

2023-05-24

Snail Transcript

Child Language Aquisition

Garv Shah

English Language

May 24, 2023

Outline

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 - Lexical/Semantic POV
 - Morphological/Syntactic POV
- Supported Theories
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 - Behaviourism

3 The Subsystems

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- Lexicology
- Morphology
- Syntax/Semantics
- Discourse
 - Caretaker

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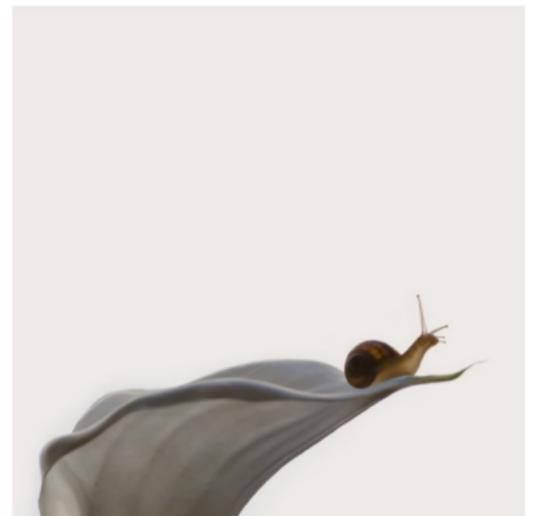


Figure: Example of a Snail

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└ Outline

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④ Conclusion



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

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- Conversation between Bella, girl of 1 year 11 months, and her Grandmother in the garden about snails
- Grandmother is her caregiver, serves as MKO while helping Bella, the child, in her language development.
- Throughout presentation, red C for child, blue G for grandma
- Bella well into the telegraphic stage, evidence provider later
- Subsystems developed into that expected of 2-3 year old, about 5 months ahead of expected language development

Introduction

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

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Introduction

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- Bella learns how to describe the world around her by imitating and interacting with her MKO, grandma

"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?"

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Features of Language

Emerging Subsystems

Emerging Subsystems

- Well into the telegraphic stage
- At this point, Bella gone beyond two-word stage , producing coherent enough utterances, but somewhat lacking all the needed function words and morphemes to be syntactically accurate
- Children in the telegraphic stage almost sounds like text messages, omitting unnecessary words.
- Also gained the ability to ask basic questions, like "where" or "why"
- For example, child might say "Where daddy?" or "What that?" dropping the word *is*

- 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 [ənʌdə sneɪjəw]

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Features of Language

Emerging Subsystems

Lexical/Semantic Perspective

- Actively asking where questions: "Where [nʌdə sneɪjəl]"
- Can point and direct others: "Look! I see [ənʌdə sneɪjəw]"

Lexical/Semantic Perspective

- Actively asking where questions
- C Where [nʌdə sneɪjəl]
- Can point and direct others
- C Look! I see [ənʌdə sneɪjəw]

Morphological/Syntactic Perspective

- Grammatical morphemes being added to speech

C [dəəz] Mickey

C Look he [puðɪn] 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

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Supports Skinner's behaviourist ideas

- We can clearly see Bella well into stage as she is beginning to add grammatical morphemes to speech:
- "[dəəz] Mickey" uses contraction for "there is"
- "Look he [puðɪn] his head way up in sky": still developing inflectional morpheme -ing, g-dropping: replacing /ŋ/ sound with /n/, putting .: puttin'
- That last utterance was outlier, MLU is approx 3.44 lexemes, while this utterance had 9 lexemes, much higher than mean
- This is a common phrase, almost a collocation, possibly replacing the word sky with "clouds" or "stars".
- Common phrase could have been repeated by MKO such as parents or grandmother and imitated by Bella, supporting 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 dæ twi:]

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 - Simple prepositions such as "on" or "in"
 - G Do you see another snail?
C [ən dæ twi:]

Supported Theories

- Recast ∴ negative reinforcement

C Look! I see [ənʌdə sneɪjəw]

G Do you see another snail

Transition of declarative → interrogative = scaffolding

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Features of Language

Supported Theories

- Supported Theories

- Recast ∴, negative reinforcement
- C Look! I see [ənʌdə 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 [pudin]...

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Features of Language

Supported Theories
Interactionism

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 [dəəz ənʌdə sneɪjəw]

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Features of Language

Supported Theories

- Behaviourism

C Where [nada snejal]
G Where's another snail

G There's another snail
C [deax anada snejaw]

The Subsystems

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The Subsystems

Phonological Processes

Operant conditioning through recasts, Bella learns to imitate MKO

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

C [kaim] on [ti:] a [sneijəl], see

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

C [dəəz ənʌdə sneijəw]

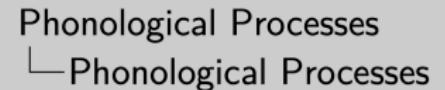
- Consistent th-stopping

C Where [nʌdə sneijəl]

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The Subsystems



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- Operant conditioning through recasts, Bella learns to imitate MKO
- Elision of the /l/ and /s/ consonant clusters → cluster reduction
 - Epenthesis of the /jə/ sound
 - [kaim] on [ti:] a [sneijəl], see
 - Epenthesis of /jə/ sound is consistent across her speech
 - Gliding of /l/ → /w/
 - [dəəz ənʌdə sneijəw]
 - Consistent th-stopping
 - Where [nʌdə sneijəl]

Lexicology

Lexicon of ≈ 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 [ənʌdə sneɪjəw]

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 - G What colour is that flower?
 - C Look! I see [ənʌdə 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 snerjəl]

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The Subsystems



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- 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 small
C [hi:əz a snerjəl]

Syntax/Semantics

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

- SVO structure present

C I see [ənʌdə sneɪjəw]

Key

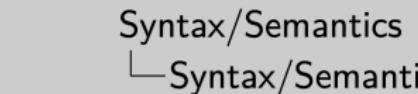
Subject

Verb

Object

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

- SVO structure present

C I see [ənʌdə sneɪjəw]

Key	Subject	Verb	Object
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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!

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The Subsystems



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Discourse

• Adjacency pairs present

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C [ja:]

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

C [ja:]

• Mostly coherent, can use interjections/discourse markers

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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?

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The Subsystems



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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

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Conclusion

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

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Thank you for listening!

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