

## CH. 3: LANGUAGE DEVELOPMENT IN CHILDREN

**TERMS & DEFINITIONS, p. 105**

<b>Term</b>	<b>Definition</b>
Language	<ul style="list-style-type: none"> <li>Behavioral viewpoint               <ul style="list-style-type: none"> <li>a form of social behavior shaped &amp; maintained by a verbal community</li> <li>implies that language cannot be learned or maintained without the mediation of other people</li> </ul> </li> <li>Linguistic               <ul style="list-style-type: none"> <li>a code in which we make specific symbols stand for something else</li> <li>EXAMPLE □ the word “cookie” is a symbol for something small, round, sweet that children like to eat for dessert</li> </ul> </li> </ul>
Linguistics	<ul style="list-style-type: none"> <li>the study of language, its structure, and the rules that govern its structure</li> <li>linguists analyze language in terms of several subfields □ morphology, syntax, semantics, pragmatics, and phonology</li> </ul>
Morphology	<ul style="list-style-type: none"> <li>study of word structure</li> <li>describes how words are formed out of more basic elements of language (morphemes)</li> </ul>
Morpheme	<ul style="list-style-type: none"> <li>smallest meaningful unit of language</li> <li>each morpheme is different from the others</li> <li>morphemes are a means of modifying word structures to change meaning</li> </ul>
Base, free, or root morphemes	<ul style="list-style-type: none"> <li>words that have meaning, cannot be broken down into smaller units, and can have other morphemes added to them</li> </ul>
Bound or grammatical morpheme	<ul style="list-style-type: none"> <li>cannot convey meaning by themselves</li> <li>must be joined with free morphemes in order to have meaning</li> <li>can be divided into the subcategories of prefixes &amp; suffixes</li> </ul>
Prefix	<ul style="list-style-type: none"> <li>added as the beginning of a base morpheme</li> </ul>
Suffix	<ul style="list-style-type: none"> <li>added at the end of a base morpheme</li> </ul>
Allomorphs	<ul style="list-style-type: none"> <li>variations of morphemes that do not change the original meeting of the morpheme</li> <li>Example □ plural morpheme: boxes (ez), leaves (z), cats (s)</li> </ul>
Syntax	<ul style="list-style-type: none"> <li>the study of sentence structure</li> <li>involves:               <ul style="list-style-type: none"> <li>the arrangement of words to form meaningful sentences</li> <li>word order and overall structure of a sentence</li> <li>a collection of rules that specify the ways and order in which words in which words may be combined to form sentences in a particular language</li> </ul> </li> </ul>
Passive sentences	<ul style="list-style-type: none"> <li>the subject receives the action of the verb (“The cat was petted by Mark.”)</li> </ul>
Active sentences	<ul style="list-style-type: none"> <li>the subject performs the actions of the verb (“Mark petted the cat.”)</li> </ul>
Interrogatives	<ul style="list-style-type: none"> <li>questions (“Did you see the beautiful sunset?”)</li> </ul>
Declaratives	<ul style="list-style-type: none"> <li>makes statements (“The sunset was gorgeous.”)</li> </ul>
Imperatives	<ul style="list-style-type: none"> <li>state commands (“Shut the door.”)</li> </ul>
Exclamatory	<ul style="list-style-type: none"> <li>express strong feelings (“I never said that!”)</li> </ul>
Compound sentence	<ul style="list-style-type: none"> <li>contains two or more independent clauses joined by a comma and a conjunction or by a semicolon</li> <li>does not contain subordinate clauses</li> </ul>
Clause	<ul style="list-style-type: none"> <li>contains a subject and a predicate</li> </ul>
Independent (main) clause	<ul style="list-style-type: none"> <li>has a subject and a predicate and can stand alone</li> <li>Example:   “The policeman held up the sign                      and                      the cars stopped.                                 (independent clause)                      (conjunction)                      (independent clause)</li> </ul>
Complex sentence	<ul style="list-style-type: none"> <li>contains one independent clause and one or more dependent or subordinate clauses</li> </ul>
Dependent (subordinate) clause	<ul style="list-style-type: none"> <li>has a subject and predicate but cannot stand alone</li> <li>Example:         “I will drive my car to Reno                      if I have enough gas.”                                 (independent clause)                      (dependent clause)</li> </ul>
Semantics	<ul style="list-style-type: none"> <li>the study of meaning in language</li> <li>the semantic component is the meaning conveyed by words, phrases, and sentences</li> <li>includes a person’s vocabulary (lexicon)</li> </ul>

	<ul style="list-style-type: none"> <li>includes the components <i>world knowledge</i> and <i>word knowledge</i></li> </ul>
World knowledge	<ul style="list-style-type: none"> <li>involves a person's autobiographical and experiential memory and understanding of particular events</li> </ul>
Word knowledge	<ul style="list-style-type: none"> <li>primarily verbal and contains word and symbol definitions</li> <li>depends heavily on his/her world knowledge</li> </ul>
Important aspects of vocabulary development	<ul style="list-style-type: none"> <li>antonyms or opposites (e.g. big-little)</li> <li>synonyms or words that mean similar things (e.g. attractive-pretty)</li> <li>multiple meanings of words (e.g. rock, pound)</li> <li>humor (e.g. riddles, puns, jokes)</li> <li>figurative language □ metaphors, idioms, proverbs</li> <li>ability to categorize words □ brings order to the child's experiences</li> </ul>
Semantic categories	<ul style="list-style-type: none"> <li>used to sort words</li> <li>Examples: recurrence (concept of more), causality (cause &amp; effect), rejection (no)</li> </ul>
First 50 words	<ul style="list-style-type: none"> <li>most refer to things the child can act upon (toys, objects)</li> <li>may use overextension or underextension</li> </ul>
Overtension	<ul style="list-style-type: none"> <li>Examples: <ul style="list-style-type: none"> <li>all round items are balls</li> <li>all tall men with glasses are Daddy</li> </ul> </li> </ul>
Underextension	<ul style="list-style-type: none"> <li>Examples: <ul style="list-style-type: none"> <li>only an Oreo is a cookie</li> <li>only the family poodle is a dog</li> </ul> </li> </ul>
Quick incidental learning (fast mapping)	<ul style="list-style-type: none"> <li>a child's ability to learn a new word on the basis of just a few exposures to it</li> <li>typical children use fast mapping to rapidly expand their vocabularies</li> </ul>
Pragmatics	<ul style="list-style-type: none"> <li>the study of the rules that govern the use of language in social situations</li> <li>places greater emphasis on functions, or uses, of language than on structure</li> <li>considers the <i>context</i> of the utterance &amp; the <i>function</i> of the utterance</li> <li>heavily influenced by culture</li> </ul>
Functions of language	<ul style="list-style-type: none"> <li>Include: <ul style="list-style-type: none"> <li>labeling (naming something)</li> <li>protesting (objecting to something)</li> <li>commenting (describing or identifying objects)</li> </ul> </li> </ul>
Important functions of utterances	<ul style="list-style-type: none"> <li>Include: <ul style="list-style-type: none"> <li>providing listeners with adequate information about redundancy</li> <li>making the sequence of statements coherent and logical</li> <li>taking turns with other speakers</li> <li>maintaining a topic</li> <li>repairing communication breakdowns</li> </ul> </li> </ul>
Language context	<ul style="list-style-type: none"> <li>Involves: <ul style="list-style-type: none"> <li>where the utterance takes place</li> <li>to whom the utterance is directed</li> <li>what and who are present at the time</li> </ul> </li> </ul>
Cohesion	<ul style="list-style-type: none"> <li>the ability to organize utterances in a message so that they build logically on one another</li> </ul>
Direct speech act	<ul style="list-style-type: none"> <li>Example: "Bring me the ball."</li> </ul>
Indirect speech act	<ul style="list-style-type: none"> <li>Example: "Will you bring me the ball?" or "Wouldn't it be nice if I had the ball?"</li> <li>as they get older, children with effective pragmatic skills distinguish between and appropriately use these</li> <li>used to convey politeness</li> <li>should be able to use/respond to these by 6 years of age</li> </ul>
Discourse	<ul style="list-style-type: none"> <li>refers how utterances are related to one another</li> <li>can involve a monologue, a dialogue, or a conversational exchange in a small group</li> </ul>
Narrative	<ul style="list-style-type: none"> <li>a form of discourse in which the speaker tells a story</li> <li>speaker talks about a logical sequence of events</li> <li>can involve an actual episode from the speaker's life or a story about an even that did not happen to the speaker directly</li> </ul>

## DEVELOPMENTAL MILESTONES

### **Birth to 1 Year**

#### **Birth to 3 Months**

- Displays startles response to loud sound
- Visually tracks to source of sound
- Attends to and turns head toward voice and sources of sound
- Smiles reflexively
- Cries for assistance
- Quiets when picked up
- Ceases activity or coos back when person talks (by 2 months)
- Produced predominantly vowels

#### **4 to 6 Months**

- Responds by raising arms when mother says, "Come here," and reaches toward child (by 6 months)
- Moves or looks toward family members when they are named ("Where's Daddy?")
- Explores the vocal mechanism through vocal play such as growling, squealing, yelling, bilabial trills
- Begins to produce adult-like vowels
- Begins marginal babbling; produces double syllables ("baba"), puts lips together for "m"
- Varies pitch of vocalizations
- Responds to name (5 months)
- Vocalizes pleasure and displeasure
- Varies volume, pitch, and rate of vocalizations

#### **7 to 9 Months**

- Looks at some common objects when the objects' names are spoken
- Comprehends "no"
- Begins to use some gestural language; plays pat-a-cake, peek-a-boo; shakes head for "no"
- Uses a wide variety of sound combinations
- Uses inflected vocal play, intonation patterns
- Imitates intonation and speech sounds of others (by 9 months)
- Uses variegated babbling ("mamababa") (at approximately 9 months)
- Uncovers hidden toy (beginning of object permanence)

#### **10 to 12 Months**

- Understands up to 10 words, such as no, bye-bye, hot; understands one simple direction like "sit down," especially when demand is accompanied by gesture
- Begins to relate symbol and object; uses first true word
- Gives block, toy, or object upon request
- Obeys some commands
- Understands and follows simple directions regarding body action
- Looks in correct place for hidden toys (object permanence)
- Turns head instantly to own name
- Gestures or vocalizes to indicate wants and needs
- Jabbers loudly; uses wide variety of sounds and intonations; varies pitch when vocalizing
- Uses all consonant and vowel sounds in vocal play

#### **Infant Pragmatics**

- Perlocutionary Behavior □ "Signals" have an effect on the listener or observer but lack communicative intent.
- Illocutionary Behavior □ Signal to carry out some socially organized action such as pointing and laughing. Uses intentional communication. Appears around 9 – 10 months.
- Locutionary Stage □ Child begins using words. Around 12 months.

- Joint Reference □ Ability to focus attention on an event or object as directed by another person.  
Developed after the locutionary stage.

## **1 to 2 Years**

### **Syntax**

- Child uses one-word sentences, and is in the holophrastic single-word phase—one word represents a complex idea. For example, “up” might mean “Please pick me up because I don’t want to sit here playing with the dog anymore.”
- Average MLU is 1.0 – 2.0
- Child uses sentence-like words; communicates relationships by using one word plus vocal and bodily cues. The sentence-like word can serve several basic functions:
  - The emphatic or imperative statement (“Car!”) (child telling you to look at the car)
  - The question (“Car?”) (child asking if that’s a car)
  - The declarative statement (“Car.”) (child saying it’s a car and not something else)
- Children begin putting two words together (between 18 – 24 months)
- Child may use three- or four-word responses at 2 years
- Child combines three- and four-word utterances about 50% of the time; other 50% of the time, child uses two-word utterances (at 24 months)
- Child uses “and” to form conjoined sentences (near 24 months)
- Approximately 51% of the child’s utterances consist of nouns

### **Semantics**

- Child uses holophrastic speech
- Child uses 3 – 20 words and uses gestures
- Around 18 months, child produces 10 – 50 words
- Child shows understanding of some words and simple commands; understands “no”
- Around 18 months, child understands about 200 words
- Most frequent lexical categories are nominal and verbs
- Uses semantic relations, or utterances that reflect meaning based on relationships between different words
- Child uses one-word utterances and gradually progresses to two-word utterances
- Uses overextensions
- Answers the question, “What’s this?”
- Responds to yes/no questions by nodding or shaking head
- Says “all gone” (emerging negation)
- Follows one-step commands or simple directions accompanied by gestures (e.g., “Give mommy the spoon.”)
- Follows directions using one or two spatial concepts such as in or on (19 – 24 months)
- Points to one to five body parts on command
- Points to recognized objects
- Listens to simple stories; especially likes to hear stories repeated (19 – 24 months)
- Asks for “more”
- Refers to self with pronoun and name (“Me Johnny”) (19 – 24 months)
- Verbalizes immediate experiences (e.g., “Bath hot!”)
- Begins to use some verbs and adjectives

**Table 3.1**  
**Relations Expressed by Single-Word Utterances**

Before children reach the two-word utterance stage, they typically use single words to express themselves. The relations expressed by single words are as follows:

Relation	Definition	Example
Attribution	An adjective; a property or characteristic of an event, person, or object	<i>Big doggy</i> <i>Clean dolly</i> <i>Face dirty</i>
Action	Child requests or labels an action; indicates movement relationships between objects and people	<i>Open box</i> <i>Kitty run</i> <i>Close door</i>
Locative action	Child refers to a change in an object's location	<i>There doggy</i> <i>Ball up</i>
Existence	Child is attending to item or object present in the immediate environment, especially a novel one	<i>What's that?</i> <i>This kitty</i>
Nonexistence	An action or object is expected to be present but is not; something was present but disappeared	<i>All gone juice</i> <i>Bye-bye Mom</i> <i>No doggy</i>
Denial	Child denies a statement or previous utterance (e.g., in response to a parent saying, "Is this a kitty!")	<i>No kitty</i>
Rejection	Child does not want something to happen; child refuses an object or action	<i>No bath</i> <i>No beans</i>
Recurrence	An event happens again; an object reappears or replaces another	<i>More cookie</i> <i>Another doggy</i>
Possession	Child identifies something as belonging to him or her, or to another person	<i>His block</i> <i>Doll mine</i>

Note. Adapted from *An Introduction to Children with Language Disorders* (3rd ed., p. 49), by V. A. Reed, 2005, Boston: Allyn & Bacon.

**Table 3.2**  
**Semantic Relations Expressed by Two-Word Utterances**

Semantic relation	Structure	Example
Notice	Hi + noun	<i>Hi doggy</i>
Nomination	Demonstrative + noun	<i>That chair</i>
Instrumental	Verb + noun	<i>Write [with] pencil</i>
Conjunction	Noun + noun	<i>Knife spoon</i>
Recurrence	More + noun	<i>More juice</i>
Action-object	Verb + noun	<i>Pet kitty</i>
Action-indirect object	Verb + noun	<i>Give [to] Mommy</i>
Agent-action	Noun (agent) + verb	<i>Doggy bark</i>
Agent-object	Noun (agent) + noun	<i>Baby [drink] juice</i>
Possessor-possession	Noun (possessor) + noun	<i>Mommy sock</i>
Attribute-entity	Adjective/attributive + noun	<i>Red ball</i>
Entity + locative	Noun + locative	<i>Juice [in] glass</i>
Action + locative	Verb + noun	<i>Jump [on] bed</i>

## Pragmatics

- Child uses verbal and nonverbal communication to:
  - Control the behavior of others
  - Satisfy needs and wants
  - Interact with others
  - Express emotions or interest

- Imagine
- Inform
- Explore
- Categorize
- Presuppositions emerge. Between 1 and 2 years of age, the child uses expressions that have shared meaning for the listener and speaker.
- Child begins to understand some rules of dialogue (like, when someone talks you need to listen). The child is able to take the role of both speaker and listener.
- Child uses nonverbal and verbal communication to signal intent.
- 7 functions of communicative intent (develop between 9 – 18 months):
  - Imaginative
  - Heuristic. Children attempt to have their environment explained
  - Regulatory
  - Personal. Expressing feelings and attitudes.
  - Informative
  - Instrumental
  - Interactional
- Between 12 – 24 months, children use early words to signal communicative intent, focusing more on children's intentions and less on listeners' reactions:
  - Practicing (language)
  - Protesting ("no" and resisting)
  - Greeting
  - Calling/addressing
  - Requesting action
  - Requesting an answer
  - Labeling
  - Repeating/imitating
  - Answering

## **2 to 3 Years**

### **Syntax**

- Child uses word combinations; has beginning phrase and sentence structure
- Has an average MLU of 2.0 – 4.0; at 36 months, sentences often average 3 – 4 words
- Combines 3 – 4 words in subject-verb-object format (e.g., "Daddy throw ball.")
- Uses telegraphic speech; word order is often object-verb (e.g., "doggy sit"), verb-object (e.g., "push Barbie"), subject-verb. Most sentences are incomplete.
- Asks *wh*- questions and yes/no questions with appropriate intonation.
- Expresses negation by adding "no" or "not" in front of verbs "e.g., "Me not do it.")

### **Semantics**

- Comprehension usually precedes production
- At 30 months, child comprehends up to 2,400 words
- Expressive vocabulary is 200 – 600 words; average is 425 words at 30 months
- Meanings seem to be learned in sequence; objects, events, actions, adjectives, adverbs spatial concepts, temporal concepts.
- First pronouns are self-referents, such as *I* and *me*
- Answers simple *wh*- questions; generally understands questions; begins asking *wh*- questions of adults (30 months)
- Can identify simple body parts

- Carries out one- and two-part commands such as "Pick up the sock and give it to Mommy."
- Understands plurals
- Can give simple account of experiences and tell understandable stories (36 months)

### Morphology

- Child's use of bound morphemes expands greatly between 2 and 3 years of age
- Child develops inflections such as *-ing*, spatial prepositions *in* and *on*, plurals, possessives, articles, and pronouns
- Develops simple, irregular past tense (e.g., *went*)
- Develops copular *we*
- Develops *is* plus adjective (e.g., "This is pretty.")
- Develops regular past tense verbs (e.g., *walked*)
- Overregularizes past tense inflections (e.g., *goed*, *throwed*, *fallled*)
- Overgeneralizes plural morphemes (e.g., *feets*, *mouses*)
- Uses some memorized contractions, such as *don't*, *can't*, *it's*, *that's*

### Pragmatics

- Child's utterances, although occasionally egocentric, generally have a communicative intent
- Child demonstrates rapid topic shifts; a 3 year-old can sustain topic of conversation only about 20% of the time
- Communication includes criticisms, commands, requests, threats, questions, and answers
- Interpersonal communication expands; the child learns to adopt a role to express his own opinions and personality

## 3 to 4 Years

Order of acquisition	Morphemes	Examples	Average MLU	Stage	Age of mastery (in months)
1	Present progressive <i>-ing</i>	Mom coming, Dog barking	2.25	II	19-28
2/3	Prepositions <i>in</i> , <i>on</i>	Toy <i>in</i> box, Book <i>on</i> table	2.25	II	27-30
4	Regular plural inflection <i>-s</i>	My crayons, Dog bones	2.25	II	24-33
5	Irregular past-tense verbs	<i>Came</i> , <i>ran</i> , <i>sat</i> , <i>broke</i>	2.75	III	25-46
6	Possessive <i>-s</i>	Daddy's hat, Baby's bottle	2.75	III	26-40
7	Uncontractible copula	Here <i>it is</i> , There <i>I am</i>	2.75	III	27-39
8	Articles	I want a cookie, Give me <i>the</i> ball	3.50	IV	28-46
9	Past-tense regular <i>-ed</i>	Mom poured juice, I colored pictures	3.50	IV	26-48
10	Regular third-person <i>-s</i>	Daddy cooks, Kitty meows	3.50	IV	26-46
11	Irregular third person	<i>Does</i> , <i>has</i>	4.00	V	28-50
12	Uncontractible auxiliary	She <i>was</i> working	4.00	V	29-48
13	Contractible copula	He <i>is</i> nice, or He's nice	4.00	V	29-49
14	Contractible auxiliary	Mom <i>is</i> coming, or Mom's coming	4.00	V	30-50

Note: Adapted from *A First Language: Early Stages*, by R. Brown, 1973, Cambridge, MA: Harvard University Press. Adapted with permission.

### Syntax

- Child learns set of clause-connecting devices, including coordination (e.g., "and") and subordination (e.g., "because"), and uses them in sentences

- Begins using complex verb phrases (e.g., "I should have been able to do it.")
- Begins using modal verbs (e.g., *could, should, would*)
- Begins using tag questions (e.g., "You want to go, *don't you?*")
- Begins using embedded forms, which rearrange or add elements within sentences (e.g., "The man *who came to dinner* stayed a week.")
- Begins using passive voice (e.g., "She's been bitten by a dog.")
- Uses mostly complete sentences; at 48 months, sentences average 5 – 5.5 words per utterance
- MLU is approximately 3.0 – 5.0
- Uses mostly nouns, verbs, and personal pronouns
- Acquires *do* insertions and ability to make transformations (e.g., "Does the kitty run around?")
- Uses negation in speech (e.g., "Timmy can't swim.")
- Begins using complex and compound sentences (e.g., "I can sing and dance."); 7% of sentences are compound or complex

### **Semantics**

- Child comprehends up to 4,200 words by 42 months; at 48 months, comprehends up to 5,600 words
- Uses 900 – 1000 words expressively
- Ask *how, why, and when* questions
- Understands some common opposites (e.g., *day-night, little-big, fast-slow*)
- Understands full name, name of street, several nursery rhymes
- Labels most things in the environment
- Relates experiences and tells about activities in sequential order
- Can recite a poem from memory or sing a song (by 48 months)
- Answers appropriately questions such as "Which is the boy?" "Where is the dress?" "What toys do you have?" (by 42 months)
- Can complete opposite analogies such as "Daddy is a man; Mommy is a \_\_\_\_." (by 48 months)
- Understands most preschool children's stories (by 48 months)
- Uses pronouns *you, they, us, and them*, as well as others such as *I, me*
- Understands concepts such as light-heavy, empty-full, more-less, around, in front of-in back of, next to, big-little, hard-soft, rough-smooth (by 42 months)
- Understands agent-action (e.g., "Tell me what flies, swims, bites.")
- Supplies last word of sentence (e.g., "The apple is on the \_\_\_\_.") (closure)
- Appropriately answers "what if" questions (by 43 – 48 months)

### **Morphology**

- Child uses irregular plural forms (e.g., *children, mice, feet*)
- Uses third person singular, present tense (e.g., "he runs")
- Consistently uses simple (regular) past and present progressives (e.g., "is running") and negatives (e.g., "not")
- Uses inflection to convert adjective to causative (e.g., *sharp, sharpen*)
- Uses simple (regular) plural forms correctly (e.g., *boys, houses, lights*)
- Begins to use *is* at beginning of questions
- Uses contracted forms of modals (e.g., *can't, won't*)
- Uses *and* as a conjunction
- Uses *is, are, and am* in sentences
- Uses possessive markers consistently (e.g., *the boy's clothes*) (by 43 – 48 months)
- Begins to use reflexive pronoun *myself* (by 43 – 48 months)
- Begins to use conjunction *because* (by 43 – 48 months)

### **Pragmatics**

- Child can maintain conversation without losing track of topic



- Begins to modify speech to age of listener (e.g., uses simplified language with a younger child)
- Begins to produce indirectives (e.g., "Are the cookies done?" meaning "I want a cookie.")
- Uses requesting (e.g., yes/no questions, *wh*- questions)
- Responds with structures such as *yes, no, because*; expresses agreement or denial (e.g., "That's not really her dress."), compliance or refusal (e.g., "I won't take a bath!")
- Uses conversational devices:
  - Boundary markers such as *hi, bye* (indicating beginning, end of communication)
  - Calls such as "Hey, Mommy!"
  - Accompaniments such as "Here you are."
  - Politeness markers such as *please, thanks*
- Uses communicative functions:
  - Role-playing, fantasies
  - Protests/objections such as "Don't touch that!"
  - Jokes such as "I threw juice in the ceiling!"
  - Game markers such as "You have to catch me!"
  - Claims such as "I'm first!"
  - Warnings such as "Look out or you'll fall!"
  - Teases such as "You can't have this!"

## **4 to 5 Years**

### **Syntax**

- Child averages 6 – 6.5 words per sentence by 5 years
- Has an average MLU of 4.5 – 7.0
- Speaks in complete sentences
- Uses complex sentences; interprets complex sentences correctly
- By 4.5 years, only about 8% of sentences are incomplete
- Uses future tense (e.g., "She will go to the store.")
- Uses *if, so* in sentences
- Uses passive voice (some children) (e.g., "The cat was fed by the man.")

### **Semantics**

- Child uses concrete meanings and words, but responds to some abstract ideas appropriately
- Has an expressive range of approximately 1,500 – 2,000 words
- Comprehends about 5,600 words at 48 months
- Comprehends about 6,500 words at 54 months
- Comprehends up to 9,600 words at 60 months
- Can name items in a category; able to point to categorical item
- Uses pronouns, including possessives (e.g., *mine, his, her*)
- Uses *why* and *how*
- Understands time concepts such as *early in the morning, tomorrow, after*
- Uses *what do, does, did* in questions
- Answers simple "when" questions like "When do you sleep?" (55 – 60 months)
- Responds appropriately to "how often, how long" questions (55 – 60 months)
- Asks meanings of words
- Tells long stories accurately
- Can give whole name
- Begins to understand right and left (5 years)
- Can define 10 common words (4.5 years)
- Shows objects by use and function, if directed ("Show me what tells time.")

- Identifies past and future verbs ("Show me the man who kicked the ball.")
- Demands explanations with frequent use of *why*

### **Morphology**

- Child uses comparatives (e.g., *bigger, nicer, taller*)
- Uses *could, would* in sentences
- Uses irregular plurals (e.g., *mice, teeth*) fairly consistently

### **Pragmatics**

- Child modifies speech as a function of listener age (beginning at 4 years)
- Begins to judge grammatical correctness and appropriateness of sentences
- Can maintain topic over successive utterances
- Uses egocentric monologue about a third of the time (this monologue does not communicate information to the listener)
- Uses indirect speech acts, softens speech (e.g., "I think that goes in there," rather than "Put that in there")
- Begins to tell jokes and riddles (around 5 years)

## **5 to 6 Years**

### **Syntax**

- Child has an average MLU of 6.0 – 8.0
- Uses present, past, and future tenses consistently
- Uses conjunctions to string words together (e.g., "A bear and a wolf and a fox.")
- Asks "how" questions
- Uses auxiliary *have* correctly at times
- Uses "if" sentences (e.g., "If I had a cookie, I'd eat it.")
- Increases understanding and use of complex sentences; decreases grammatical errors as sentences and vocabulary become more sophisticated
- Comprehends verb tenses in the passive voice (e.g., "The bus was hit by the car." "The cat was fed by the man.")
- Uses a language form that approximates the adult model

### **Semantics**

- Child knows spatial relations and prepositions such as *top, behind, far, near*
- Can distinguish *alike, same, different*
- Distinguishes right and left in self, not in others
- Knows complete address
- Knows most common opposites (e.g., *hard-soft, fat-thin, high-low*); understands "opposite of" (e.g., "What's the opposite of cold?")
- Defines objects by use, composition (e.g., "Napkins are made of paper; you wipe your mouth with them.")
- Tells long stories; retells tales of past and present events
- Comprehends 13,000 – 15,000 words (by age 6)
- Can answer "What happens if...?" questions
- Understands concepts such as yesterday – tomorrow, more – less, some – many, several – few, most – least, before – after, now – later
- Can state similarities and differences in objects
- Can name position of objects: first, second, third
- Can name days of week in order
- Comprehends *first, last*
- Knows functions of body parts

## **Morphology**

- Knows passive forms of main verbs
- Knows indefinite pronouns – *any, anything, anybody, every, both, few, many, each*, and others
- Uses irregular plurals with general consistency
- Uses possessives and negatives consistently
- Uses all pronouns consistently
- Uses superlative –*est* (e.g., *smartest*)
- Begins to use adverbial word endings (e.g., *-ly*)

## **Pragmatics**

- Understands humor, surprise
- Corrects potential errors by modifying the message
- Can recognize a socially offensive message and reword it in polite form
- Modifies speech according to listener's needs
- Begins to use and understand formal levels of address (e.g., *Mr., Mrs.*)
- Gains greater facility with indirect requests (e.g., "I would like a sticker," instead of "Gimme a sticker.")
- Can differentiate 80% of the time between polite and impolite utterances
- Uses expressions such as "thank you" and "I'm sorry"
- Often asks permission to use objects belonging to others
- Contributes to adult conversation

## **6 to 7 Years**

### **Syntax**

- Child uses *if* and *so*
- Uses reflexive pronouns (e.g., *himself, myself*)
- Begins to use perfect tense forms (e.g., *have, had*)
- Has full use of passive voice
- Has an average MLU of 7.3 words
- Uses embedding more frequently (e.g., "The girl who bought the dress went to the party.")

### **Semantics**

- Comprehends 20,000 – 26,000 words
- Understands the seasons of the year and knows what you do in each
- Forms letters left to right (reversals and inversions are common)
- Prints alphabet and numerals from previously printed model
- Recites the alphabet sequentially, names capital letters, matches lower to upper case letters
- Rote counts to 100
- Tells time related to specific daily schedule

### **Morphology**

- Child uses most morphological markers fairly consistently
- Uses irregular comparatives (*good, better, best*) more correctly
- Continues to improve in correct use of irregular past tense and plurals
- Begins to produce *gerunds* (a noun form produced by adding –ing to a verb infinitive, e.g., *fish* becomes *fishing*)
- Acquire use of derivational morphemes, in which verbs are changing into nouns (e.g., *catch* becomes *catcher*)

### **Pragmatics**

- Becomes aware of mistakes in other people's speech
- Is apt to use slang and mild profanity

## **7 to 8 Years**

### **Syntax**

- Child has an MLU of approximately 7.0 – 9.0
- Uses predominantly

### **Semantics**

- Interprets jokes and riddles literally
- Anticipates story endings
- Uses some figurative language
- Uses details in description
- Creates conversation suggested by a picture
- Enjoys telling stories and anecdotes
- Retells a story, keeping main ideas in correct ideas

### **Morphology**

- Child uses most irregular verb forms, although with some mistakes in irregular past tense
- Uses superlatives (*biggest, prettiest*)
- Uses adverbs regularly

### **Pragmatics**

- Child initiates, maintains conversation in small groups
- Is able to role-play, to take the listener's point of view
- Determines and uses appropriate discourse codes and styles (e.g., informal with friends, formal with adults)
- Uses nonlinguistic and nonverbal behaviors – posture, gestures – appropriately
- Takes more care in communicating with unfamiliar people; announces topic shifts
- Can sustain a topic through a number of conversational turns, but topics tend to be concrete (by 8 years; after age 11, discussions involving abstract topics can be sustained)

## **LANGUAGE DEVELOPMENT & EDUCATION IN THE SCHOOL-AGE YEARS, p. 127**

<b>Grade</b>	<b>Skills</b>
Kindergarten	<ul style="list-style-type: none"><li>• should have solid listening and speaking (auditory-oral) skills</li><li>• teachers work to strengthen children's oral language skills; address basic reading and writing</li><li>• in many states, they are asked to learn basic computer skills</li></ul>
1 <sup>st</sup> grade	<ul style="list-style-type: none"><li>• concentrate on reading &amp; writing</li><li>• critical time □ children who have difficulty in first grade usually have difficulty in the later grades</li></ul>
2 <sup>nd</sup> grade	<ul style="list-style-type: none"><li>• teachers emphasize increased skill in reading and writing</li><li>• independent reading is encouraged</li><li>• expected to comprehend more abstract language and to develop independent word recognition skills</li></ul>
3 <sup>rd</sup> grade	<ul style="list-style-type: none"><li>• transition grade</li><li>• expected to read longer, more complex stories and write longer, more complex paragraphs</li><li>• they are asked to proofread and correct their written work as well as spell more complicated words</li></ul>
4 <sup>th</sup> -6 <sup>th</sup> grade	<ul style="list-style-type: none"><li>• go from "learning to read" to "reading to learn"</li><li>• by 6<sup>th</sup> grade, children should understand about 50,000 words</li><li>• children with language disorders often identified □ they're weak auditory-oral and written language skills are not strong enough to help them learn information in content areas</li></ul>
Middle & High school	<ul style="list-style-type: none"><li>• teachers generally lecture and students take notes on what they hear</li><li>• students are tested frequently</li><li>• written language becomes extremely important</li><li>• high school students should understand about 80,000 words</li></ul>

## THEORIES OF LANGUAGE DEVELOPMENT, p. 128

Theory	Key People	Description/Key Vocab	View on Language Acquisition	Treatment
Behavioral	B.F. Skinner	<ul style="list-style-type: none"> <li>system of behavioral analysis explains acquisition of “verbal behavior” <ul style="list-style-type: none"> <li>a form of social behavior maintained by the actions of a verbal community</li> </ul> </li> <li>acquired under conditions of stimulation, response, &amp; reinforcement theory suggests that learning, not innate mechanisms, play a major role in the acquisition of verbal behaviors</li> <li>environment and social interactions are important</li> <li>verbal behavior is broken down into cause-effect (functional) units, not structures of language: <ul style="list-style-type: none"> <li><i>mands</i> □ derived from related traditional terms such as <i>demands</i> and <i>commands</i>, mands involve REQUESTS; caused by states of motivation and are reinforced by food and other biologically satisfying events</li> <li><i>tacts</i> □ sometimes physical objects and events stimulate speaking: verbal responses to this kind of stimulation are called tacts; a tact is a group of verbal responses that describe and comment on the things and events around us; tacts are reinforced socially</li> <li><i>echoics</i> □ imitative verbal responses whose stimuli are the speech of another person</li> <li><i>autoclitics</i> □ secondary verbal behaviors that comment upon, or clarify the causes of, such primary verbal behaviors as tacts and mands; include not only all grammatical features but also some comments that explain why something is being said</li> <li><i>intraverbals</i> □ a class of verbal behaviors that are determined by the speaker’s own prior verbal behaviors; what one says may be stimulus for more to be said; these account for continuous, fluent speech</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>does not explain language acquisition</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>clinicians who treat according to principles of the behavioral theory believe that one can teach language by targeting any observable behavior and manipulating the elements of a stimulus, a response, and some type of reinforcement</li> <li>the clinician selects specific target responses, creates appropriate antecedent events, and reinforces correct responses</li> </ul>
Nativist (Transformational Generative)	Noam Chomsky, late 1950s	<ul style="list-style-type: none"> <li>syntactic structures are the essence of language</li> </ul>	<ul style="list-style-type: none"> <li>states that children are born with a language acquisition</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Theory of Grammar)		<ul style="list-style-type: none"> <li>language is a product of the unique human mind</li> <li>there are universal rules of grammar that apply to all languages</li> <li><i>language competence</i>: knowledge of the rules of universal grammar, is innate; thus, the child learns language relatively independently of the environment</li> <li><i>language performance</i>: the actual production of language, is imperfect because of factors such as fatigue and distraction</li> <li><i>surface structure</i>: the actual arrangement of words in a syntactic order</li> <li><i>deep structure</i>: abstract; which primarily contains the rules of sentence formation</li> <li>surface &amp; deep structures are related through grammatical transformations □ a <i>transformation</i> is an operation that relates the deep and surface structures and yields different forms of sentences <ul style="list-style-type: none"> <li>transformations can be further viewed as a process by which one arranges and rearranges words to change sentences</li> </ul> </li> <li>grammatical transformations involve deleting, adding, substituting, and rearranging words to change meaning</li> </ul>	<p>device (LAD) □ assumed to be a specialized language processor that is a physiological part of the brain</p> <ul style="list-style-type: none"> <li>the child's environment provides information about the unique rules of the language to which the child is exposed</li> <li>the LAD then integrates the universal rules and the unique rules of that language, and thus helps the child learn language in a relatively short time</li> <li>language is NOT learned through environmental stimulation, reinforcement, or teaching</li> </ul>	
Cognitive	Piaget	<ul style="list-style-type: none"> <li>a variant of the nativist theory</li> <li>emphasizes cognition, or knowledge and mental processes such as memory, attention, and visual and auditory perception</li> <li>focus on the child's regulation of learning and on internal aspects of behavior</li> <li><i>strong cognition hypothesis</i>: there are cognitive abilities that are essential prerequisites to language</li> <li>Piaget's Stages <ul style="list-style-type: none"> <li>must master features of one stage in order to progress</li> <li>children pass through each stage in the order given but may show variation in the rate at which they progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>made possible by cognition and general intellectual processes</li> <li>language is only one expression of a more general set of cognitive activities, and proper development of the cognitive system is a necessary precursor of ling. expression</li> <li>child must first acquire concepts before producing words</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Information-Processing		<ul style="list-style-type: none"> <li>mostly concerned with cognitive functioning, not cognitive structures or concepts</li> <li>view the human information-processing system as a mechanism which encodes stimuli from the environment, operates on interpretations of those stimuli, stores the results in memory, and permits retrieval of previously stored info</li> </ul>		<ul style="list-style-type: none"> <li>when normal auditory sensitivity is established, clinicians may address: auditory discrimination, auditory attention, auditory memory, auditory rate, and auditory sequencing</li> </ul>

		<ul style="list-style-type: none"> <li>most importantly are the steps involved in handling or processing incoming and outgoing information: <ul style="list-style-type: none"> <li>organization, memory, transfer, attention, &amp; discrimination</li> </ul> </li> <li>2 broad categories of info processing related to children's language disorders: PHONOLOGICAL and TEMPORAL AUDITORY</li> <li><i>phonological processing</i>: deals with the processes involved in the ability to mentally manipulate phonemes</li> <li><i>temporary auditory processing</i>: deals with the ability to perceive the brief acoustic events that comprise speech sounds and track changes in these events as they happen quickly in the speech of other people <ul style="list-style-type: none"> <li>children w/ difficulties □ also have trouble remembering &amp; following long directions, repeating back sentences, repeating lists of real/nonsense words</li> </ul> </li> </ul>		
Social Interactionism	Vygotsky	<ul style="list-style-type: none"> <li>the structure of human language has possibly arisen from language's social communicative function in human relations</li> <li>similar to behavior view in that language is possible only because of social interaction</li> <li>emphasizes language function, not structure</li> </ul>	<ul style="list-style-type: none"> <li>language develops because people are motivated to interact socially with others around them</li> <li>believe that the child, as well as his or her caregivers and environment, plays an active role in language acquisition</li> <li>Vygotsky □ acquired through social interaction with more competent and experienced members of the child's culture; emphasized the importance of verbal guidance and adult modeling <ul style="list-style-type: none"> <li>partners contribute by scaffolding</li> <li>children first learn language and then used language to structure thought</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>focus on motivation for communication</li> <li>supply external situations and contexts that encourage the child to use language</li> </ul>

			<ul style="list-style-type: none"><li>• cultural tools play a large role in language development</li></ul>	
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