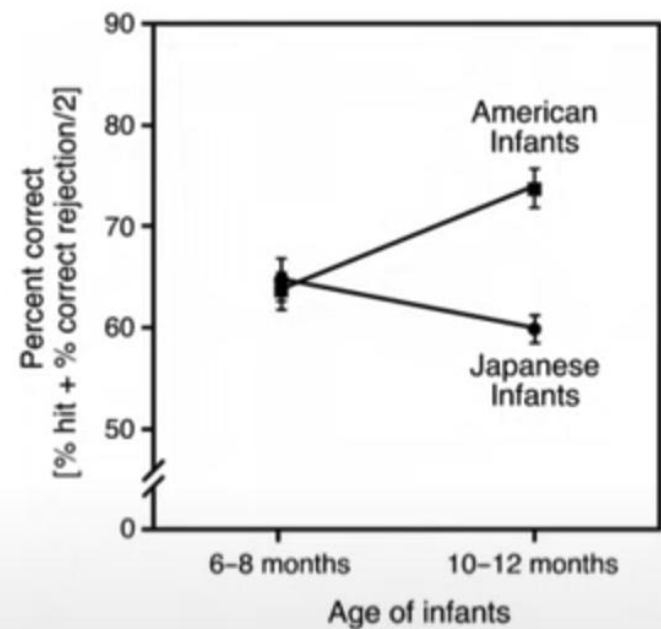


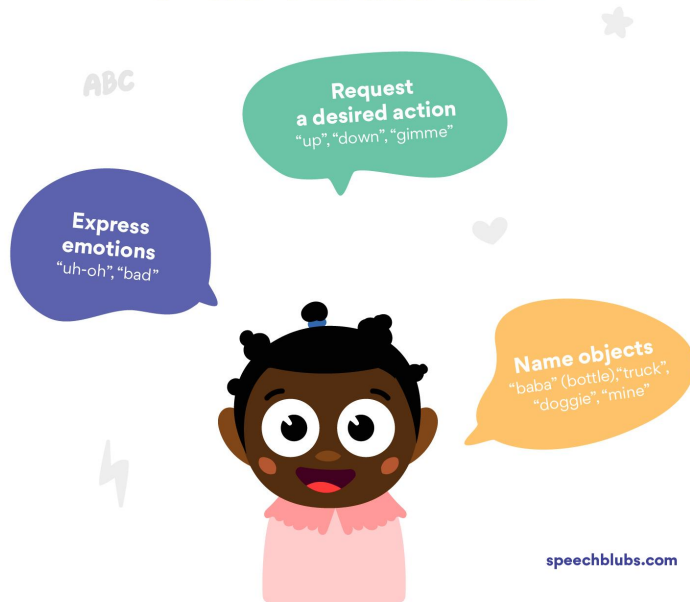
Figure 1 Effects of age on discrimination of the American English /ra-la/ phonetic contrast by American and Japanese infants at 6-8 and 10-12 months of age. Mean percent correct scores are shown with standard errors indicated.

Caregiver speech

- Also known as motherese
 - Such as poo-poo, pee-pee, doggie
 - The **simplified** and **repetitive** type of speech, with **exaggerated** intonation and rhythm
 - often used by adults when speaking to babies.



ONE-WORD STAGE 1- 1.5 YEARS OLD

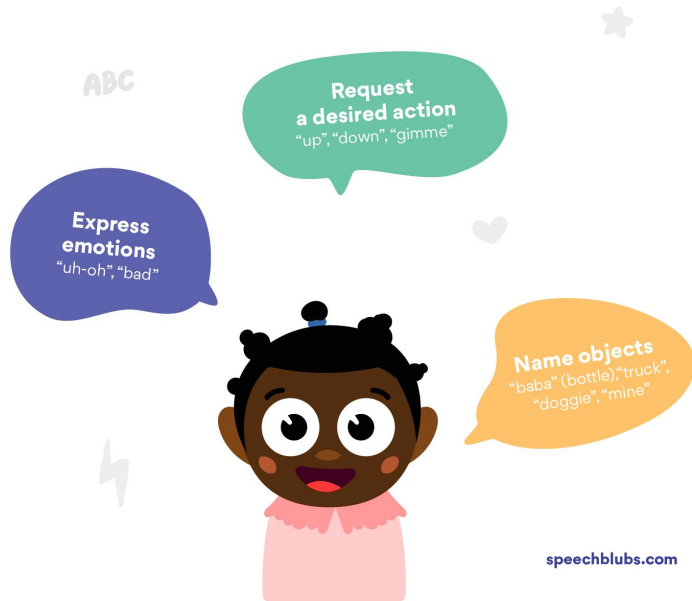


One-word stage

Children begin to acquire and produce real words or their native language, and use single word construction to communicate:

- **Express emotions:** uh-oh, bad
- **Request a desired action:** up, down
- **Name objects:** baba(bottle), doggie, mine

ONE-WORD STAGE 1- 1.5 YEARS OLD



Holophrastic stage

- One word is used to convey more complex messages- i.e., “juice” may mean “I want more juice” or “I’ve split my juice”

TWO WORD STAGE 1.5-2 YEARS OLD



Two-word stage

Children usually enter this stage when they have acquired **50 words**. They began to demonstrate their knowledge of the word order that occurs in the language:

- **Doer + action:** tommy play
- **Action + affected object:** kick ball
- **possessor + possessed object:** daddy key
- **Negative/refusal of existence:** no veggie

★ TELEGRAPHIC STAGE 2-2.5 YEARS OLD



Multi-word stage

Telegraphic stage

- **Mommy go bye-bye**
- **Cathy build house**

Grammatical/function words such as "the", "a", "of", pluralization, tense, verb-endings are omitted

go-goes; come-comes

AFTER TELEGRAPHIC STAGE
2.6 + YEARS OLD



Later multi-word stage

Early in this stage, complete sentences begin to emerge. Imperative and declarative sentences appear first:

- **Imperative** : give me my toy
- **Declarative** : that's my toy truck

AFTER TELEGRAPHIC STAGE 2.6 + YEARS OLD



Later multi-word stage

- By a child's 3rd birthday, they begin to use more grammatical/function words.
- Coordination and subordination sentences also appear but are master by 4-5-years-old
- Near the end of this stage, almost everything is acquired between the ages of 5-6.

During which stage do children typically first produce syllable sequence to *mama* and *dada* and how old are they?

At about what age do children typically begin producing varied syllable combinations such as *ma-da-ga-ba*?

Which of these utterances would be described as telegraphic speech?

- (a) *hit ball* (c) *daddy go bye-bye*
(b) *what's that* (d) *my teacher holded the baby rabbits*

Which of these expressions is likely to be used before the others?

mommy books or *mommy's book* or *mommy reading* or *mommy goed*