Contradiction Challenge Explanation 17.3.15

First, translate.

> *So hearing babies babble when their hearing parents talk in front of them. The babble is a precursor to talking. Deaf babies with deaf parents do the same thing with sign language at the same age. This means they make repetitive hand gestures that would sound like repeated syllables in speech.*

OK, so there are some similarities between hearing and deaf babies outlined here. Apparently, they learn how to communicate in similar ways. They both experiment with babbling, either within sign language or talking out loud. Pretty cool how language can be acquired in a common way regardless of whether you can hear words, right?

It's a Premise Set, so we have to design an Inference. How about the commonality between hearing and deaf babies?

INFERENCE There are some commonalities in how hearing and deaf babies learn to communicate.

Now we see it's a Contradiction question, so we have to be sure not to choose our Inference or anything remotely like our Inference. Let's think of a Contradiction that goes directly against the stimulus

CONTRADICTION Deaf babies never make gestures that would be analogous to repeated syllables in speech.

Cool! Let's go find a Contradiction in the answer choices.

A) *So names are the simplest words in languages because babies use them before action and process words. How would we know this?* **A** *is totally out of left field, Crazy Nonsense. It's not a true Contradiction since we know nothing about what makes a word the simplest in its language.* **A** *misses the stimulus instead of hitting it head on.*

B) *So language development in babies relies primarily on throat maturation, which requires talking.* **B** *goes against the whole idea of the stimulus. The deaf babies are developing language, but they're not using their throats. If language development is all about the throat and talking, how are the deaf babies babbling just like the hearing babies? They aren't using their throats, but they're developing language competency all the same. In a stimulus emphasizing similarities,* **B** *states a difference.* **B** *seems like a powerful contradiction; lets keep it around.*

C) *So if babies are kept away from adults who communicate with another, they develop idiosyncratic languages. We don't know! Secret baby languages are cool though.* **C** *is the classic Crazy Nonsense that lives in Contradiction wrong answers. It seems outlandish, so we want to choose it, but* **C** *is 100% wrong because it exists outside the stimulus instead of going directly against the stimulus.*

D) *So when babies babble, they don't know that their sounds or gestures can be used on purpose. Who are we to say what babies know or don't know? There's nothing in the stimulus about the babies' mental state. We have no clue what they are aware of or not aware of. This means* **D** *isn't a powerful Contradiction.*

E) *So we should interpret gestures from hearing babies with hearing parents as part of their language development. Again, we have no clue. Our information on hand gestures is limited to deaf babies in the stimulus, so we can't say how hand gestures would apply to hearing babies.* **E** *isn't contradicting the stimulus.*

B is the correct answer. The stimulus shows us how language develops similarly regardless of whether a baby is using spoken babble or signed babble. **B** says the opposite, which makes it a powerful contradiction.