L1 Acquisition

Phonological Acquisition

Babbling-(6 months)

Theory-babies babble in all possible sounds from all languages

Do babies from different languages babble differently?

Theories of Phonological Acquisition

1-Nativist-Jacobson. Development is genetically programmed, not language specific. First a vowel vs. consonant distinction is made, then the Vs and Cs are further subdivided. Stops acquired before fricatives and affricates.

2-Behaviorist-kids learn most common sounds in lang first and least common last.

Regression goes against both models:

Empirical method used to disprove theories? Observation

Morphophonemic Alternations-sane/sanity, method/methodical, distort/distortion

A picture of a lion about to pounce on a pig si shown and this paragraph is read:

Delort-to delort means to attach. A lion is about to delort the pig. The lion is about to attack the pig. Now add i-o-n to delort to make a new word meaning attack. The lion is about to delort the pig. Whenever a lion delorts a pig he makes a (either [dəlɔrʃæn] or [delɔrtiæn]). What does a lion do when he delorts a pig? He makes a _______(kids fills in blank). Whenever a lion delorts a pig he makes a _______ (kid fills in blank).

Vocabulary

90% is nouns in young kids. Why?

In Britain they observed parents’ use of emotional state words: dizzy, bored, happy, hurt. By two kids were using these words. Parents used more emotional words with girls than boys.

How do you know what a kid understands by a word?

Syntactic development

Mean Length of Utterance= # of morphemes used per utterance; How long and complex the
This shows how MLU correlates with age.
How could it be useful?

**Preferential Looking Paradigm**

Do children understand syntactic relationships that they themselves can’t produce?

One monitor shows big bird tickling cookie monster and the other cookie monster tickling big...
bird but the child hears “cookie monster is tickling big bird”

Kids spend more time looking at video that corresponds to action of sentence.
Morphological Acquisition

Is acquisition of morphology by repetition of what is heard?

Acquisition of Passive Sentences

Reversible passives: the boy was kissed by the girl/the girl was kissed by the boy
Both could be the subject
Irreversible passives: The girl patted the cat/the cat patted the girl

Binding Principles

John said that Robert hurt himself (who is himself?)
John said that Robert hurt him (who is him?)

Principle A—the reflexive refers to the referent in the same clause
Principle B—a non-reflexive pronoun cannot refer to the referent in the same clause
John said that Robert hurt him/himself.

Do kids understand these principles?

In pictures below 6-year-olds understand Principle A but not B because they say yes to picture 46.
The “Match” Cases

Name-Reflexive

(41) This is Goldilocks; this is Mama Bear.
   Is Mama Bear touching herself?

The “Mismatch” Cases

Name-Reflexive

(45) This is Goldilocks; this is Mama Bear.
   Is Mama Bear touching herself?

Name-Pronoun

(42) This is Mama Bear; this is Goldilocks.
   Is Mama Bear touching her?

Name-Pronoun

(46) This is Mama Bear; this is Goldilocks.
   Is Mama Bear touching her?