

PSY 254: Precept 8

SES, Language, & Policy

AI/Preceptor: Kennedy (she/her)

kcasey@princeton.edu

Today's Agenda



Baby photo presentations



Mid-semester survey feedback



Journal article assignment



SES & CDS



Preparation for next time



Baby photo presentations

This week

12:30 (Vikram, Shruti)

1:30 (Zoe, Claudacia)

2:30 (Yusuf, Arjav, Arsema)

In two weeks (Nov 12)

12:30 (Mariana, Ria)

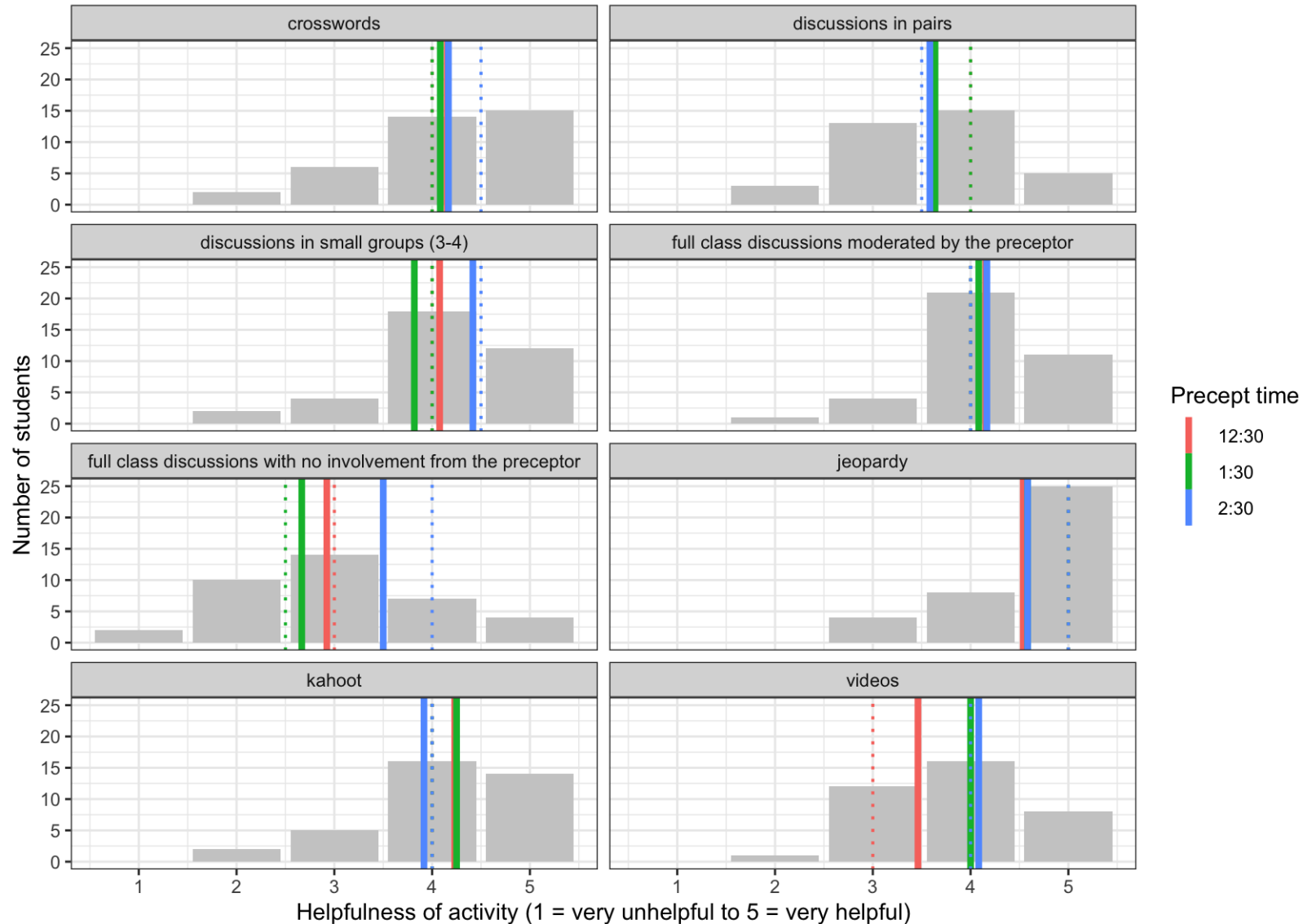
1:30 (Ben, Isabella, Monica)

2:30 (Nicole, Evan)

[Sign up sheet](#)



Mid-semester survey feedback



**More lecture,
textbook, & exam
review!**

Key concepts review

(1) What is **generative** about language?

Hint: How do colorless green ideas sleep? Furiously!



(2) Categorical units in language:

What are **phonemes** & **morphemes**?

What's **categorical perception** and do we have it? (example?)



(3) Why is **pragmatics** important for developmental scientists?

(4) What's **prosody**? Why do developmental scientists care about it?

(5) **Babbling**: Who does it, what may be its function(s)?



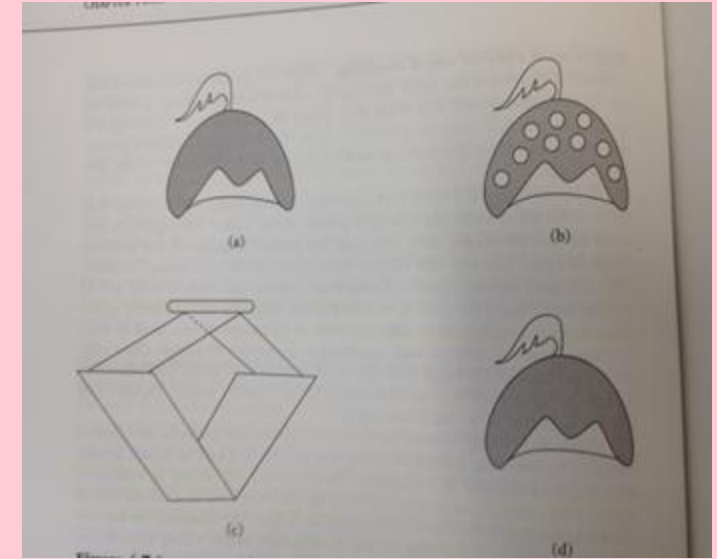
Key concepts review

(8)

6) Examples of **overextension** and **underextension**

What are pragmatic cues for word learning? How does cross-situational word learning fit in here? Give examples.

Do infants use syntax for word learning? (ex. *the duck is kradding the rabbit*)



(7) Nature vs. Nurture take on language learning:

What's the “**nativist** view” (i.e., Universal Grammar)

What are domain general vs. domain specific learning mechanisms?

(9)





Journal article assignment

Rough Outline: **TOMORROW, October 30 at 5pm**

Final Paper: **December 9 at 5pm** (before Dean's Date)

Partner discussion (4 minutes):

Share your current ideas for a research question, hypothesis, study design, etc.

Give each other feedback!

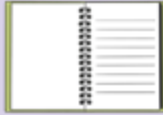
Group discussion (3 minutes):

What questions do you have for me?



Journal article assignment

Empirical Studies



Reports original work, usually the results of an experiment or observation

Includes an introduction, methods & materials, results, discussion

“we tested” or “in our study, we...”

Literature Reviews



Critical evaluation of already published material

Defines a problem, summarizes previous work, identifies gaps, and suggests next steps

No new data collected



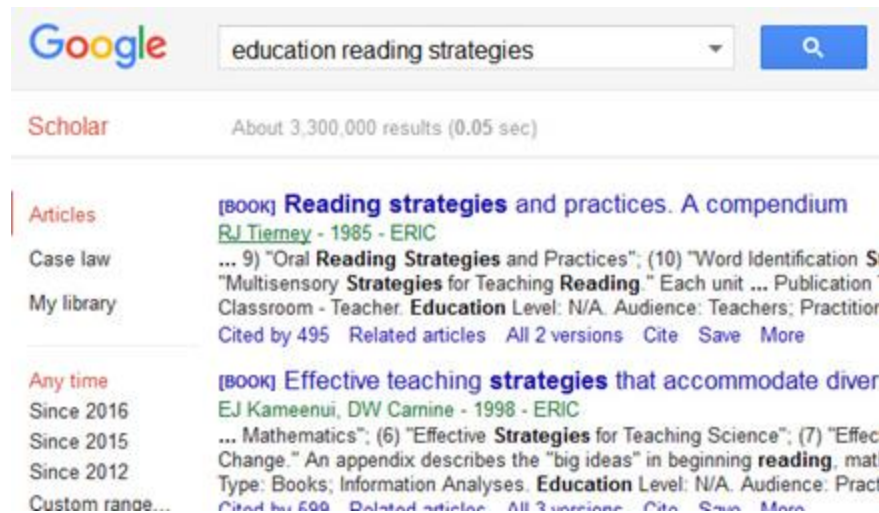
Journal article assignment

Finding Articles

Use Google Scholar, PubMed, PsyArXiv

Access to [Articles+](#) via Princeton Library

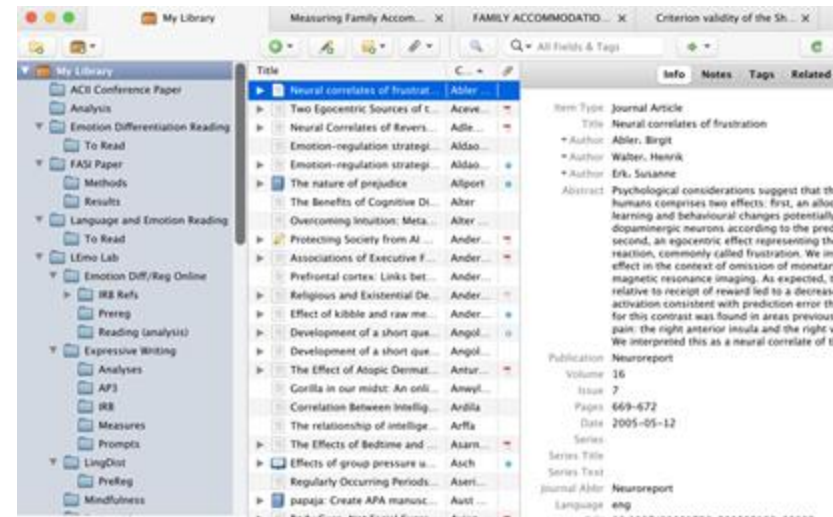
Download [LibKey Nomad](#) for easy article downloads



Organizing Articles

Use [Zotero](#), Mendeley, Endnote

Web-based extensions, saves PDFs, creates citations and bibliographies



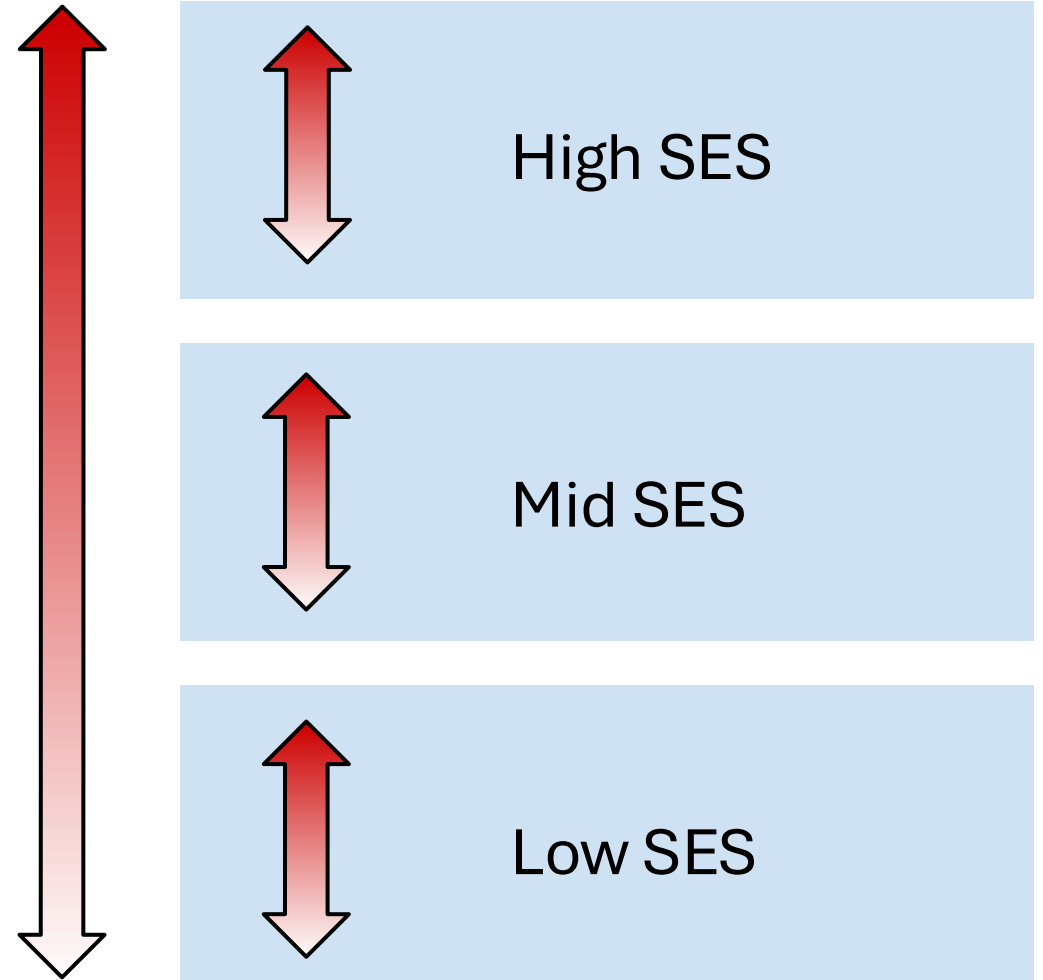


SES & CDS

SES = **socioeconomic status**

Factors in play:

- parental education
- parental occupation
- family income
- combinations of the three





SES & CDS

CDS = **child-directed speech**
(or infant-directed speech,
motherese, parentese, child-
directed language)



Discussion: Schwab & Lew-Williams (2016)

Our first **literature review!**

How does SES influence language learning?

- Variations *across* and *within* SES groups
- What is “high-quality” language input/a “high-quality” interaction?
- How does CDS facilitate learning?

NOTE: studies limited to the US

- 8 years of research since this paper was published!

Discussion: Schwab & Lew-Williams (2016)

1: Variation *across* SES groups

Are there SES-correlated differences in parents' speech? (quantity vs. quality)

Are there differences in children's language learning across SES?

How are parental language input and child language learning linked?

2: Variation *within* SES groups

Are there differences in language input/learning within SES groups?

Why are these findings "essential - even hopeful"?

You could think about: individual variability, interventions, stereotypes

3: Child-directed speech

What are the features of CDS (at least in English)?

In what ways does CDS facilitate learning, and how? (at the level of sounds, words, sentences)

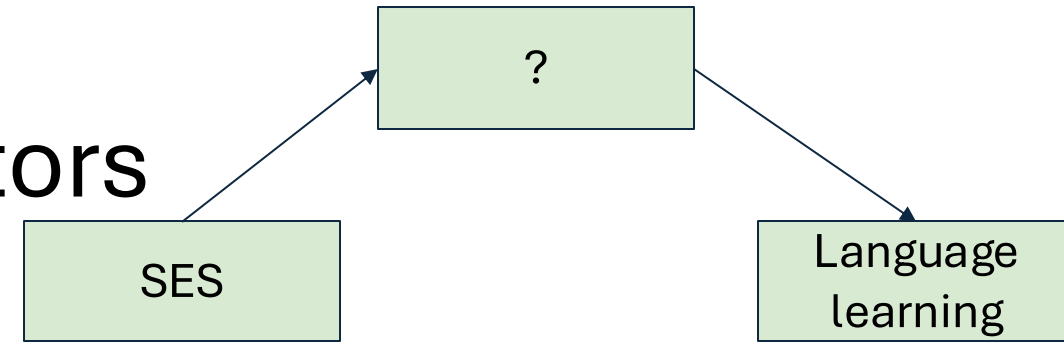
Are there social factors related to CDS?

4: Household & community influences

What examples do the authors mention in the paper?

What do you think is missing from the literature review?

Discussion: Potential mediators



How might these factors interact with SES differences in language learning?

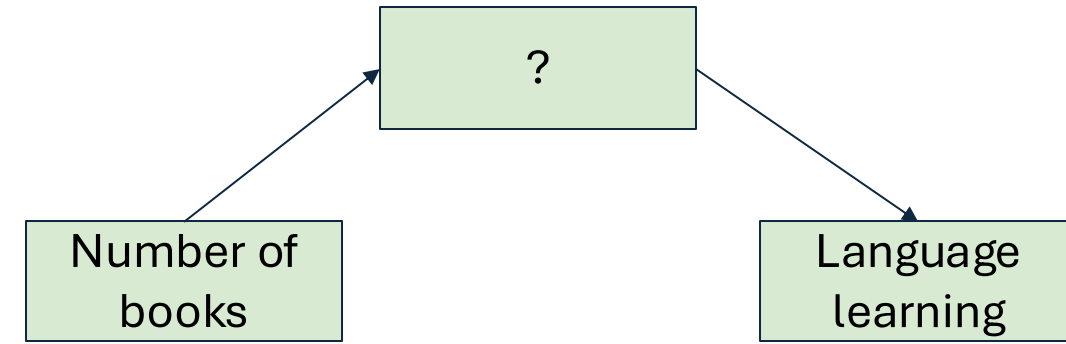
- Culturally transmitted knowledge and practices
- Stress and parental mental health
- Parents' time and financial management

What else?



Growing up in a house full of books is major boost to literacy and numeracy, study finds


Research data from 160,000 adults in 31 countries concludes that a sizeable home library gave teen school leavers skills equivalent to university graduates who didn't read



Cross-cultural variation in CDS

Lots of research implicating CDS in language development, but is this universally relevant?

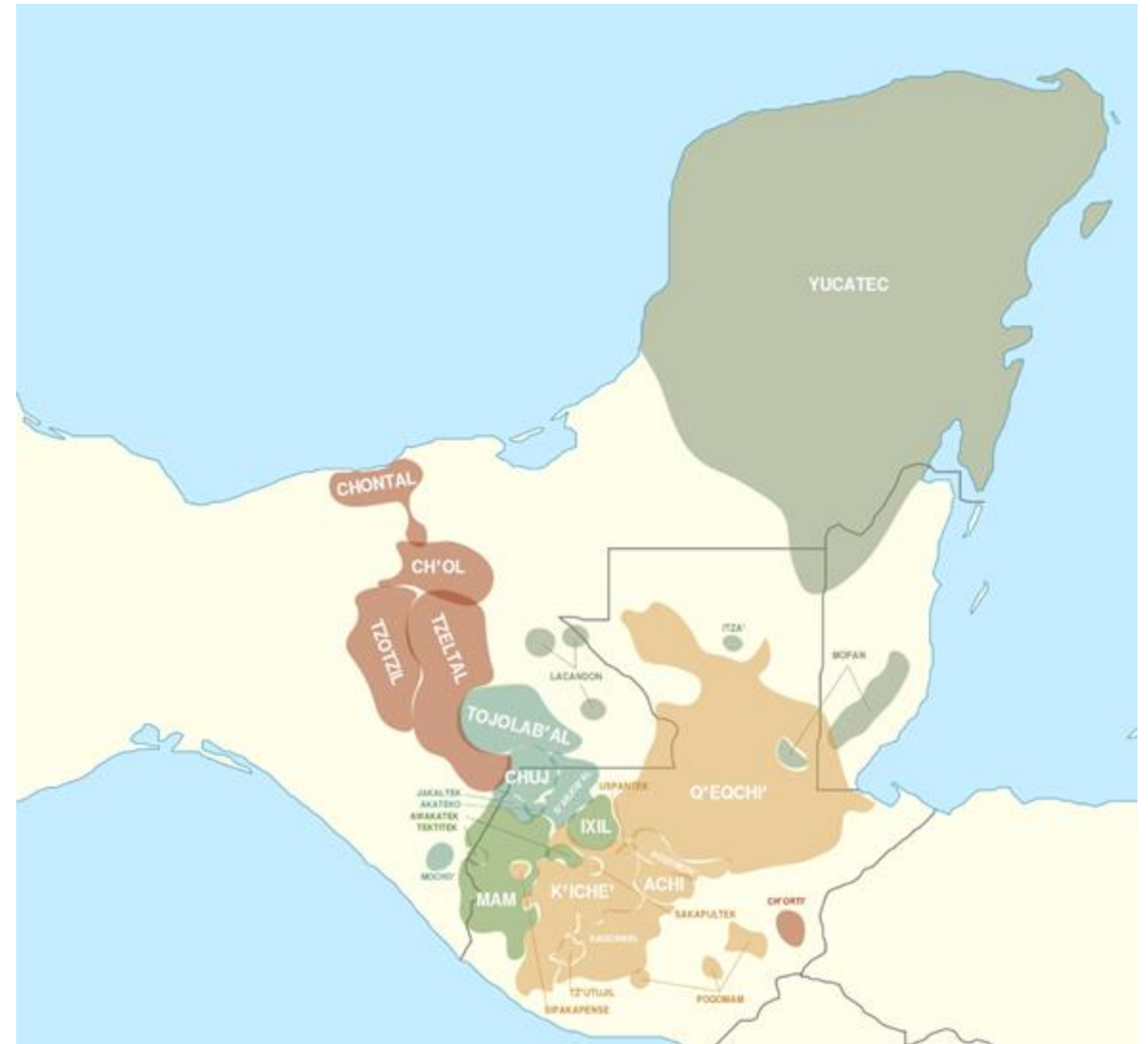
Early Language Experience in a Tzeltal Mayan Village

Marisa Casillas , Penelope Brown, and Stephen C. Levinson
Max Planck Institute for Psycholinguistics

10 Tzeltal Mayan children

Caregivers infrequently directly speak to young children

Onset of babble, first words, and first word combinations not delayed compared to Western norms





Preparation for next time

This week

- **Journal article outline due tomorrow, Oct 30th at 5pm**
- **This is the last week to look at your midterm exam! Grades will be finalized on Friday, Nov 1st**
- Come to *extended* office hours today 3:30-4 or tomorrow 9:45am-11:30am in PSH 217
- Email me to set up an alternate meeting time
- Submit your MCQ if you didn't before precept today

Next week

- **No precept** (Enjoy the mini break & vote if you are eligible!)
- No readings
- No MCQ
- No scheduled office hours but email me to set up a meeting

Week after next

- Email me your baby photos by 11am on Tuesday, Nov 12th if you're presenting in 2 weeks
- **App/toy/book evaluation due Wednesday, Nov 13th at 5pm**
 - Guidelines on Canvas
 - Individual or groups (2-3 people from the same precept), submit only **ONE** word doc or pdf with all group members' names