

Snail Transcript

Child Language Aquisition

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English Language

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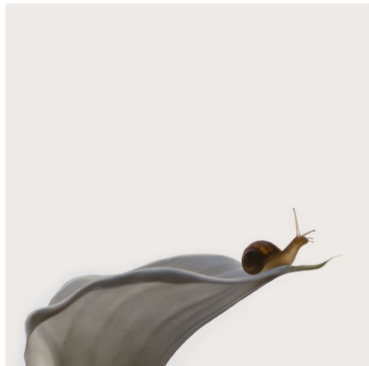


Figure: Example of a Snail

Introduction

- Bella and Grandmother talking about snail
 - C Bella, the child learning English
 - G Her grandmother, caregiver and MKO
- Bella well into the telegraphic stage
- About 5 months ahead

Introduction

We are storytelling creatures, and as children we acquire language to tell those stories that we have inside us.” - Jerome Bruner

Emerging Subsystems

- Bella's Developmental Stage → well into telegraphic
- Coherent utterances, but missing function words/morphemes

Typical Utterances

"Where daddy?"

"What that?"

Lexical/Semantic Perspective

- Actively asking where questions

C Where [nʌdə sneɪjəl]

- Can point and direct others

C Look! I see [əpʌdə sneɪjəw]

Morphological/Syntactic Perspective

- Grammatical morphemes being added to speech

C [dɛəz] Mickey

C Look he [pʊdɪn] his head way up in sky

MLU is 3.44 lexemes, last utterance an outlier

- Could be collocation: "head way up in the clouds" or "head way up in the stars"
- Supports Skinner's behaviourist ideas

Supported Theories

Mainly supports behaviourism and interactionism

Lines that support cognitivism are present

- Displays understanding of location

G Do you see another one?

C [ʌn də flauwə]

- Simple prepositions such as "on" or "in"

G Do you see another snail?

C [ən də twi:]

Supported Theories

- Recast ∴ negative reinforcement

C Look! I see [əʊlɒðə sneɪjəw]

G Do you see another snail

Transition of declarative → interrogative = scaffolding

Interactionism

Emphasis on interaction with MKO

- Teaches society's perceptions through interaction

G Yes he's in the tree

C Look he [pudm]...

Behaviourism

Operant conditioning through recasts, Bella learns to imitate MKO

C Where [nʌdə sneɪjəl]

G Where's another snail

G There's another snail

C [ðəz ənʌdə sneɪjəl]

The Subsystems

Phonological Processes

Operant conditioning through recasts, Bella learns to imitate MKO

- Elision of the /l/ and /ʃ/ consonant clusters → cluster reduction
- Epenthesis of the /jə/ sound

C [kaɪm] on [ti:] a [sneɪjəl], see

- Epenthesis of /jə/ sound is consistent across her speech
- Gliding of /l/ → /w/

C [dɛəz ənʌdə sneɪjəw]

- Consistent th-stopping

C Where [nʌdə sneɪjəl]

Lexicology

Lexicon of \approx 20 words

- Repeating lexemes: "there's", "another", "snail", "where"
- Probably spends a lot of time in the garden
- Supporting interactionist theories
- New words introduced through questioning and scaffolding, prompted for new lexemes

G What colour is that flower?

C Look! I see [əʊlɒðə sneɪjəw]

Morphology

Able to utilise gerund and starting to use inflectional morphemes

- Evidence of using articles
- Clear example of learning to add grammar from recast

G Look here's a snail

C [hi:əz ə sneɪjəl]

Syntax/Semantics

Errors dealt with in behaviourist fashion Is able to use interrogative sentences

- SVO structure present

C I see [ənlədə sneɪjəw]

Key

Subject

Verb

Object

Discourse

- Adjacency pairs present

G You want me to climb in the tree?

C [ja:]

G No way, silly monkey! You want to climb in the tree?

C [ja:]

- Mostly coherent, can use interjections/discourse markers

C oh, oh!

Caretaker

- Uses confirmation requests to prompt and scaffold the child.
- Supports interactionist theories

G That's a lot of snails, isn't it?

G You put the snail in the garden, did you?

Conclusion

- Well into telegraphic stage → about 5 months ahead of expected development
- Evident by emerging subsystems
- Mostly supports behaviourist and interactionist theories
- Bella will continue to refine her language, approaching adult-like grammatical ability

Conclusion

In sum, then, "thinking about thinking" has to be a principal ingredient of any empowering practice of education." - Jerome Bruner

Thank you for listening!