

## Psycholinguistics (2)

### Children's Acquisition of Language:

How do children build their grammars? Imitation? Reinforcement? Yes, children do learn in reaction to environments around. However....

### Early Phonetic Acquisition (examples)

#### Syllable Deletion

<ul style="list-style-type: none"><li>• Deletion of -stress syllables:</li></ul>	<ul style="list-style-type: none"><li>• Retention of -stress syllables in word final</li></ul>
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#### Syllable Simplification

<ul style="list-style-type: none"><li>• Reduction of consonant clusters:</li></ul>	<ul style="list-style-type: none"><li>• Assimilation:</li></ul>
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### Morphological Learning:

#### Overgeneralization

Children learning English often begin by simply memorizing inflected words (including English's many, many irregular verb inflections). However, when the time comes to learn the generalized rules, they tend to overapply the positive application of those rules.

Stage1:	case-by-case learning	<i>boys vs. men</i>
Stage2:	overuse of general rule	<i>boys and mans</i>
Stage3:	mastery of exceptions to general rule	<i>boys and men</i>

'wug' tests: Adults are capable of applying generalizations to 'wugs' too: *google*

<ul style="list-style-type: none"><li>• Syllabicity:</li></ul>	<ul style="list-style-type: none"><li>• Frequency in utterance-final position:</li></ul>
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## Acquisition of Syntax (examples)

### One-word Stage 12-18 months

- One-word sentences: not just any words, but those in the sentences that are associated with the meaning of the entire sentence

<i>semantic relation</i>	<i>utterance</i>	<i>situation</i>
agent of action action or state	<i>dada</i> <i>down</i>	as father enters room as child sits down

### Two-word Stage 18-24 months

- Two-word sentences: child begins to produce two-word “mini-sentences.”

<i>semantic relation</i>	<i>utterance</i>	<i>intended meaning</i>
agent of location agent or action	<i>baby chair</i> <i>doggie bark</i>	The baby is sitting in the chair The dog is barking

### Telegraphic Stage (resemblance to language found in telegrams)

- Speech is still limited, but in longer and more complex grammatical structures.
- lack bound morphemes and most nonlexical categories
- The beginnings of phrase structure!

#### *utterances*

*Chair broken*  
*What her name*

### Later Development

- inversion**  
Early on, children signal yes-no questions via intonation rising alone  
  
*See hole?*  
*I ride train?*
- wh-questions**  
gradually emerge around ages 2-4  
*what* and *who* first  
  
*what me think?*  
*where that?*