**Module Number/Title:**

**Presentation Title:**

**Instructor Name:** Dr. Brianne Stanback

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| Include a Table of Contents to show the structure and relationship of the content to be presented in this presentation. |

| **Slide #** | **Topic Title** | **What you want to say** | **Ideas to represent** |
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|  | **How to use this column:**  Enter the title of this subject matter.  *TIP: Always start with an introduction slide and end with a wrap-up in a conclusion slide.* | **How to use this column:**  Enter the content you want to cover using a conversational tone. | **How to use this column:**  Enter any special instructions for the presentation here.  *TIP: Capture your ideas with links to graphics, clip art, attachments, videos, charts, graphs, etc.*  Images?  Insert small version of the image here and indicate source if possible. Or show the link to the image. For Windows clipart insert directly into this box.  Idea sources for graphics and images:  <https://www.gettyimages.com>  Indicate the Creative #.  <http://commons.wikimedia.org/wiki/Main_Page>  Indicate the url  Video?  Include URL to video. |
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| 1 | **(Title Slide)**  **Language Development** | **Language is a form of communication based on a system of symbols and an**  **agreed-upon set of rules. Language is unique to humans, however**  **communication is not. Bees, for example, communicate with each other. When**  **one bee finds a nectar-filled area, they return to the hive, collect an audience,**  **and proceed to dance in a manner to indicate the direction of the nectar from the**  **hive.**  **Monkeys communicate five recognizable categories of sounds which researchers**  **have referred to as noisy, arched, tonal, pulsed, and undulating screams.**  **Researchers found that monkeys used each scream category in a specific social**  **situation. For example, noisy screams indicated an aggressor of higher rank in**  **the social system had made physical contact. Pulsed and tonal screams tended**  **to indicate a squabble within an immediate family.**  **These systems of communication are not considered language for two reasons:**  **they do not offer displacement from context or time. They are tied to the specific**  **context. For example, a bee can't communicate where they saw nectar**  **yesterday, or where they're going to go and look for nectar tomorrow. They can**  **only communicate at that very moment where they just saw the nectar, and**  **where to go now. Communication is limited to the here and now; it can't refer to**  **the future or the past. And it can't be used outside of the context.**  **Language also has infinite generativity. Communication is limited to a set number**  **of symbols. However, because of the rules system, in language symbols can be**  **combined in an infinite number of ways. I can say a sentence that you've never**  **heard before, and you completely understand it because of our agreed-upon set**  **of rules. The green folder danced across the room and wandered up into the sky.**  **You can have a picture of that in your mind, and you understand what it means**  **even though you've never heard that sentence, and you'll never hear it again.**  **Thus language is a communication system in which signals can be combined**  **according to agreed-upon rules to produce an infinite number of messages.** | **Image of a monkey** |
| 2 | **What about birds?** | **What about birds? Parrots can seemingly talk, right? But actually, birds only**  **imitate sounds, and they do not use them symbolically. Thus this is also not a**  **language.** | **Farside comic “Louis… phonecaw”. (Image of one crow holding the phone out to another).** |
| 3 | **Functions of Language** | **There are many different functions of language. Language helps us to**  **communicate ideas and allows us to understand society and culture. It helps in**  **establishing and maintaining social relationships. It permits us to classify events**  **and objects into linguistic categories. The ability to classify experiences into**  **symbolic categories aids us in inference and deduction in thinking and problem**  **solving.**  **For example, you learn that your cat is a pet. Then you learn that your friend's**  **fish is a pet, and you also learn that a dog is a pet. So you can think about how**  **these objects relate to one another and learn about them all through the use of**  **language. Language also helps us in reasoning, solving problems.** | **Signs written in a various languages** |
| 4 | **Aspects of Language** | **We're going to talk about six different aspects of language.**  **The first is phonology. Phonology is the sound system of the language.**  **Phonemes are the basic units of sound.**  **Morphology is how we combine these sounds to make words. It's the rules for**  **forming words from sounds. For example in the English language, to make a verb**  **past tense, we had "ed" to the end. To make a noun plural, you add "s" to the**  **end.**  **Syntax is the structure of language. It's the rules we use to form sentences from**  **words. So for example, in English the noun preceding the verb is the agent of**  **action, and the noun following the verb is the object of the action. So if I say "Dr.**  **Edwards ate the elephant", that means something different than "the elephant ate**  **Dr. Edwards."**  **Semantics refers to the aspect of language that concerns meaning. It's**  **understanding what is being said. Knowledge of semantics is required to interpret**  **sentences or speeches or paragraphs. We can have a perfectly grammatical**  **sentence with intact syntax that makes no sense. For example, you could say**  **"the restaurant ate the dog", or you could say "my fish walks without spaghetti."**  **These sentences are correct syntax in structure, but they aren't meaningful.**  **Pragmatics is appropriate ways to use language in certain situations. Taking to**  **count the age of the speaker, for example, when you talk to someone. And just**  **basic turn-taking skills involved in a conversation: I say something, and I listen for**  **your response.**  **Intonation is variations in pitch, loudness, and timing when we say words or**  **sentences. We use intonation to signal that we're asking a question. We use**  **intonation as a signal that we're ending statements. So for example, if I say**  **"right," my intonation indicates that that's a question. Versus if I say "right," my**  **intonation communicates I'm not really sure about that.** | **Image of two people talking** |
| 5 |  | **Here's a comic that denotes semantics of language. Words are social**  **conventions, so when a child is learning language, they must memorize these**  **labels. Now, that should clear up a few things around here.** | **Farside Comic “That should clear a few things up…” (nouns are labeled in paint).** |
| 6 | **Language Theories (Skinner)** | **One of the greatest debates in developmental psychology is with regard to the**  **role of nature versus nurture in language development. According to the learning**  **or behaviorist approach, children imitate what they hear. They are praised when**  **they speak correctly and corrected when they say things wrong.**  **Skinner emphasized the role of reinforcement. He believed that parents and**  **other adults praise children for meaningful speech, and that they are also**  **rewarded for meaningful speech by getting what they want. So for example if**  **they're really thirsty and they can correctly say, "can I have a drink?", they get**  **what they want.**  **Skinner also believed that adults will withhold attention and approval until the**  **correct form of language is used. This may be true with regard to semantics, but**  **it doesn't describe syntax or grammar development. According to his perspective,**  **we would have seen that parents go to great lengths to correct incorrect speech.**  **Actually this has not been found. Parents will tend to correct comprehension or**  **semantic errors, but they are unlikely to correct grammar errors. Also many**  **adults do not use grammatically correct speech.** | **Image of young girl sitting on adult’s lap talking on the phone.** |
| 7 | **“Motherese”** | **There are some ways that adults do help us to learn language. One is through**  **the use of "motherese", also called "parentese" or infant directed speech. This is**  **adjusting our speech to the listener. It's a tendency of people to talk to babies in**  **high-pitched, very short utterances using exaggerated intonation and very clear**  **pronunciation. Interestingly, across cultures adults tend to speak to babies in a**  **similar manner. Research has shown that motherese actually facilitates child**  **language growth. It is not harmful.**  **Expansions are another way that adults help children to learn language. Adults**  **speaking to young children use this very specific strategy where they expand**  **upon what the child said or complete their expressions. So for example, if a child**  **says "kitty", the parent says, "yeah, the kitty went outside, didn't it?"** | **Colored box with title “Mothese”.** |
| 8 |  | **This is a cartoon that demonstrates motherese. (HIGH PITCH) "Ooh,he's just the**  **cutest liddle thing! Come to Nana my pwecious and give me a big kiss!"** | **Comic of a grandma talking to a baby** |
| 9 | **Theories cont. (Chomsky - LAD, Lenneberg)** | **Chomsky is a famous nativist who proposed that we are biologically programmed**  **to acquire language. According to Chomsky, we are born with a language**  **acquisition device, or LAD. With this LAD we have biologically programmed**  **capacities that enable us to develop language. According to nativists, language is**  **a special endowed ability that is different from other skills or aspects of**  **development. The LAD is assumed to be a physiological part of the brain that is a**  **specialized language processor, but that is not specific to any one language.**  **To support their position, nativists point to evidence such as other species tend to**  **have symbolic capabilities, but cannot produce grammar. For example, learning**  **theorists who set out to oppose Chomsky and his theory got a chimpanzee whom**  **they named Nim Chimpsky, and they taught it more than 100 American Sign**  **Language signs. But the chimpanzee never developed grammar.**  **Also brain damage has been used to support the nativist position. When there is**  **brain damage to the left cerebral hemisphere, this results in loss of one or more**  **language functions. If the Broca's area is damaged, then you lose your ability to**  **produce speech. If the Wernicke's area is damaged, you lose the ability to**  **understand speech.**  **Lenneberg proposed in the critical period hypothesis that humans are most**  **efficient at learning language from age two years to puberty. Another reason that**  **linguistics believe that language is innate and specific in the brain is the**  **existence of this critical period for language. This critical period also impacts**  **recovery from brain damage. If children experience brain damage, they will**  **regain lost language function without extensive therapy.**  **The universals in language development have also been used to support this**  **position. Normal healthy children tend to proceed through the same stages of**  **language development in the same order, at the same time, across cultures,**  **regardless of what language they're learning. For example, babies all over the**  **world begin to babble at the same age. If children learn strictly from feedback**  **through their parents and reinforcements, then it's difficult to explain why children**  **progress through the same stages in the same order when learning language.**  **Finally, the existence of pidgins to creole also support the nativist position. A**  **pidgin is a crude way of communicating. For example, Spanglish-- using some**  **English words and some Spanish words just to communicate with each other.**  **Pidgins arrive when two different cultures or two different language-speaking**  **groups are put together. Within one generation, the children of these groups**  **develop a language naturally.**  **These languages are referred to as creole. They are languages because they**  **have an agreed-upon set of rules and syntax that within one generation results in**  **a language. Quite [INAUDIBLE].** | **Image of Noam Chomsky** |
| 10 | **Berko’s Experiment** | **Berko did a now famous experiment demonstrating that children learn the rules of**  **language even though they are never taught them. She did this by inventing**  **words and then asking the children to make them plural. So for example the item**  **on the left is a toma, and the item on the right is a wug.** | **Image of singular “Toma” and “Wug”.** |
| 11 | **Berko’s Experiment contiued** | **What do I have here on**  **the left? What do I have on the right? I have wugs and tomas.**  **Children can do this very easily, demonstrating that what they've learned is the**  **rules of grammar even though no one has ever explicitly taught them. Your**  **parents never sat down with you and said, now if you want to talk about two balls,**  **put an "s" on the end of the word. If you want to just talk about one, only say**  **"ball."** | **Image of more than one “Toma” and more than one “Wug”.** |
| 12 | **Critical Period in Language** | **This slide demonstrates the critical period in language development. This shows**  **the relationship between age of arrival of Chinese and Korean immigrants in the**  **United States and their performance on a test of English grammar.**  **For people of Chinese and Korean heritage who were born in the United States,**  **they perform at very proficient levels. Same thing for people who started learning**  **English between three and seven years of age. However, those who began to**  **learn the English language after seven, you see a pretty much straight linear**  **decline in their proficiency in grammar-- all the way until you get to about 17**  **years of age, at which point it levels off.** | **Graph showing relationship between age of arrival of Chinese and Korean Immigrants in the US and Performance on a test of English grammar.** |
| 13 | **Interactionist Approach (Piaget, Bates, Slobin)** | **The interactionist approach to language development was heavily influenced by**  **Piaget's theory and proposed by Bates and Slobin. According to this perspective,**  **both biological factors and the linguistic environment combine to interact or**  **influence the development of language. Both the learning and nativist positions**  **are partially correct.**  **Students often make the mistake of simplifying this theoretical position too much.**  **Make sure that you watch the video. If it didn't appear on the prior slide, go to**  **Videos under Blackboard and view Bates herself explaining this position.**  **According to interactionists, without proper exposure to language, you will not**  **develop language adequately. Verbal interaction with, not just exposure to,**  **language is critical for you to learn it. The brain develops with experience to**  **become specialised for language. We have innate abilities that are shaped by our**  **experiences that help us to learn language. Interactionists argue that the critical**  **period is evidence of interaction. We must be exposed to language and interact**  **with the language by four years of age to learn it completely with proper**  **grammar.**  **The case of Genie, the Wild Child, which you should watch in the video. Genie**  **didn't have verbal interaction, and she never developed grammar. If the nativists**  **were correct, wouldn't she have naturally developed grammar when she started**  **to be exposed to the language?**  **According to interactionists, language development is reflective of a child's**  **cognitive development. We must come to a cognitive understanding of symbolic**  **representations before language can emerge.** | **No images included (possible images: Piaget, Bates, Slobin and/or Genie, The Wild Child)** |
| 14 | **The Interactionist Model of Language Development** | **This diagram depicts the**  **interactionist model of language development. Biological maturation influences**  **our cognitive development. In return, our cognitive development influences our**  **actions and how we talk.**  **Our actions and how we talk influence our linguistic environment-- what other**  **people around us say, how they respond to us. And that in return again helps**  **increase our actions and our language development, our words. The linguistic**  **environment also continues to enhance cognitive development. Thus cognitive**  **development plays a mediating role between what our genes have provided us**  **with and the [INAUDIBLE].** | **Image of Interactionist Model of Language Development** |
| 15 | **Language Stages of Development (0-1yr)** | **There are specific stages of language development. Language is constrained**  **early on because children are physically unable to produce words and sounds**  **correctly. The first stage of language development is at two months through**  **cooing. Cooing is repetitive vowel sounds such as oo or aa. It's repeating vowellike**  **sounds.**  **Between four and six months babies begin babbling. Babbling is repeated vowel**  **and consonant combinations such as ba ba ba ba, or na na na na. This is**  **thought to reflect increasing control over articulatory or vocal structures. Early**  **babbling is universal. Even deaf babies babble at the same time as hearing**  **babies. Infants even tend to babble the same sounds in the same order**  **regardless of what language they're learning.**  **By seven months babbling sounds more like mature speech using rises and falls**  **in intonation. Deaf infants raised by parents who do not know sign language stop**  **babbling at seven months of age. This suggests that in order to continue**  **vocalizing, infants need to hear themselves babble as well as receive feedback.**  **By eight months of age babies babble with an accent of their native language.**  **Comprehension and language precedes production. Before actually speaking**  **their first word around 12 months of age, infants appear to understand or**  **comprehend many more words than they're able to say. From infancy on, we**  **generally understand more words than we are able to control in our speech or**  **use in our writing.**  **First words are usually at around one year of age. By the end of the first year,**  **infants start to engage in intentional communication. They make eye contact**  **while gesturing or vocalizing. At the first year infants also learn pragmatics of**  **language such as turn-taking. They will wait for a response after gesturing or**  **vocalizing. They may also persist if they get no answer or modify their**  **communication effort.** | **Image of a father smiling at/talking to a young baby.** |
| 16 | **Language Stages of Development (1yr-2yr)** | **Around 18 months of age there is a vocabulary spurt. After mastering 30 to 50**  **words, the pace of learning words increases dramatically, such that by two years**  **of age, babies know an average of 186 words. From one to three years of age,**  **children comprehend about five times as many words as they use in everyday**  **speech.**  **Coining is the tendency of children during this stage to make up new words.**  **Sometimes young children will make up new words when they forget the real**  **word, or just have a creative way of labeling things. For example, my niece**  **Jessica made up her own curse word. It was "bedo." My niece Becca named her**  **blanket a "wadi", and she referred to her specific blanket as the "wadi."**  **When children go through this stage of language development, they tend to make**  **two types of errors. First is an overextension. Overextension is the use of a word**  **to refer to a wider range or variety of objects or events. So for example, all**  **animals may be called "doggy", or all men are called "daddy"-- which can be**  **embarrassing to the mom. This is more a production problem than a comprehension problem in speech. So**  **for example if there are several men in the room, although a small child might**  **refer to all of them as "daddy", if you ask them, which one is daddy? they can**  **point out the right guy.**  **Underextension is when you use the word too narrowly. So for example, a little**  **girl may only refer to the word "kitty" for her own cat. It's the use of a word to**  **apply to only one member of the class or to a very specific object rather than a**  **category. So you might call only the red-striped, short sleeve shirt "shirt".** | **Image of a mother smiling at/talking to a young baby.** |
| 17 | **Stages of Syntax and Grammar Development (2-5yr)** | **There are also specific stages of syntax and grammar development. Holophrasis**  **is when children use a single word to stand for a whole sentence. Usually these**  **utterances are combined with gestures such as pointing and reaching. So for**  **example, a child might say "doll" when she's reaching and looking, which means**  **"I want my doll."**  **Children start to speak simple sentences 18 to 24 months of age. By the middle**  **of the second year when the child has a word vocabulary of about 50, they begin**  **to put two words together. They often do this in what we refer to as telegraphic**  **speech. This is a type of speaking that resembles the abbreviated short language**  **of a telegram. You retain only the necessary content words and still try to convey**  **meaning. So you may only use a noun and a verb. So you might say "get doll"**  **when you mean "can you get me my doll."**  **Usually these short sentences will be used for different meanings in different**  **contexts. Because of this, these sentences must be interpreted while taking into**  **account the context. "Mommy drink" could mean that's mother's drink, or it could**  **mean "Mommy, I want a drink." This type of speech is not unique to English.**  **Children in other cultures also use these telegraphic sentences when they're**  **learning language.**  **During the preschool period from two and a half to five years of age, children**  **start to use the rules of grammar more frequently and have a grammar explosion.**  **Their mean length of utterance-- that's the number of words that they use at a**  **time-- increases dramatically, and they start to produce more complex sentences.**  **In this stage they tend to make very specific errors in grammar.**  **This error is called overregulation. It's when you apply the grammatical**  **morpheme to cases where the adult form is irregular. In other words, you say "I**  **brush my tooths", or "I hurt my foots", or "I goed home." They use the rules too**  **much in cases where the rules do not apply in irregular verbs.**  **With regard to complex sentences, between the ages of two and three, children**  **start to use complex sentences, meaning they connect two sentences with a**  **conjunction such as "and", or they speak embedded sentences. "I hope I don't**  **hurt it." To construct complex sentences, children must have rules for combining**  **larger groups of words. The development of complex sentences is slow and**  **steady.**  **In order to apply what you've learned, I want you to complete this learning**  **exercise. For the next three slides, what part of language does the comic refer**  **to? Explain your choice with a reason why or how does it refer to this aspect of**  **language. Possible answers are phonology morphology, syntax, semantics,**  **pragmatics, or intonation.** | **No image included (possible images: doll, drink)** |
| 18 | **Example 1** | **“Fellow octopi or octopuses or octopi-- dang it's hard to start a speech with this crowd.”** | **Farside Comic – Octopus giving a speech.** |
| 19 | **Example 2** | **“Ha ha, Biff! Guess what? After we go to the drugstore and the post office, I'm**  **going to the vet's to get tutored.”** | **Farside Comic – Dog is on his way to get neutered.** |
| 20 | **Example 3** | **“What we say to dogs. "OK, Ginger. I've had it! You stay out of the garbage.**  **Understand, Ginger? Stay out of the garbage or else!" What they hear. ‘Blah blah**  **Ginger. Blah blah blah blah blah Ginger. Blah blah blah blah.’”** | **Farside Comic – Dog only hear’s her own name.** |
| 21 | **Example 4** | **“Don't shush me, and I don't care if she is writing in her little notebook. Just tell me**  **where you were last night.”** | **Farside Comic – Two gorillas talking while a researcher sits by writing in a notebook.** |
| 22 | **Answer Slide** | **No Audio** |  |
| 23 | **Conclusion** | **By this point you should have completed watching the video Secrets of a Wild**  **Child. I'd like for you to apply what you've learned through this lecture about**  **theories of language development to Genie's case. Critically think about what**  **explanation would each theoretical perspective provide as to why Genie did not**  **develop language.**  **How would the behaviorist explain it? How would the nativists explain it? And**  **how would the interactionist explain it? Write your answers in your online journal**  **for extra credit. Check the assignments extra credit folder for a due date.**  **Feedback will be given after the due date in an announcement.** | **No image included** |
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