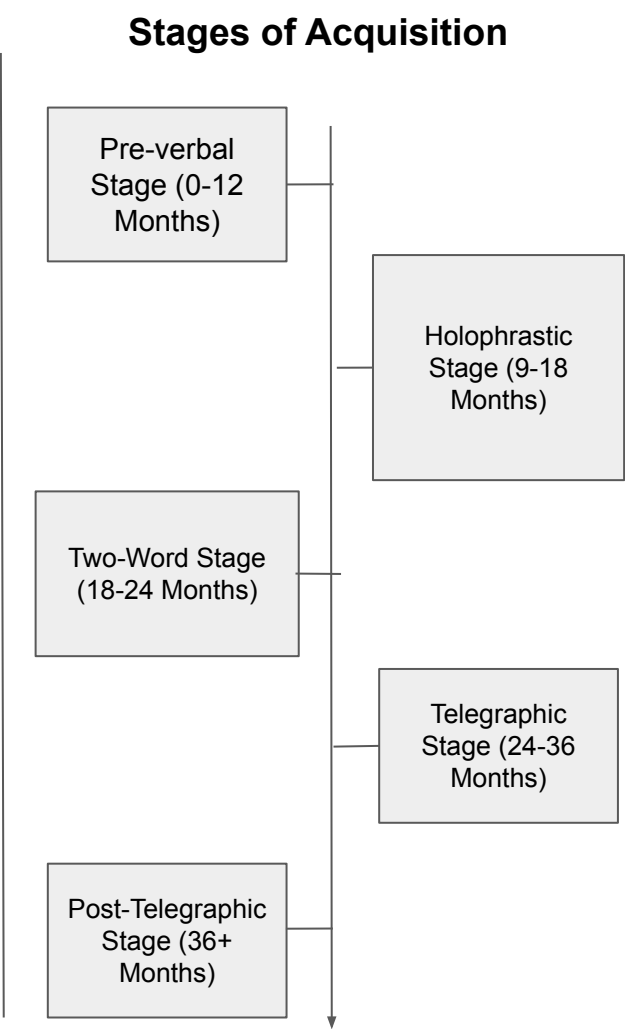


Stage	Features of Language
Pre-verbal	Vegetative sounds (reflexive noises like crying and fussing), babbling (reduplicated (repeated) and variegated(different syllables), cooing, laughter.
Holophrastic	Using single words for multiple contexts and meanings. Naming objects and people. Using repetition and imitation.
Two-Word	Two word, grammatically incomplete utterances such as 'want cookie' or 'me thirsty'. Typically beginning to speak in multiple mini sentences at this point.
Telegraphic	Short, simple, concise sentences. Emerging grammar. Functional words such as 'is' 'a' and 'to' are often omitted.
Post-Telegraphic	Beginning to use more detailed sentences. Increased complexity of sentences and developing vocabulary. Emerging grammar.



Example Questions

'Children's language development depends on their experiences of the world around them.'

Referring to Data Set 1 in detail, and to relevant ideas from language study, evaluate this view of children's language development. **(30 marks)**

'Being creative is an essential part of learning to write.'

Referring to Data Set 2 in detail, and to relevant ideas from language study, evaluate this view of children's language development. **(30 marks)**

Command Words

Analyse -Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.

Evaluate - Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.

Assessment Objectives

AO1: Apply appropriate methods of language analysis, using associated terminology and identifying patterns and complexities.

AO2: Demonstrate a critical understanding of concepts and issues relevant to language use.

AO3: Critically evaluate views and concepts.

Key Theories - Child Language Acquisition

Behaviourist Theories:

Imitation:

Children learn language by copying sounds, words and sentence structures they hear from their caregivers.

Positive/Negative Reinforcement:

Positive Reinforcement such as praise/rewards encourages the repetition of desired learned behaviours. Negative reinforcement such as punishment or lack of reward can discourage incorrect or unwanted language.

Habit Formation:

Through repeated exposure and reinforcement, children gradually learn to develop language habits, patterns and behaviours.

B.F. Skinner:

Theorised that children learn language through a process of imitation and reinforcement from their environment.

Cognitive Theories:

Piaget:

Proposed that children progress through stages of cognitive development. He believed that children need to grasp concepts before they can learn and use the language to express them.

Object Permanence:

Understanding that objects exist even when they are out of the child's sight. It is seen as a prerequisite for learning the names of objects.

Vygotsky:

Emphasised the social and cultural elements of language development. Believed that social interaction is a crucial aspect of learning to develop language.

Zone of Proximal Development (ZPD):

The gap between what a child can do independently and what they can do with guidance from a more knowledgeable other, such as a parent or a teacher.

Nativist Theories:

Chomsky:

His views contrast with Skinner's, claiming that children are born with the innate capacity to be able to learn, understand and process language.

Language Acquisition Device:

A hypothetical, innate system within the human brain that allows them to naturally and effortlessly learn to use language. The LAD is believed to contain universal grammar, a set of rules and principles that can apply to multiple languages.

Automatic and Unconscious Language:

The LAD is thought to operate both automatically and unconsciously, allowing children to naturally acquire language overtime without explicit instruction.

Critical Period:

Chomsky also suggested that humans have a critical period for their language acquisition and development. This was thought to be around the age of seven. This critical period is the time during which language learning and development is thought to be most efficient.

Interactionist Theories:

Child Directed Speech (CDS):

The way in which adults modify their language to make it more accessible for children. This includes using simplified sentence structures and smaller sentence length, sing-song, high-pitch intonation (motherese).

Scaffolding:

Adults provide support and guidance to children as they learn language, gradually reducing the support as the child's language skills develop.

Bruner & the Language Acquisition Support System (LASS):

In response to Chomsky's Language Acquisition Device (LAD), Bruner proposed the LASS which encompasses the social and environmental factors that help support children's language development.