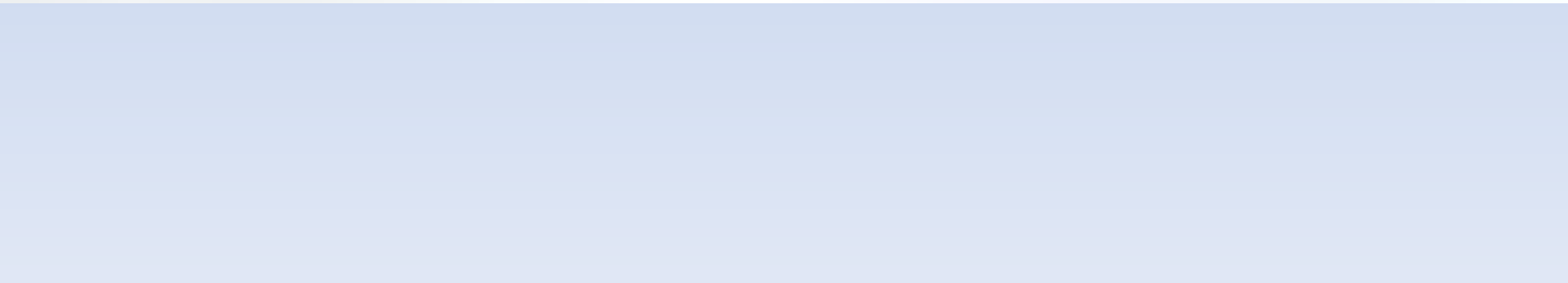
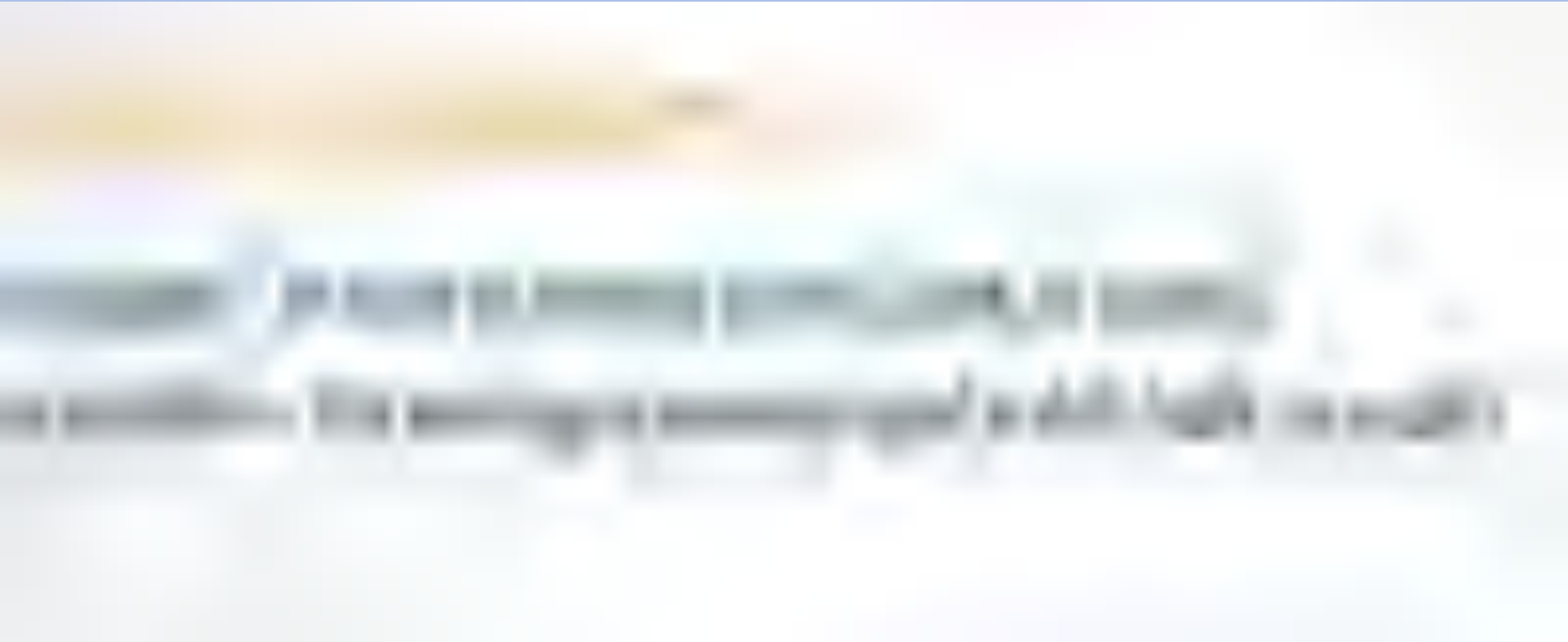
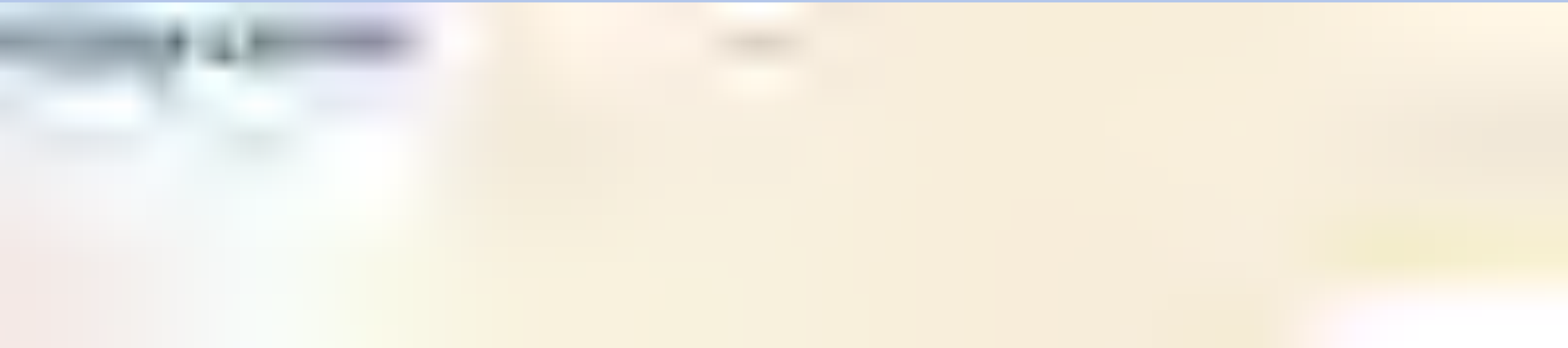
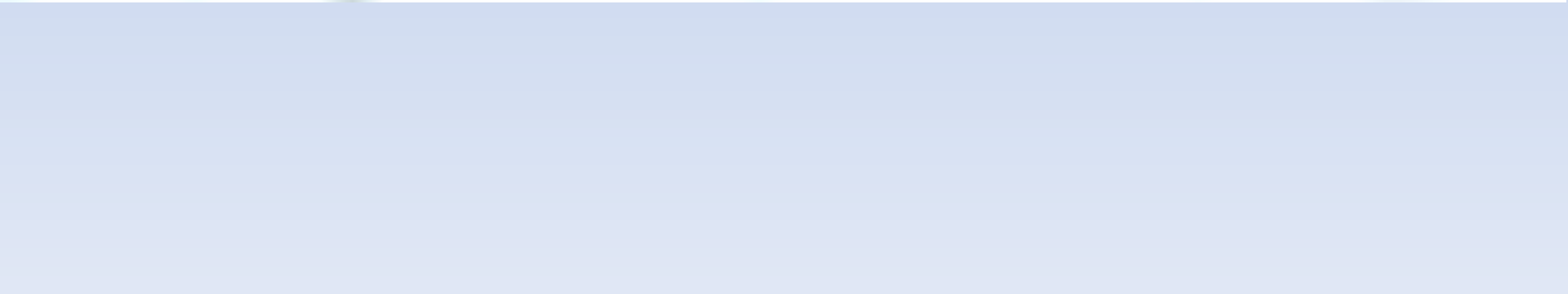


LANGUAGE ACQUISITION







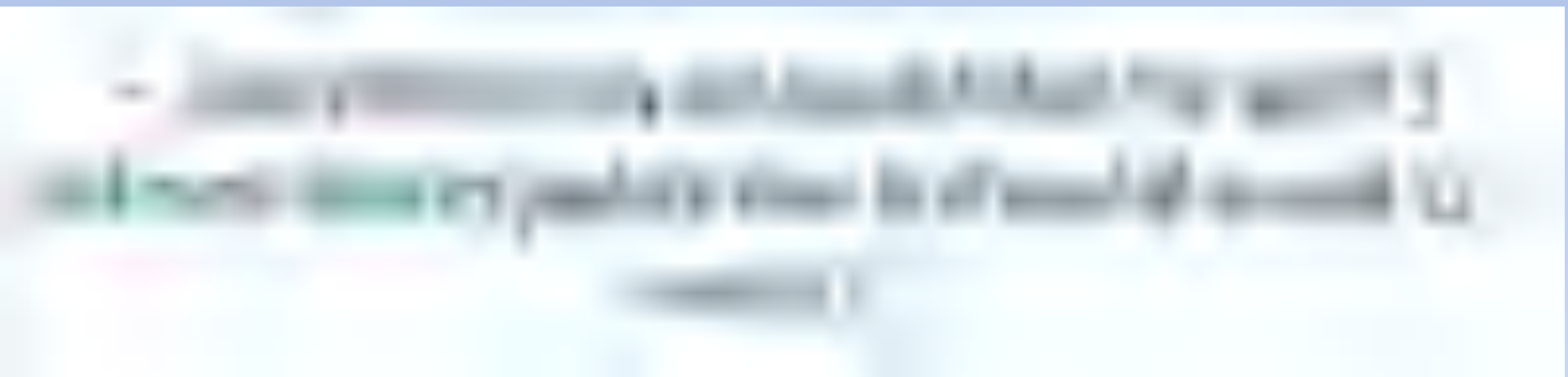
Introduction

The purpose of this document is to provide a comprehensive overview of the project's objectives, scope, and timeline. It is intended for all stakeholders involved in the project, including team members, management, and external partners. The document outlines the key milestones and deliverables, ensuring that everyone is aligned and aware of the project's progress and goals.

This document is a living document and will be updated as the project progresses. It is essential that all team members review this document regularly to stay informed of any changes or updates. Your feedback and input are highly valued and will be used to improve the project's outcomes.







BABBLING

Babbling is a stage in child development and a state in language acquisition during which an infant appears to be experimenting with uttering articulate sounds, but does not yet produce any recognizable words. Babbling begins shortly after birth and progresses through several stages as the infant's repertoire of sounds expands and vocalizations become more speech-like. Infants typically begin to produce recognizable words when they are around 12 months of age, though babbling may continue for some time afterward. Babbling can be seen as a precursor to language development or simply as vocal experimentation.

Babbling usually lasts 6–9 months in total. The babbling period ends at around 12 months because it is the age when first words usually occur. However, individual children can show large variability and this timeline is only a guideline.

From birth to 1 month babies produce mainly pleasure sounds, cries for assistance, and responses to the human voice

Around 2 Months babies can distinguish between different speech sounds, and can make **“goo”ing** sounds

Around 3 Months babies begin cooing (making elongated vowel sounds “oooo” “aaaa”), and will respond vocally to speech of others. They continue to make predominantly vowel sounds

Around 4 Months babies may vary their pitch, and imitate tones in adult speech.

Around 5 Months babies continue to experiment with sound, imitating some sounds made by adults

Around 6 Months babies vary volume, pitch and rate. When infants are 6 months old they are finally able to control the opening and closing of the vocal tract, and upon obtaining this ability, infants begin to distinguish between the different sounds of vowels and consonants. This age is often distinguished as the beginning of the canonical stage. During the canonical stage, the babbling involves reduplicated sounds containing alternations of vowels and consonants, for example, "baba" or "bobo". Reduplicated babbling (also known as canonical babbling) consists of repeated syllables consisting of consonant and a vowel such as "da da da da" or "ma ma ma ma".

Around 7 Months babies can produce several sounds in one breath, they also recognize different tones and inflections in other speakers.

Around 8 Months babies can repeat emphasized syllables. They imitate gestures and tonal quality of adult speech. They also produce variegated babbling. Variegated babbles contain mixes of consonant vowel combinations such as "ka da by ba mi doy doy". Variegated babbling differs from reduplicated babbling in terms of the variation and complexity of syllables that are produced

Around 9-10 Months babies can imitate non speech sounds, and speech-like sounds if they are in the child's repertoire of sounds. Infant babbling begins to resemble the native language of a child. The final stage is known as conversational babbling, or the "jargon stage". Usually occurring by about ten months of age, the jargon stage is defined as "pre-linguistic vocalizations in which infants use adult-like stress and intonation". The general structure of the syllables that they are producing is very closely related to the sounds of their native language and this form of babbling significantly predicts the form of early words.

Around 11 Months babies imitate inflections, rhythms, and expressions of speakers

By 12 Months babies typically can speak one or more words. These words now refer to the entity which they name; they are used to gain attention or for a specific purpose. Children continue to produce jargon babbles beyond their first words.

QUESTION 1

*Which is the meaning **of** 'language acquisition' below ?*

- A) The tendency of speakers to adjust their pronunciation to make it easier or more efficient, to move articulators.*
- B) It is the process by which human learn and develop their language skills, habits and qualities acquire the capacity to perceive and understand language*
- C) The linguistic expansion in the lexicon and grammar, and an increase in the contexts of use.*
- D) A natural feature with no demonstrate genealogical relationship with other living languages*
- E) The phonological representation of a **language's** words and sentences prior to the application of phonological rules.*

QUESTION 1

Which is the meaning **of** 'language acquisition' below ?

- A) The tendency of speakers to adjust their pronunciation to make it easier or more efficient, to move articulators.
- B) It is the process by which human learn and develop their language skills, habits and qualities acquire the capacity to perceive and understand language
- C) The linguistic expansion in the lexicon and grammar, and an increase in the contexts of use.
- D) A natural feature with no demonstrate genealogical relationship with other living languages
- E) The phonological representation of a **language's** words and sentences prior to the application of phonological rules.

QUESTION 2

When approximately do children produce their first words ?

- A) around 6 months*
- B) between 2-3 ages*
- C) around 12 months*
- D) around 16 weeks of pregnancy*
- E) none*

QUESTION 2

When approximately do children produce their first words ?

- A) around 6 months*
- B) between 2-3 ages*
- C) around 12 months*
- D) around 16 weeks of pregnancy*
- E) none*

QUESTION 3

Why does the babbling period end up around 12 months ?

- A) Since their imitation quality develop.*
- B) Because their perception of voice is at around 12 months*
- C) Since children are remarkably good at extracting information in these times*
- D) Because it is the age when first words usually occur*
- E) None*

QUESTION 3

Why does the babbling period end up around 12 months ?

- A) Since their imitation quality develop.*
- B) Because their perception of voice is at around 12 months*
- C) Since children are remarkably good at extracting information in these times*
- D) Because it is the age when first words usually occur*
- E) None*

QUESTION 4

What is the false statement below about the language acquisition ?

- A) Language learning starts after the baby is born*
- B) Children hear as early as 16 weeks of pregnancy*
- C) Children lose the ability to hear differences that are not phonemic at the age of one*
- D) Some children may not speak before age of 3*
- E) Babbling usually lasts 6-9 months in total*

QUESTION 4

What is the false statement below about the language acquisition ?

- A) Language learning starts after the baby is born*
- B) Children hear as early as 16 weeks of pregnancy*
- C) Children lose the ability to hear differences that are not phonemic at the age of one*
- D) Some children may not speak before age of 3*
- E) Babbling usually lasts 6-9 months in total*



LANGUAGE ACQUISITION


The Acquisition of
Phonology

The Acquisition of
Word Meaning

The Acquisition of
Morphology

THE ACQUISITION OF PHONOLOGY

First language acquisition is a process whereby children unconsciously acquire their mother tongue - in the case of monolingual speakers - or their mother tongues, in the event of bi- and multi-lingual speakers respectively. The process takes place during the first six or seven years of children's lives until the lateralisation of their brains occurs as a possible result of hormonal changes.



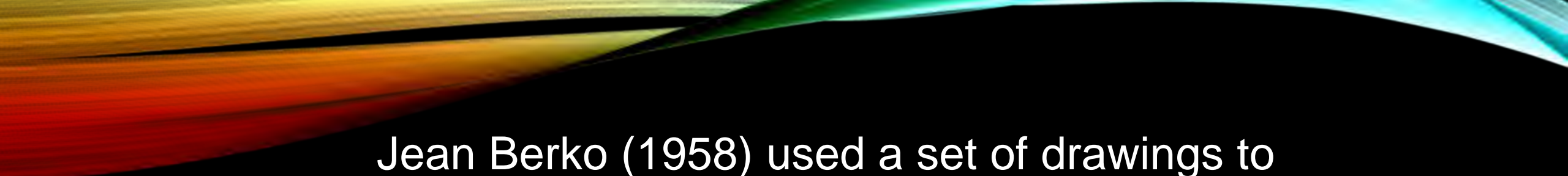
The ability of acquiring a language has four main characteristics: It is an instinct, that is, it is triggered by birth and it is very rapid as children acquire their native tongue within only a few years time. Besides, it is complete, so that a person will never forget his/her first language and is able to speak it with native speaker's competence in contrast to a foreign language. Even if a second language learner has perfect knowledge of the acquired second language, s/he nonetheless hardly reaches the level of the Common European Framework of References for Languages. Thus, a second language can be native tongue-like but we can actually never master it as good as our mother tongue. Furthermore, first language acquisition does not require instructions and may be genetically encoded.



THE ACQUISITION OF MORPHOLOGY

The child's acquisition of morphology provides some of the clearest evidence of rule learning. Children's errors in inflectional morphology reveal that the child acquires the regular rules of the grammar and then over applies them. This overgeneralization occurs when children treat irregular verbs and nouns as if they were regular. We have probably all heard children say bringed, goed, drawed, and runned, or foots, mouses, and sheeps.






Jean Berko (1958) used a set of drawings to elicit children's productions of nonsense words with their inflections. Her most famous drawing featured a bird-like creature she named a 'wug'. Berko used the following protocol to elicit the plural form for wug:



0000

THE ACQUISITION OF WORD OF MEANING

A child succeeds in associating a word with an object, nobody provides explicit information about how to extend the use of that word to all the other objects to which that word refers. In learning the meanings of words, as in other aspects of language acquisition, children are confronted with impoverished data. It is not surprising, therefore, that children often overextend a word's meaning, as J. P. did with the word sock. A child may learn a word such as papa or daddy, which she first uses only for her own father, and then extend its meaning to apply to all men, just as she may use the word dog to mean any four-legged creature.



On the other hand, children may also use a lexical item in an overly restrictive way. For example, they may first use a word like bird to refer only to the family's pet canary without making a connection to birds in the trees outside, as if the word were a proper noun. This is referred to as underextension. And just as overextended words eventually hone in on the adult meanings, underextended words will broaden their scope until they match the target language.



QUESTIONS

1-Acquisition is natural and unconscious, while learning a language involves specific lessons and rules. Select the correct one.

A)The Acquisition Learning Hypotesis

B)The Affective Filter Hypothesis

C)The Input Hypothesis

D)The Monitor Hypothesis

E)The Natural order Hypothesis





A

2-The process by which children extend the meaning of a word on the basis of similarities of shape, sound or size is called

.....

A)Correction

B)Repetition

C)Overextension

D)Underextension

E)Overgeneralization





C

3-It requires the explicit, conscious introduction of information.

A)Cooning

B)Babbling

C)Language Development

D)Learning

E)Acquisition



D



4-The process by which children work out how to use grammatical functions and rules is known as

A)Overgeneralization

B)Underextension



A



5-It requires the creation of situations that allow knowledge to be internalized subconsciously.

A)Chaining

B)Discrimination Learning

C)Telegraphic Speech

D) Accomodation

E)Acquisition



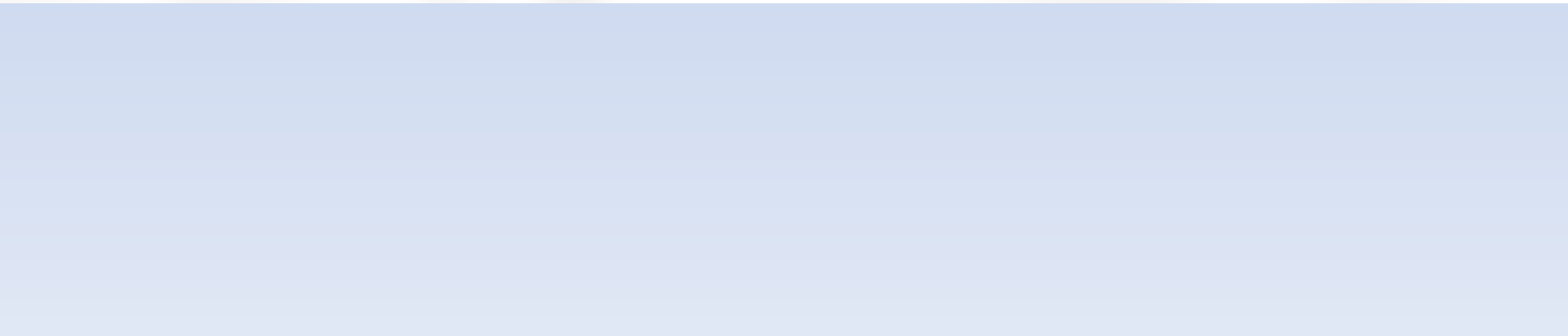
E

THE ACQUISITION OF SYNTAX

Syntactic acquisition is the area of child language acquisition that has been most studied from the perspective of linguistic theory. This chapter summarizes some basic findings about the nature of syntactic systems, together with results from language acquisition studies.

Two basic syntax examples:





When do children learn syntactic categories?

Valian s' Method:

Examine distribution of words and see whether they match the target language

1. **Get transcripts of children's speech**

- **Kids 2-2.5**
- **Mean Length of Utterance: 3 – 4 morphemes**

2. Assume that words have the same syntactic category for children as adults

3. Turn each utterance into string of categories

4. Test whether strings obey rules of language

Note 1: Even though children **don't** play typically begin learning syntax until after age 1, they do understand some things about it, since they can comprehend multi-word utterances by others

Note 2: Progression of syntax development:

**holophrastic stage: one word*

**Two-word / telegraphic stage: grammatical morphemes are omitted, but word order reflects the normal word order of their language, so it is understandable (e.g. Katie eat, kick ball, doggie bone)*

** "Kiss baby" is not the same telegraphic sentences as "baby kiss"*

**multi-word/telegraphic stage: e.g. Janet eat cookie, dog eat peanut*

Note 3: Children follow a particular development sequences when learning syntactic patterns like negation and question formation

*Children may learn initial questions as chunks. (e.g. Whatssat ?)

*Open interrogatives initially begin with "what," followed by "where" and "who" with "why" emerging at the end of the 2nd year. Finally "how" and "when" emerge when their child begins to understand manner and time as concepts using wh- words are tied to a **child's** cognitive development .

*Passage through these developmental sequences is not linear; children may learn a new stage but revert to a former one when there is added stress or other new elements in their language .

*From these sequences, we can see that children **don't** just imitate speech they hear around them, nor do they make random errors; they actively and creatively construct linguistic rules over time until it normalizes.

QUESTION 1

Which of these is the best definition of acquisition of syntax ?

- A) The study of the rules governing specifically
- B) The study of the rules governing child sentence formation
- C) The study of the rules governing word formation

QUESTION 1

Which of these is the best definition of acquisition of syntax ?

- A) The study of the rules governing specifically
- B) The study of the rules governing child sentence formation
- C) The study of the rules governing word formation

QUESTION 2

Which syntactic rules the child has to learn ?

- A) The child must know what syntactic categories the words in his language
- B) The child deprived of linguistic input show a clear drive to acquire language.
- C) Child can acquire a second language under many different circumstances

QUESTION 2

Which syntactic rules the child has to learn ?

- A) The child must know what syntactic categories the words in his language
- B) The child deprived of linguistic input show a clear drive to acquire language.
- C) Child can acquire a second language under many different circumstances

QUESTION 3

How does the child come to know that play and want are verbs and tune and house are nouns ?

QUESTION 3

How does the child come to know that play and want are verbs and tune and house are nouns ?

ANSWER: Children first use the meaning of a word to figure out its category. This is called *semantic bootstrapping*.