

## 1 Later Language Acquisition

Later grammar

Metalinguistics and discourse

Language in school

Bilingualism and second language acquisition

## 2 Later language acquisition

- Children elaborate the grammatical structures they have already acquired.
- Children become more aware of language units and processes
- Children size up different communication situations and thereby employ their linguistic resources to the best advantage.

## 3 Acquisition of morphology

### 4 The 14 morphemes

### 5 Major empirical findings

- Criterion for acquisition: 90% use in obligatory context
- Acquisition is not sudden.
- Children tend to acquire the morphemes in a reasonable stable general order.
- Individual differences exist to some degree.

### 6 Why this order?

- Frequency

Frequency of adult use is not a very good predictor of order of acquisition.

--a / the frequent but acquired late

- The 14 morphemes are all frequent.
- The passive-active different and big frequency differences.
- For 14 morphemes, frequency differences did not exist and did not explain the order of acquisition.

### 7 Semantic and syntactic complexity

- greater cumulative complexity predicts later order, when it can be used.  
examples
- Noun plural -s
- 3rd person singular -s

### 8 Productivity in morphology

- Early use of morphemes were learned in combination with specific vocabulary items.
- By age three or four, there is evidence that children are indeed acquiring a rule-governed system.
- Overgeneralization errors.
- Apply to novel words (Berko 1958's elicited production task , p. 277)

## 9 Accounts for overgeneralization

- Rule-and-memory model
- Pinker (1991)
  1. Regular forms are rule-governed
  2. Irregular forms are retrieved from lexicon and involve a memory storage system.
- Parallel distributed processing model  
Only a single mechanism is needed.

## 10 Children's production of negation

1. No go movies.
  - No sit down.
  - No Mommy do it.
2. I no like it.
  - Don't go.
  - I no want book.
3. You can't have this.
  - I don't have money
  - I'm not sad now.

## 11 Questions

- Rising intonation on a declarative sentence
- Yes/no question (stage III)
- Wh-questions
- Children's production
  1. Omitting auxiliary  
What that?  
Where Daddy go?
  2. Include the auxiliary but do not consistently switch around with the subject  
Where are you going?  
What she is playing?

## 12 Passives

- Passives are rare in English and so in children's spontaneous speech.
- Agent and object are reversed in passives in English, so this construction can tell us how children acquire word order.
- 3 to 3.5 year olds understood passive while 3.5 to 4 year olds had difficulty with it.

## 13 Coordinations

- Sentential coordination  
I'm pushing the wagon and I'm pulling the train.
- phrasal coordination  
I'm pushing the wagon and the train.
- Sententials do not develop before phrasals.

#### 14 Semantic factors that influence the acquisition of coordination

- Additive  
ex. Maybe you can carry this and I can carry that.
- Temporal relations  
ex. Alice's going home and take her sweater off.
- Causal relation  
ex. She put a bandage on her shoe and it made it feel better.

#### 15 Relative Clauses

- Children do not develop the full structural knowledge of this construction until long after they reach school.
- Object relative clauses before subject relative clauses.  
Let's eat the cake what I baked.
- Often children omitted a relative pronoun or they substituted an incorrect pronoun, usually *what*
- Children find it easier to add a clause at the end of a sentence rather than in the middle, since this minimizes constraints on processing.

#### 16 Crosslinguistic differences in later grammar

- Some aspects of language acquisition is universal, because they reflect either the cognitive functioning of language-learning children or language strategies that all children use.  
e.g, Place negative marker at the beginning or end, acquisition of certain expressions related to location
- Differences are due to conceptual and formal complexity

#### 17 Metalinguistic development

- 2 year olds showed the ability to discriminate acceptable and unacceptable sentences but were unable to correct the deviant sentences without recourse to semantics.
- Separate words and their referents
- Children's awareness of phonological units p. 287 Table 11-3

#### 18 Discourse Process in Children

- Conversational skills
  - turn taking
  - relevance
  - Categories of child utterances (p.288. Table 11-4)
  - adapt one's speech to the listener
  - Referential communicative task
- Narrative skills
  - Children sometimes use pronouns ambiguously
  - weak in linkages between successive sentences
  - individual differences are related to parental strategies for eliciting narratives at home.

#### 19 Language in the school

- Communicating in the classroom
- Classroom discourse
- Decontextualized

- Initiation-reply-evaluation sequence
- Teachers' language to children is also more formal than most language to which children are accustomed.
- Teacher's inability to attend to every child at the same time.
- Academic success depends on communicative competence as much as intellectual competence.

## 20 Acquiring classroom skills

- Requests were often accompanied by justifications of why the request was made and clarification of exactly what was requested.
- Children often spontaneously revised their questions when the question did not produce the desired response.
- Teachers' interactions with students are related to teachers' perceptions of students' communication skills.

## 21 Reading and language development

- Many of the comprehension skills that have been acquired to deal with oral language are also applicable to reading.—general comprehension skills
- Eye movements to scan sentences in a text
- Extracting the visual features of letters and words
- Print convention
- Relating printed language to spoken language

## 22 Phonological awareness and reading

- Linking graphemes to phonemes
- Phoneme-grapheme linkage is difficult because children tend to be weak in metalinguistic awareness of phonemes.
- Some researchers have suggested that it would be easier for children to begin reading by analyzing words into syllables, and only later to break syllables into phonemes.

## 23 Top-down and bottom-up processes

- Top-down process—use sentence context to help figure out the meaning
- Most good readers identify words based solely on their spelling and not on contextual factors.
- Automatic process: word recognition
- Controlled processes: noting cohesion between sentences, drawing inferences, summarizing paragraphs

## 24 Emergent literacy

- Children who are read to more often in the preschool period eventually become better readers.
- Listening to stories may foster positive attitudes toward reading.
- Early exposure to printed words facilitates children's later ability to recognize them automatically.

## 25 Bilingualism and second language acquisition

- Contexts of childhood Bilingualism
- Simultaneous bilingualism
- Sequential bilingualism

## 26 Bilingual first-language acquisition

- Course of development
- acquisition of two languages by 3 years of age
- Bilinguals' development is very similar to monolinguals'.

## 27 Rate of development

- Lexical development is similar to monolinguals.
- Syntactic measures are behind.
  - count /mass
  - grammatical gender
- Children need at least 25% of the input to become competent speakers.
- Children need environment support to achieve bilingualism.

## 28 Interference

- Children can distinguish two languages by the age of 2 if caregivers keep two language separate.
- Degree of interference or language mixing is greater when parents' language are mixed.
- Little interference or language mixing in bilingual sign-spoken children.

## 29 Levels of interference

- Phonology, syntax and lexicon
- Most frequent mixing occur at the lexical level.
- Reasons
  - Lack the appropriate lexical items in one language
  - Identify a referent with the lexicon in the stronger language and use that work consistently.

## 30 Second language acquisition

- Transfer hypothesis
- Against transfer hypothesis
- No transfer in L2 unless the child is isolated from peers in the target language
- Same processes are involved in all language acquisition.

## 31 Morpheme studies

- similar between 5- year old Spanish and Chinese speaking children acquire English morphemes.
- Similar but not identical to English L1 children
- No transfer: 17-55 years old with various L1
- Transfer from L1 to L2 in discourse processing at least in adults

## 32 Phonology transfer

- Clear evidence for language transfer in phonology

- Young native Spanish speakers who were in the process of learning English showed a gradual shift from the Spanish VOT boundary to the English VOT boundary.
- The shift occur more rapidly for younger learners.
- L2 learners do best on sounds that are very different from the sounds in their native language but have more difficulty with sound that are moderately similar.

### 33 Cognitive consequences of bilingualism

- Metalinguistic awareness
- Bilinguals have better syntactic awareness
- Bilinguals have better word awareness
- Facilitation of English phonological awareness for children when their first language was Spanish but not when it was Chinese

### 34 Problem solving and creativity

- Bilingualism led to cognitive impairment
- Fail to control for socioeconomic status
- Bilinguals have a great degree of cognitive flexibility
- Bilinguals who were proficient in both languages scored higher on several tests of creativity than monolinguals. Bilinguals with proficiency in only one language showed no creativity advantage.
- Longitudinal study showed that nonverbal intelligence was positively related to the degree of bilingualism.