

Paper 3 Question 2

1 INTRODUCTION: who is in the conversation (the age of the child / children)

2 CHILD'S / CHILDREN'S LANGUAGE:

- The stage the child is / children are in based on their age but also say that it is in sync with what the child is showcasing in the transcript OR that the child is showing the elements of some other stages
 - Also, here, Piaget's stages could be mentioned
- Characteristics of the language:
 - Turn-taking, clashing
 - Phonetic competence (mispronunciations, Berko 'fis' phenomenon)
 - Adjacency pairs (who starts them - the child or the adult)
 - Pauses in utterances (why do children make these pauses)
 - Deixis, back-channelling, contractions
 - Prosodic features
 - Grammar (can the children use plural forms, different tenses, articles, pronouns)
 - Do they make virtuous errors
 - Can this be connected to the nativism theory (Chomsky)
 - Negation (Bellugi)
 - Question formation (Brown)
 - Halliday's functions (regulatory, informative, personal, interactional, heuristic...)
 - If the child is up to 2 years old, mention Kathrine Nelson's categories (naming, action, modifying, social)

3 THE ADULT'S LANGUAGE:

- Child directed speech (higher pitch, shorter sentences, less complex sentences, repetition)
- Asking questions with upward intonation / using tag questions to prompt a response
- Conversational recast to correct the child's mistakes
- Theories:
 - Positive reinforcement (Skinner's behaviourism): yeah, good, ok, good job...
 - The more knowledgeable other (MKO) who models the language for the child and provides the elements of the language just outside of what the child already knows (zone of proximal development - ZPD) - cognitivism by Vygotsky
 - The language acquisition support system (LASS) - adult is interacting with the child by asking lots of questions and playing games, telling stories (Bruner's Social Interactionism)

A part of the essay regarding the grandfather's language (not complete)

Leia's grandfather plays a critical role in supporting her language acquisition. Rather than directly correcting her, he engages in the process of recasting where he repeats her words with the correct pronunciation in a conversational manner. For example, when Leia says 'dat one' to refer to her shoe, Pappy responds with 'that one' modelling the correct pronunciation. This strategy is effective because it provides accurate forms without putting too much pressure on the child. When Leia says 'pappy sooz', her grandfather expands on her statement 'put pappy's shoes on as well. Such interactions align with Bruner's concept of the Language Acquisition Support System (LASS) which emphasises the role of scaffolding in the development of the child's language. The pappy's speech provides the model of more complex syntactic structures to expand Leia's language. When Leia says 'want pappy sooz', Pappy responds with 'do you want me to put the shoes on?' This interaction reflects Vygotsky's idea of the zone of proximal development (ZPD) which posits that children learn best when they are supported just beyond their current level of competence. Also, Pappy uses positive reinforcement to support Leia's language acquisition. He says 'yes' and 'all right'. According to Skinner and his behaviourism theory children learn faster when adults use positive reinforcement.