

Language

- I. Language Development: What Develops?
 - A. Phoneme Development
 1. Basic Sounds of Language
 2. Must both perceive and produce sounds of language
 - a) Transition from cooing and babbling -- paying attention if weird sounds they make are getting responses or not -- if they are, they respond in an increasing frequency
 - b) Once babbling happens, they have conversations with others and also "talking" to themselves
 - c) Consonant sound: From front of mouth to back of mouth (B before K)
 - (1) Da sound comes first
 - d) Vowel Sounds: From back of mouth to front of mouth (first sounds made cuz easiest)
 - e) Girls make sounds easier than boys
 - f) Babbling: Why do infants babble?
 - (1) Will continue to babble if that's part of the language, but will stop if it isn't
 - (2) Fine tuned from environment and interactions between people
 - B. Morpheme Development
 1. Units of meaning
 - a) Both free and bound morphemes
 - C. Syntax Development
 1. Structure and rules of language
 - D. Semantic Development
 1. Meaning of Language
 - E. Pragmatic Development
 1. Using language to communicate
- II. Methods Used to Study Language
 - A. Parental Reports
 - B. Natural Observations
 - C. Diaries
 - D. Experiments
 1. E.g wugs - try to induce language (plural in this case)
- III. Newborn Speech Perception
 - A. Can hear all discriminations when a baby
 1. B to P, (the 4 Ma's in Chinese that each mean something different)
 - B. Operant Head Turn Paradigm
 1. Learns to associate the Da to bunny and Ba to toy with operant conditioning in English sound
 2. Turns head when he hears Hindi Da sounds
 3. By 10 months, baby stops being universal listener and no longer hears difference in two sounds
- IV. Discriminating Words within Sentences
 - A. How do babies know what words are? - unconscious ability to pick out what words are

- B. Infants have innate learning mechanisms that listen to sentences and do a statistical analysis looking for consistencies in the sounds
 - 1. Stress or frequency indicators
- V. Early Semantic Development
 - A. Disparity between comprehension and production
 - B. One word stage at around 12 months
 - 1. Over-extensions (dog=dog, cat, horse)
 - 2. Taking word and apply it to anything
 - 3. Why are they looking at a cat and calling it a dog?
 - a) Don't know definition
 - b) Trying to communicate the word they know that is associated to the simple structure of it (look at a dome building and say "ball")
 - 4. Under-extensions (dog= only a poodle)
 - 5. Mismatches (infant and adult have different referents)
 - C. Two Word Speech
 - 1. Pick out the words telegraphically, most important communicating what they want
 - 2. Holophrastic: Single words stand for a complex of ideas
 - 3. Telegraphic: words selected are the most important for meaning
 - 4. No use of inflections: e.g., "s", "ed"
 - 5. Yes, there is syntax
 - 6. Yes there are pragmatics
 - D. Motherese or Infant Directed Speech
 - 1. Attention getting qualities
 - a) Exaggerations of tone, loudness, expressions, etc
 - 2. Simplicity of what is said
 - a) Easy to pronounce words
 - b) Basic level of meaning
 - 3. Exaggerated turn-taking or synchrony
 - a) Pause after saying something that you want them to learn
 - b) "Daddy's coming home!" (Pause Pause)...conditioning the baby to speak when that's said
 - 4. Use of Correction?
 - a) Syntax and grammar, almost never correct
 - b) Kids will figure out grammar part, ill just help with the meanings
 - E. Beyond 2 Word Speech
 - 1. By 3, language has progressed very quickly
 - 2. Children are saying whole, multiword sentences
 - 3. Children have learned all of the language's syntax
 - 4. Past 2 years, if child isn't talking, should be sent to a professional to be looked at for language defects
 - F. Later Language Development
 - 1. Theories of Language Development
 - a) Behavioral Theory
 - (1) How you know to say mice not mouses
 - (a) When say mice, parents smile
 - (2) Parents reinforcing helps language, but doesn't when correcting

- (a) Correct meanings, not grammar
 - b) Imitation Theory
 - (1) Mimic things
 - (2) Why does a child say I “goed” to the store?
 - (a) Picked up an English rule of past tense and is trying to apply it
 - c) Hypothesis Testing (Language Acquisition Device-LAD)
 - (1) Noam Chomsky - researcher argued that children are learning rules by forming hypothesis about the language
 - (a) Brain has language acquisition device - we are pre-born with a learning device, learn most on left side of brain
 - i) Guides you what to listen to, how to listen, how to extract info
 - (1) When you hear these little differences, has big differences in meaning
 - (b) Listening to correlations of sounds, bribing you to pick up sounds - innate
 - (c) Possible Innate Rules
 - i) Listen for subtle differences in sounds, not just the beginning of word and pay attention to how they change meaning
 - (1) Dog v Dogs, Play v Played
 - (2) Sit, sat, sits, suit
 - ii) Prepositions: English speaking children as late as 4-5 years
 - (1) In, on ,under, behind in front of, next to
 - iii) Listen for statistical Correlations
 - (1) Learn which to use, feminine or masculine?
 - (a) La v el, memorize words that don’t have a definite rule like La Plume
 - (b) The way it sounds can indicate if feminine or masculine by correlations
 - iv) Pay attention to word order and try to maintain consistency
 - (1) I do not want to go to the store
 - (2) Might hear: I no go to the store
 - (d) Russian Prepositions 2-3 years
 - i) Russian children know how to use prepositions earlier than American children because we have more complicated rules to apply them to
- G. Later Pragmatic Development
 - 1. Role of egocentrism
 - 2. Communication limited because they are not good at figuring out what is in the other person’s head
 - 3. Appreciation of language as a tool of communications - better at understanding people
 - 4. Develops through childhood, sometimes into adolescence
- VI. Is language unique to humans?
 - A. Do humans have a particular skill that animals don’t have?
 - 1. Chimpanzees (Washo) and gorillas (Koko)
 - a) Teach them sign language
 - b) Yerkish
 - c) Koko had a hard time with “butterfly” in sign language