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| **A Level English Language** **CLD Knowledge Organiser**  |
| **Topic** | **Theory/studies** | **Terminology** |
| **Stages of language development**  | * **Vegetative**: reflex crying – 0-4 months
* **Cooing**: open mouth vowel sounds – 3-6 months
* **Babbling**: repeating consonant-vowel sounds – 6-12 months
* **Proto-words**: babbling sounds that seem to match words – 9-12 months
* **Holophrastic/one word stage**: single recognisable words – 9-18 months.
* **Two word**: two word combinations – 8-24 months
* **Telegraphic**: 3-6 word combinations 24-40 months
* **Post-telegraphic**: as telegraphic but grammatically complete utterances – 36 months
 | Utterance |
| **CLD: Lexis and semantics**  | **Jean Aitchison:** * Naming explosion: eruption in vocabulary that leads to patterns
* Natural sieve hypothesis: children extract certain features and filter out complexities in language
* Tuning in hypothesis: different ages of children are naturally attuned to different areas of language

**Katherine Nelson:**Categorised the early words of children into these 4 categories * Naming (60% of children’s first words)
* action
* social
* modifying

**Thomas and Chapman (1977):** Suggests that children know and understand more words than they can produce. Found that overextensions in comprehension were much less frequent than in naming **Leslie Rescorla:**Categorised different types of overextension: * Categorical – a stretched label (e.g. apple for fruit)
* Analogical – related to function (e.g. scarf for cat if you stroke both)
* Mismatch – convey abstract information (e.g. doll for cot – appears as a mislabel but normally the doll is in the cot)

**Margaret Harris:**Categorised types of underextension: * Context bound – child produces word in specific context
* Contextually flexible – word restricted to a particular referent instead of a situation
 | Virtuous errorOverextensionUnderextensionHypernymHyponym |
| **CLD: Grammar** | **Syntax by stage:** **One word/holophrase**:* Words can serve as a naming function (e.g. milk) however children may understand more complex syntax (e.g. drink milk). Holophrases can convey a more complex meaning (e.g. juice – want juice/spilt juice)

**Two word stage**: Often omits elements of sentence by retains order. Content remains but grammatical/function words are omitted. **Brown (1973):**Categorised two-word combinations:* Agent + Action (daddy eat)
* Action + Affected (eat dinner)
* Agent + Affected (daddy dinner)
* Possessor + Possession (my plate)
* Attribute + Entity (big plate)
* Action + Location (come here)

**Telegraphic stage: 3-4 word utterances:**Some will be grammatically complete. Might omit determiners, auxiliary verbs or prepositions.  | SyntaxSubjectObjectModifierAdverbialPossessiveInflectionsAuxiliary verbsDeterminersPrepositionsHolophrasticTwo word stageTelegraphic stagePost telegraphic stage |
| **CLD: Morphology** | **Brown (1973):** Order of acquiring inflections:* Present progressive (-ing)
* Plural (s)
* Possessive (‘s)
* Articles (a)
* Regular past (-ed)
* Third person singular present (-s)
* Auxiliary ‘be’ (he is coming)

**Cruttenden (1979):****Stages of inflectional acquisition:** First stage: Memorise words with no regard for rules (feet for plural of foot) Second stage: Show awareness of regular endings to verbs that require irregular inflections (foots instead of feet) Third stage: correct inflections used Overgeneralisation: children’s grammatical errors show an awareness of rules *(I runned)*.**Berko (1958):**‘Wug’ experiment. Children asked to complete the sentence (this is a wug. Now there are two of them. Now there are two…….). 3-4 year olds answer ‘wugs’ as they can apply the grammatical rule. **Bellugi and McNeill (1966):** 3 stages of question development 1. The use of intonation to signal question being asked
2. The use of question words such as ‘why’
3. The manipulation of syntax to create longer questions

Negation: initially a dependence on words ‘no’. By third year contractions begin to be used. In third stage negative contractions are used more accurately. **Bloom (1970):**Types of negative meaning:* Non-existence (express absence of something)
* Rejection (refusal)
* Denial

Theory says that non-existence is easiest and denial most complex.  | MorphemesInflectional affixesOvergeneralisationVirtuous errorsFree and bound morphemes |
| **CLD: Phonology** | **Cruttenden (1974):**Demonstrated that intonation patterns can be reproduced from an early stage but understanding of meaning is still developing into teenage years Football results study: compared adults to children to see if they could predict results from listening to the score read by announcer. Found adults could predict by intonation but children were less accurate. **Consonant usage:** Age 2½ - all vowels and 2/3 of consonants mastered Age 4: difficulty with a few consonants Age 6-7: confident consonant use Phonemic simplification: make words easier through deletion (e.g. final consonant) or substitution (easier sounds become harder i.e. ‘th’ becomes ‘f’) **Berko and Brown (1960):** Fis phenomenon: children fail to pronounce certain sounds but can recognise when someone else gets them wrong. Proves comprehension comes before speech.  | ArticulatorsFricativesPlosivesAdditionDeletionSubstitutionDeletion of unstressed syllablesAssimilationConsonant cluster reductionReduplication |
| **CLD: Pragmatics** | **Halliday’s taxonomy of language:** Investigated the functions of children’s early language: 1. Instrumental (I want)
2. Regulatory (Do as I tell you)
3. Interactional (I see you)
4. Personal (Here I come)
5. Heuristic (Tell me why)
6. Imaginative (Let’s pretend)
7. Informative (I’ve got something to tell you)
 | ImplicatureInferenceCommunicative competence |
| **CLD: Child-directed speech** | **Purposes of Child Directed Speech:**1. Attract and hold the baby’s attention
2. Help the process of breaking down language into understandable chunks
3. Makes the conversation more predictable by keeping it in the ‘here and now’

**Common features of CDS:** * Higher pitch and exaggerated stress and intonation
* Repeated sentence frames.
* Repetition and partial repetition of the adult’s own words.
* Questions and commands.
* Frequent use of the child’s name and an absence of pronouns.
* Absence of past tenses.
* A large number of one word utterances.
* Use of simple sentences.
* Omission of inflections.
* Fewer verbs, modifiers, function words.
* Use of concrete nouns and dynamic verbs.
* Use of expansions
* Use of recasting

**Theories:** * **Clarke-Stewart** (1973): children whose mothers talk to them more have larger vocabularies
* **Nelson** (1973): children whose mothers corrected them on word choice and pronunciation advanced more slowly
* **Brown, Cazden and Bellugi** (1969): parents often respond to the truth value of what a baby says rather than its grammatical correctness
* **Kuhl** (1992) – Studied exaggerated vowel sounds used by parents. Babies turn towards adults who speak in sing-song voice.
* **Ochs** (1982) - CDS is not a universal phenomenon (no special accommodation made in Western Samoa). Children still go through the same development stages as long as there in exposure to language.
* **Clark and Clark** (1977) – Suggests that children who are only exposed to adult speech do not acquire same standard of language as those whose parents speak to them in a modified manner.
 | ExpansionRecastingProsody |
| CLD: Theory | **The main four:****Chomsky (Innate):** Humans are born with at least some knowledge of linguistic structure. Language acquisition and development involves filling in details of an innate blueprint*In the data look for overextension and overgeneralisation/children making up new names for things/children not responding to corrections* **Skinner (Imitation and reinforcement):** Children learn language just like they acquire other behaviours using Positive and Negative Reinforcement. Children imitate the language and behaviours of parents. *In the data look for: adults modelling and children responding/children imitating speech/children repairing mistakes after corrections* **Bruner (Interaction):** Children’s interactions with adults support language development. Children learn about the world through their interaction with it**Bruner proposes the LASS:*** Gaining child’s attention
* Query
* Label
* Feedback

*In the data look for: Child directed speech/children enjoying the interactions* **Piaget (Cognition):** Language will grow when children’s ideas about the world develop. A child has to understand a concept before s/he can acquire the language to express it. He divided child language use in to two categories:* **Social** (communicating with and influencing the world in which we live)
* **Egocentric** (using language to help make sense of the world they are experiencing.

*In the data look for: children playing independently/childing failing to use language because they haven’t grasped the concept* **In addition:*** Tomasello (Usage based)
* Vygotsky (MKO & ZPD): fundamental role of social interaction in the development of cognition.
* **Lenneberg (CPH):** the human brain is designed to acquire language at certain times (i.e. during the first five years)
* Newport & Supalla (Sign language)

**Case studies*** Genie – feral child
* Jim – deaf parents
 | LAD (Chomsky)Universal grammar LASS (Bruner)Operant conditioning (Skinner)Child-directed speech (Bruner)Positive and negative reinforcement (Skinner)Cognitive development (Piaget)More knowledgeable other (MKO)Zone of proximal development (ZPD)Critical period hypothesis (CPH) |
| CLD: Early Literacy (Reading) | * Phonetics v Look and Say/Whole word debate
* Essex schools (1996) Benefits of phonics
* Jeanne Chall’s reading stages
* Oxford Reading Tree
 | PsycholinguisticsSynthetic phonicsAnalytic phonicsCultural capital |
| CLD: Early Literacy (Writing) | * Process of learning to write
* National Literacy Strategy
* Kroll’s 4 stages
* John Abbott ‘Battery hens or free-range chickens?’
* Creative v rule-based approach
* Cathy Barclay’s stages of writing
* Jean Rothery (1980s)
* James Britton (1975)
* Gentry’s spelling model
* Vygotsky’s first and second order representation
 | Motor skills (fine and gross)DirectionalityTripod gripEmergent writingOrthographyHomophonesSpelling:Insertion/letter doublingOmissionSubstitutionTranspositionPhonetic spellingSalient sounds |