TOPICS FOR MIDTERM I

Overview of child language acquisition
stages/snapshots:

**Babbling – around 6 mo.**
Child produces many sounds of human language, then narrows down to own language
Produces intonation pattern of own language

**One-word (a.k.a. holophrastic) – around 1 yr.**
One word can be used to express complex idea.
Words are phonologically simple: CV (Consonant-vowel) syllables

**Two-word – approaching 2 yrs.**
Two words, can express many meanings

**“Telegraphic” – after 2 yrs.**
Many-word sentences
Few function words, more content words

theories (imitation vs. reinforcement vs. active construction of a grammar)
[Nice summary at http://www.unc.edu/~gerfen/Ling30Sp2002/acquisition.html ]

Evidence for role of biology (Gleitman & Newport)
role of Motherese
isolated deaf children
blind children
delayed exposure to language
late exposure to sign language
pidgins and creoles
“every learner is an isolate”, “poverty of the stimulus”
(examples from words (vocabulary) and sentence structure (syntax))

Key ideas from video (“Acquiring the Human Language”)
See separate “study guide for video” on syllabus.

Development of speech perception (Werker)
Conditioned Head Turn Procedure
changes in ability with age
maintenance/loss model
functional reorganization model
(how it’s better than maintenance/loss model)
Overregularization (Pinker)

- basic facts
- the wug test
- dual-mechanism model
- Blocking Principle
- retrieval failure
- evidence for dual-mechanism model
- concept of “families” of irregular forms (positive exceptions, negative exceptions)
- basic idea of connectionist model