

English Department Key Stage 5 Knowledge Organiser – Child Language Development (spoken) Paper 1

AO2: Theories	Case studies (AO2):	Child-directed Speech (CDS)	Linguistic terminology (AO1)
<ul style="list-style-type: none"> • B.F. Skinner (1904-1990): Behaviourism; <i>Imitation and reinforcement</i>. All behaviour = conditioned. <i>Operant Conditioning and positive and negative reinforcement</i>. • Chomsky (1928) Nativism: Goes against the idea that the human brain is a blank canvas (Aristotle). Human brain has natural ability to learn language. It has a language acquisition device (LAD). We naturally know the universal grammar of our language. Virtuous errors are a good example – where children apply the regular rules of grammar to irregular verbs e.g. he runned. • Jerome Bruner (1915): interactionism; caregivers are key to language development and interaction with them. Stresses the importance of the Language Acquisition Support System (LASS) who scaffold through support to allow children to develop. CDS is key to this process. • Jean Piaget (male, 1896-1980): Cognitive approach: <ul style="list-style-type: none"> ✓ Children go through stages of their cognitive development – understanding the world leads to language development to describe it. Understanding comes first. ✓ Stages ✓ Sensorimotor (0-2 years) – child develops object permanence and is egocentric. ✓ Pre-operational (2 to 6 or 7 years), developing imaginative focus. Importance of play. Remains egocentric. Begins to question frequently to develop understanding ✓ Concrete operational (6/7 to 11/12) – stops being ego-centric to understand POV of others ✓ Formal operational (11-16+ years) – thinking more abstract • Lev Vygotsky (1896-1934): scaffolding. The importance of 'doing' and the importance of the caregiver as the more knowledgeable other. Can direct the child to move within their zone of proximal development (ZPD). The area just beyond what a child might achieve alone or what they know already. Also looked at the influence of play. • Initial Grammatical Stages (Brown, 1973): <ul style="list-style-type: none"> ✓ <u>Pre-verbal</u>: babbling, crying, cooing developing communicative competence ✓ Holophrastic: one word (12-18 months). Heavy reliance on non-verbal communication e.g. gesture and facial expression or noises. ✓ Two-word stage: beginnings of grammar understanding. Coincides with the <u>vocabulary spurt</u> from around 18 months – signals a cognitive change. They gain a naming insight ✓ Telegraphic stage: (after 2 years) Longer and more complex. Includes key content words and function (grammatical) words often omitted – like a telegraph ✓ Post-telegraphic: (around 3 onwards) – increasingly like adult speech • Tomasello (2003) Cognitive Linguistic Approach: Rejects Chomsky's ideas on universal grammar. Outlined a usage-based model, the ability to learn language is primarily social and relies on other kinds of cognitive processes such as walking, drawing etc. • Eric Lenneburg – coined the idea of 'critical period', the first 5 years of life must expose children to sufficient social interaction/language so children can gain full mastery of the language. • Halliday (1975) – described language as a semiotic system. There are 7 functions that language has for children in their early years. The first four functions help to satisfy physical, emotional and social needs. Identified: instrumental, regulatory, interactional, personal, heuristic, imaginative and representational functions of language. 	<ul style="list-style-type: none"> • Genie: between 20 months and 13 years, she was locked up by her father and had no interaction. At 13, she had no speech. Despite interventions she was unable to learn most features of speech, proof that there is a critical period (Lenneberg, 1967) • Berko and Brown (1960) Fis' phenomenon • The Kaluli Tribe in Papua New Guinea don't use CDS and children learn language at the same rate as others (Shieffelin and Ochs) • Bancroft: Peek-a-boo teaches turn-taking from an early age. • Jacob: hearing child with deaf parents / impact of the TV • Catherine: Pre-verbal case study and parental interaction • Pamela Grunwell (1987): Sounds Acquired by Age. Early sounds are plosive (e.g. p, b, d) around 24 months old. Many of the later sounds (42-48+ months) are fricatives (e.g. θ, ð, ʒ) • Nelson (1973) identified four categories for first words: <ul style="list-style-type: none"> ✓ Naming (things/people) ✓ Actions/events ✓ Describing/modifying things ✓ Social words • 60% of first words were nouns, verbs the second largest group and modifiers came third. Personal/social words made 8%. • Wug test – to test acquisition of plural rules (Berko) • Brown: acquisition of inflections and morphemes • Bellugi: pronoun acquisition (stages) • Bellugi acquisition of negatives and questions 	<p>Phonology:</p> <ul style="list-style-type: none"> • Higher of melodic pitch • More frequent / longer pauses • Slower and clearer speech <p>Lexis and semantics:</p> <ul style="list-style-type: none"> • Use of concrete nouns (cat, train) and dynamic verbs (give, put) • Adopt child's own words for things/use diminutives (doggie, wickle babbitt). • Frequent use of child's name and absence of pronouns. <p>Grammar:</p> <ul style="list-style-type: none"> • Repetition • Grammatically simpler syntax • Frequent use of imperatives • More questions, including tags. • One word utterances: expansions and re-casting. <p>Pragmatics:</p> <ul style="list-style-type: none"> • Lots of gesture and warm body language. • Fewer utterances – stopping frequently for child to respond. • Supportive language (expansions and re-castings) 	<ul style="list-style-type: none"> • Phonology • Reduplication and diminutives • Assimilation/deletion/cluster/reduction/substitution • Virtuous errors • Operant conditioning • Positive reinforcement • Negative reinforcement • Critical period • Language Acquisition Device • Universal grammar • Language acquisition support system • Scaffolding • Egocentric • Object permanence • Overextension • Underextension • Variegated babbling • Diminutives • Content words • Grammatical words • International Phonemic Alphabet (IPA) • Vocative • Content words • Function words • External influences

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