NAME:_________________________________________________________________

East Carolina University
PSYC 3206 -- Developmental Psychology
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Study Questions for Chapter 10:
Language and Education


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There are 90 questions in this module. Be sure you have downloaded the entire module.

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<th>Learning Objectives</th>
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<td>• List the characteristics of a language.</td>
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<td>• Identify early milestones in language development -- cooing and babbling, and explain how experience listening to the sounds of a language influences the development of these milestones.</td>
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<td>• Define what a phoneme is and describe how children develop the ability to perceive and produce phonemes.</td>
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<td>• Distinguish between comprehension and production in language development and explain how early language comprehension relates to later academic achievement.</td>
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<td>• Define the terms holophrase and telegraphic speech.</td>
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<td>• Describe and give examples of the kinds of words children add to their early vocabulary.</td>
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<td>• Identify when the vocabulary spurt occurs and what appears to trigger it.</td>
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<td>• Define the terms overextension and underextension, be able to recognize new examples of each, and relate these terms to Piaget’s concepts of assimilation.</td>
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<td>• Define morpheme and morphology.</td>
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<td>• Define syntax.</td>
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<td>• List Lois Bloom’s semantic functions of two-word sentences. Be able to recognize new examples of each.</td>
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<td>• Define overregularization, explain how it illustrates development of children’s understanding of morphology, and be able to recognize new examples.</td>
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<td>• Relate changes in language development to changes in Piaget’s stages of cognitive development (specifically egocentrism and formal operational thinking).</td>
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<td>• Describe Skinner and Bandura’s explanations for language development, and cite evidence both for and against their views.</td>
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<tr>
<td>• Describe Chomsky’s explanation for language development (including definition of LAD), and cite evidence both for and against this view.</td>
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• Know which aspects of language development each of these views best explains (phonology, morphology, syntax, semantics, pragmatics).
• Identify where each of these views stands on the nature/nurture issue.
• Describe the interactionist view of language development, and explain how it relates to Piaget's and to Vygotsky’s theoretical views.
• Define child directed speech and explain its role in language development.
• Cite evidence for a sensitive period in language development.
• Describe similarities between language development in deaf (learning ASL) and hearing children. Discuss the advantage to deaf children of learning ASL early in life.
• When you are done with this section: Be able to define the terms phonology, morphology, syntax, semantics, and pragmatics, and be able to recognize new examples of each.
• Define the alphabetic principle and phonological awareness, explain the role phonological awareness plays in learning how to read.
• Define emergent literacy and give examples of how parents can promote it.
• List the characteristics of skill readers. Describe how dyslexia is related to phonological awareness.
• Understand how the phonics and whole language approaches differ, and know which is more effective in teaching children how to read.

Mastering Language
What Must Be Mastered

1. Language is familiar to us yet difficult to define. We talk about body language and computer languages. However most linguists would agree with the definition your text provides. This includes three things. List them:

2. The last part of the definition refers to what linguists call the "generativity" of language. This means that you can use language to produce an infinite number of things to say which you have never heard anybody else say, have never said before and may wish you hadn't said and never want to say again! In any case, this means that language is a creative or ______________ ability.

The Course of Language Development

Before the First Words
NOTE: What we're talking about here is the development of language SOUNDS. These individual sounds of language are called __________. Therefore, this is referred to as: PHONOLOGY. PHONE = SOUND; OLOGY = KNOWLEDGE OF

3. Return to Chapter 6. Briefly summarize what you already know about infants' ability to perceive phonemes.

4. Critical Thinking Question: What does this information suggest about the nature/nurture question with relation to language development?

5. Define cooing and describe its development.

6. Define babbling and describe its development.

7. Cooing and babbling are examples of Piaget’s ____________ circular reactions.

8. Explain how experience listening to the sounds of a language influences the development of babbling.

9. (True or False- if False, explain why it's false.) Deaf infants’ babbling sounds very much like hearing infants’ babbling up to about the age of 6 months.
10. (True or False- if False, explain why it's false.) Experience influences the development of babbling starting around the age of 2 months.

11. List three changes in babbling that occur around the age of 8 months that reflect the influence of experience hearing a particular language being spoken.

12. The meaning of language is referred to as ___________. When children learn the meaning of words, they are mastering ___________.

13. Comprehension (or receptive language) refers to while Production (or expressive language) refers to

14. A 10-month-old may not be able to say any words yet but he may be able to comprehend as many as ________ words. Thus, his comprehension is (better than, worse than) his production.

15. How is early language comprehension related to later academic achievement?

16. How do children first learn word meaning?

The First Words

17. Holophrases refer to:

18. Why are infants’ first words called holophrases?

19. According to Katherine Nelson's research, what kinds of words do children add to their vocabulary at first?
20. Children typically experience a dramatic vocabulary growth spurt at around age ____________ months.

21. Vocabulary growth is generally slow for the first few months, but then there is a dramatic growth in language production at around age 18 to 24 months. What seems to trigger this dramatic increase in vocabulary?

22. **Critical Thinking Question**: How does the timing of this vocabulary spurt relate to cognitive development (Piaget’s stages)?

23. Young children often make the mistake of using a word to refer to too broad a range of objects, which is called ____________, or they use a word to refer to too narrow a range of objects, which is called ____________.

**HINT**: It may be easier to remember these two words and what they mean if you break each one down. Overextension -- over + extend = go too far and apply a label to extra things. Underextension -- under + extend = don’t go far enough and apply a label to too few things.

24. Calling all four-legged animals "doggie" is an example of ____________, while referring to only your family pet as "doggie" is an example of ____________.

25. Overextension is an example of Piaget’s concept of ____________.

26. **Critical Thinking Question**: How do children’s overextension errors illustrate the concept discussed earlier of comprehension preceding production?

**NOTE**: Just as the individual units of sound are called phonemes, the individual units of meaning are referred to as ____________. Knowledge of this is then referred to as **MORPHOLOGY**. Knowing that adding an "s" to "duck" makes it a plural word, "ducks" is an example of morphology.

**Telegraphic Speech**
27. Children move from holophrases to simple two-word sentence combinations, called ____________, at around age 2 years.

28. In what sense can early two-word speech be described as telegraphic?

29. When a child begins to combine words into sentences, he is developing an understanding of ____________. Give an example of syntax.

30. The purpose of putting words into sentences is to express meaning or ____________. Lois Bloom talks about a ____________ ___________ which emphasizes:

31. What are the semantic functions that children can express in two-word sentences? Give some examples of each.

32. Around age 3, children typically make consistent language errors such as "I have two foots." and "He goed home." These kinds of errors are referred to as ____________.

33. Explain how these errors are actually evidence that children are developing a more complex understanding of language rules.

**HINT**: Break the word down to make it easier to remember. Overregularization -- over + regular + ize = know the regular rules of grammar and over-apply them (apply them when we’re supposed to use an exception to the regular rule). An example is that we add ‘s’ to make a word plural (eyes, ears, hands), but there are exceptions to this rule (teeth, feet).

34. Noam Chomsky described a ____________ ___________ that children learn which refers to:

35. Give a couple of examples of these transformations.

36. Children's mastery of syntax is comparable to an adult's by age:
Later Language Development

37. In addition to improving their knowledge of syntax when they go to school, children also learning about the pragmatics of language which means:

38. What role does cognitive development (specifically Piaget’s concept of egocentrism) play in facilitating the development of the pragmatics of language?

What changes in language development accompany the transition to formal operational thinking?

How Language Develops

The Learning Perspective

39. How does a behaviorist like Skinner explain language development? How does a social learning theorist like Bandura explain language development? (NOTE: You should be able to answer these questions before reading the text. Remember what you have already learned about the kinds of explanations that these theorists offer, and now you can apply this to changes in children’s language skills.)

40. What evidence supports the learning account of language development?

41. Which aspects of language development can the learning perspective best explain, and which aspects cannot be explained by this account? (phonology, morphology, syntax, semantics, pragmatics)

42. What evidence suggests that children do not learn rules of grammar via principles of operant conditioning and observational learning?
The Nativist Perspective

43. The theorist most associated with the nativist perspective on language is: ____________.

44. In sharp contrast to a behaviorist explanation, Chomsky proposed that humans have an LAD which stands for ____________. What is the LAD?

45. What aspect of language development do you think this theory is trying to explain? (phonology, morphology, syntax, semantics, pragmatics)

46. What evidence supports Chomsky’s view of language development?

47. What are two major limitations of this explanation for language development?

48. Nativists base their theory of language development on what three assumptions?

49. Critical Thinking Question: Note that these two views of language development take different stands on the old nature-nurture issue. Identify where each theory stands relative to the other. Nativists, such as Chomsky, take a strong ____________ view of language development, while behaviorists, such as Skinner, take a strong ____________ view of language development.

HINT: Note the similarity between the words nativist and nature.

Matching. Practice distinguishing Skinner and Chomsky.
S = Skinner’s learning theory  C = Chomsky’s nativist perspective

50. _____ Proposed the language acquisition device.

51. _____ Emphasized the importance of environmental influences on shaping language development.

52. _____ Helps us to understand the development of morphology and syntax.

53. _____ Helps us to understand the development of semantics and phonology.

54. _____ Evidence AGAINST this view comes from the Brown et al. study where researchers found that parents reinforce meaning rather than grammar.

55. _____ Evidence FOR this view is that children create words and sentences that they have never heard before.

56. _____ Evidence FOR this view is that children develop accents similar to their parents.

57. _____ Evidence AGAINST this view is that we find universal features of language development even when there are large cultural differences.

58. _____ Evidence FOR this view is that there are specialized brain areas for processing language.

59. _____ Evidence AGAINST this view is that children make similar kinds of errors in their speech.

60. _____ Overregularization is evidence FOR this view.

61. _____ Overregularization is evidence AGAINST this view.

62. _____ Children whose parents talk to them more have larger vocabularies. This is evidence FOR this view.

The Interactionist Perspective

63. The interactionist perspective:

64. In what ways is the interactionist perspective similar to Piaget’s view?
65. In what ways is the interactionist perspective similar to Vygotsky’s view?

66. What is child directed speech? What are the primary characteristics of child directed speech?

67. What role does child directed speech play in language development?

68. **Critical Thinking Question**: The use of child directed speech is evidence FOR ____________’s view of language development and evidence AGAINST ______________’s view of language development.

69. Define expansion. Give an example of expansion.

70. Parents use these kinds of conversational techniques primarily to improve ____________ (communication OR grammar), but they also serve to teach children about ____________ (communication OR grammar).

71. **Critical Thinking Question**: The use of expansion supports ______________’s view of language development.

**NOTE**: Child directed speech is NOT baby talk. It is a simplification of adult speech that helps the child to learn the complex code of language. Chomsky and Skinner could argue all day about nature vs. nurture but moms and dads were the experts all along—providing the child with environment that best enabled his or her language learning. Similarly, expansion is not the same as correcting the child's grammar. It is part of the natural flow of conversation in which parents model more elaborate or correct grammatical forms for their child. Your mother may have been an English teacher and corrected your grammar all the time, but probably not when you were 2 or 3.

**A Critical Period for Language?**
72. You encountered the concept of a critical or sensitive period earlier, during prenatal development. What is the definition of a critical or sensitive period?

NOTE (reminder): Sensitive periods in human development are times when the organism is highly susceptible to environmental influences, both good and bad. They tend to be periods of rapid growth, when new systems and functions are first forming. Sensitive periods can be a window of time when the developing organism is particularly vulnerable to harmful influences, such as the effects of teratogens during the embryonic period of prenatal development (chapter 4). Sensitive periods can also be a time of rapid learning, as in the case of early brain development (chapter 5) or visual perception (chapter 6) or language development (chapter 10).

73. When is the sensitive period for language development?

74. How does the language development of deaf children illustrate a sensitive period for language development?

75. How does learning a second language illustrate a sensitive period for language development?

**Explorations: Language Acquisition among Deaf Children**

76. What are some examples of similarities between the development of language in deaf children learning ASL (American Sign Language) and hearing children?
77. Briefly summarize what we know about the nature and nurture of language development?

**Summing Up**

**NOTE:** In the first point under this "Summing Up" section, the author mentions 5 aspects of language development. These were discussed throughout the chapter although they were not always clearly labeled. We've tried to add those labels and clarify what they mean in the module. Now, we suggest that you review these concepts one more time before moving on in the chapter.

78. Identify each of the following components of language described below (phonology, morphology, syntax, semantics, pragmatics).

   a. rules for arranging words into sentences
   b. basic units of sound in a language
   c. rules for how to use language appropriately in different social contexts
   d. rules for putting sounds together into words
   e. word meanings
   f. rules of grammar

**MATCHING.** Practice recognizing new examples of the components of language.

   A. syntax    B. semantics    C. pragmatics    D. morphology    E. phonology

79. _____ A child has trouble with plurals (e.g., says foots and gooses instead of feet and geese) and past tense verbs (e.g., says goed and rided instead of went and rode).

80. _____ Research has found that the early babbling of infants contains sounds from all languages, and that by around 8 months sounds not heard in a child’s native language begin to drop out of their babbling.

81. _____ "What’s black and white and red all over? A newspaper!" Understanding this joke requires knowledge about homonyms (different words may sound the same -- red vs. read but have different meanings).

82. _____ The egocentrism characteristic of Piaget’s preoperational child may lead to errors such as assuming that the listener knows everything that they do (lack of perspective taking). For example, a child walked up to a total stranger at the zoo and asked, "Do you like my Aunt Kathryn?"
83. _____ A young child starting to ask questions says, "Why me go to Grandma's?" or "What you going to buy?"

**NOTE:** This chapter combines several concepts, including language, education (learning to read) and achievement motivation. Since learning to read is relevant to language acquisition, we'll cover this material now. The achievement motivation section will be covered later. This means skipping around a bit. Sorry about that.

**Learning to Read** (pp. 291-294)

**Mastering the Alphabet Principle**

84. What do children have to understand before they can begin learning how to read?

85. What is phonological awareness and what role does it play in learning how to read? What is an example of this?

**Emergent Literacy**

86. What is emergent literacy?

87. How can parents promote emergent literacy?

**Skilled and Unskilled Readers**

88. What are the characteristics of skilled readers? What do they do that unskilled readers do not?

89. What is dyslexia and what is the relation between phonological awareness and dyslexia?

**How should reading be taught?**

90. What are the two major approaches to teaching children how to read? Which one is most effective?