SHS 465/565 Sample Questions

History of Child Language Studies

Q: Name the four major methods used to study children’s language
A: Diary study, large sample study, experimental study, longitudinal study

Q: Define each method in a sentence
A: Diary Study: daily longitudinal record by a parent observer
   Large Sample Study: cross-sectional study of several children at pre-selected ages
   Longitudinal Study: systematic sampling at predetermined intervals and times
typically of three children
   Experimental Study: use of a designed context to study a specific aspect of language

Stages of Language Development

Q: When do children produce their:  a. first words?  b. first sentences?
A: a. 1;0       b. 1;6

Q: What is ‘upper bound’?
A: The longest utterances produced by a child at any developmental stages

Q: The word spurt typically occurs when children have:
   a. 25 words   b. 50 words   c. 75 words
A: b. 50 words

Q: What did Brown suggest was the major new development during MLU Stage III?
A: The acquisition of auxiliary verbs

Q: What was the hypothesis presented in class for why children undergo a word spurt in production?
A: The child’s increase ability in phonotactics, i.e. to be able to combine the sounds they have in new combinations

Q: Nice reported that her daughter R was a late talker because:
a) Her first words were not until 1;4
b) She had over 1,000 words at 4;0
c) Her word spurt was not until after 3;0
A: c. Her word spurt was not until after age 3;0
Infant Speech Perception

Q: True/False Questions
   a. the head turning paradigm works best with children under age 0;6
   b. Spanish infants around 0;6 can perceive both the English and the Spanish
distinction between [p] [b]
c. In the sucking paradigm, a new stimulus is introduced when the child dishabituates
to the current stimulus
d. The ability of English infants to perceive nonnative speech sounds begins to drop
   out around 0;8-0;10.

Infant Speech Production

Q: Name the 4 metaphonological parameters that children practice during their vocal play.
A: Resonance, pitch, amplitude, timing

Q: When do children start to show environmental effects in their babbling?
A: Between 0;8 and 0;10

Q: What is variegated babbling?
A: meaningless sequences of syllables that vary in their consonants and/or vowel

Phonological Acquisition

Q: Match the words below with each of the following:
   a. Word that the child uses with their own meaning rather than the meaning of the adult language
   b. The use of preferred speech sounds and syllables
   c. Brief, unstressed phonetic material around lexical items
   d. Characteristics of child speech as they progress from babbling to real words
Choices: a. Salience; b. Proto-word ; c. Transition phenomena  d. Presyntactic forms
A: a. proto-word; b. salience; c. presyntactic forms; d. transition phenomena

Q: Indicate the syllable shape that is not one of the early syllables typically used by children: a. CV b. CCV c. CVCV d. V
A: b. CCV

Q: Give the reason why the child Ian produced the word “saxophone” as “lemonphone”
A: To avoid having to produce fricatives

Q: Give two ways that children’s words become more complex over time.
A: 1. the appearance of consonant clusters; 2. an increase in the number of syllables
Q: Name the phonological process for each of the following child patterns:
   a. ‘nana’ for ‘banana’
   b. ‘goggie’ for ‘doggie’
   c. ‘toap’ for ‘soap’
   d. ‘boo’ for ‘boat’
   e. ‘wabbit’ for ‘rabbit’
A: a. unstressed syllable deletion; b. velar assimilation; c. stopping; d. final consonant deletion; e. gliding

Q: Languages differ from each other in their phonological properties. Name the three properties discussed in class.
A: phonological inventories, phonotactics, functional load of specific phonemes

Q: How do Greek and English differ in their use of the dental fricatives (‘th’ sounds)?
A: They a higher functional load in Greek