The Linguistic Environment

Q: True/False
a. All cultures develop language games and songs for interacting with children
b. Baby Talk refers to the study of how children acquire language
c. American parents view infants as conversational partners
d. Some parents are more directive in their speech to children than others
A: a. false, b. false c. true, d. true

Q: Identify each of the following proto-dialogues:

a. F “What’s this Dan?” C: “dodo.”
b. F “Yes, that’s a horsie”. C: “horsie”
c. C: “cat”. F: “Yes that’s a cat.”
d. F: “Look!” C: “hat.”
e. F: “Are you hungry?” C: “No.”
A: response to a wh question, b. response to a statement, or possibly an imitation, c. child initiation, d. response to a command, e. response to a yes/no question

Q: How do researchers control for input in the study of how input influences the child’s language?

a. They tell parents not to use advanced forms of language such as passives
b. They do a Time 1 vs Time 2 study
c. They study twins since twins share the same linguistic environment
d. They design experimental studies
A: d.

Q: True or False
a. The Schwartz & Terrell study on early word learning found that initially rate was a stronger influence, but that frequency eventually led to a higher rate of naming words
b. Referential mothers speak more to their children and use more prescriptives than expressive mothers
c. It has been found that high use of yes/no questions by mothers leads to the earlier acquisition of auxiliaries
A: a. true, b. false  c. true

Individual Differences

Q: Define the ‘pro drop parameter’
A: The pro drop parameter is as aspect of universal grammar that allows subjects to be optional in some languages.
Q: Fill in the blank:
a. A child who acquires a phrase like ‘put it on for you’ then learns how to take it apart into the individual words is called a _____ learner.
b. A child who uses pronouns to indicate semantic roles, such as ‘I’ for agent, and ‘my’ for possession, is called a _____ learner.
A: a. synthetic learner, b. pronominal learner

Explanation in Language Acquisition

Q: Give 4 ways a child could learn that they have produced a grammatically incorrect form.
A:
1. They could be corrected by their parents or teacher
2. They can recognize the correct form when they hear it
3. They can note that no one else uses their form
4. They can be guided by universal principles of language learning

Q: What is the ‘calculation’ problem?
A: The calculation problem: a child who calculates if a form has been heard or not would need to calculate thousands of instances for the many forms that occur in language

Q: In the English sentence “He thinks that Bill is smart”, the pronoun ‘he’ cannot refer to ‘Bill’ because
a. Bill is not smart
b. The pronoun precedes ‘Bill’
c. The pronoun is in a higher sentence than ‘Bill’
A: c.

Q: True or False
a. “Structure dependence” is an example of a competence principle
b. Imitation is an aspect of performance, not competence.
c. Maturational theories claim that language acquisition is continuous rather than discontinuous
d. The ‘competence assumption’ presumes that linguistic performance is close to linguistic competence unless proven otherwise
A: a. true, b. true, c. false, d. true

Q: Give an example of each of the following utterances:
a. unanalyzed whole
b. analyzed without productivity
c. partially productive utterance
d. productive utterance
A:
a. Unanalyzed whole: ‘thank you’ when child does not know it consists of two words
b. Analyzed without productivity: ‘my book’ when child knows words but uses then as a memorized phrase

c. Partially productive: ‘my book’ when the child has a rule that combines ‘my’ with nouns

d. Productive: ‘my book’ when the child has a rule that possession is marked by combining possessive pronouns with nouns

**Atypical Development**

Q: Give the proposal given in class for the occurrence of transitional disfluencies.
A: Transitional Disfluency may result from a processing bottleneck created by a child acquiring several aspects of grammar at the same time

Q: Name 5 atypical patterns shown by children with problems in developmental phonology
A: a. lack of fricatives, b. problems with velar consonants, c. errors across many phonemes (gross inclusion), d. unique sounds, e. prosodic problems

Q: Give three aspects of the language often found in children who have a language impairment
A: a. excessive use of single word utterances, b. omissions of verb inflections such as past tense, c. less complex verb phrases