Instructor’s Resource Manual and Test Bank

for

Born To Talk:
An Introduction to Speech and Language Development
Sixth Edition

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Preface

Organization of the Manual

This Instructor’s Manual is designed to accompany the textbook *Born to Talk: An Introduction to Speech and Language Development, 6th Edition*. This manual, as it is in the text, is divided into 10 chapters. Each chapter of the Instructor’s Manual includes the following sections:

- Chapter Overview: a brief summary of the chapter as is included in the textbook
- Learning Objectives: an outline of key learning objectives as is included in the textbook
- Key Terms and Concepts: a list of the key terms and concepts from the chapter with pagination
- Points of Emphasis: an outline of the chapter with major summary and conclusion statements
- Discussion Topics: a set of thought-provoking questions designed to elicit more than one answer or response
- Suggested Activities: tasks that can be completed by individuals or by small groups of students.
- Websites to Explore: designed to enhance and expand topics covered in the chapters using current technology

Test Bank and Answer Keys

A test bank to accompany *Born to Talk: An Introduction to Speech and Language Development, 6th Edition* is also included in this manual. The first test bank section is divided into the 10 chapter sections, with a subsequent section providing an answer key for each chapter. The following types of questions are included:

- 15 Multiple Choice Questions
- 5 Short Answer & Fill-in-the-Blank Questions
- 3-4 Essay Questions

Emily Folsom, M.A.
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Chapter 1
A Connection of Brains

Chapter Overview

This first chapter is designed to pique the reader’s interest in speech and language as processes within the broader process we call communication. As a future educator, you will be in a unique position to observe and facilitate the growth of children in their journeys to be effective communicators. We define and describe these processes, and we consider how speech and language interact to produce a form of communication unique to humans. We also consider how a speaker’s thoughts are conveyed to a listener’s brain through a series of communication transformations known collectively as the *speech chain*.

Learning Objectives

- Define communication, language and speech and the relationship of these terms to each other.
- Define and discuss pragmatics, semantics, syntax and morphology, articulation, and suprasegmental aspects of speech production.
- Explain how speech and language are separate but related processes.
- Recognize and compare the design features of the human communication system.
- Explain and demonstrate the elements of the speech chain connecting a speaker’s thoughts to a listener’s understanding of those thoughts.

Key Terms and Concepts

- Communication, p. 3
- Receptive Language, p. 4
- Expressive Language, p. 4
- Pragmatics, p. 4
- Semantics, p. 4
- Syntax, p. 4
- Morpheme, p. 5
- Language, p. 5
- Speech, p. 5-6
- Suprasegmental, p. 7
- 13 Design Features of Language, p. 8
- Vocal-Auditory Channel, p. 8
- Broadcast Transmission, p. 11
- Directional Reception, p. 11
- Rapid Fading, p. 11
- Interchangeability, p. 12
- Total Feedback, p. 12
- Specialization, p. 13
- Semanticity, p. 14
- Indexicality, p. 14
- Arbitrariness, p. 15
- Discreteness, p. 16
- Displacement, p. 16
- Productivity, p. 17
- Duality of Patterning, p. 17
- Traditional Transmission, p. 18
- Recursion, p. 19
- Prevarication, p. 20
Points of Emphasis

1. Speech and language are separate but related processes within the larger process of communication.
2. Communication is the sending and receiving of information, ideas, feelings or messages.
3. Language is a system of abstract symbols and rule-governed structures, the specific conventions of which are learned. Language is comprised of the following processes: receptive language, expressive language, pragmatics, semantics, syntax and morphology. Language is an expression of an ability that is innate in all humans, although each person’s capacity to learn language is realized differently according to the specific language to which they are exposed.
4. Speech is the oral expression of language and is a highly complex physiological process requiring the coordination of respiration, phonation, resonation and articulation. Speech also includes suprasegmental aspects, including the production of stress on certain syllables, intonation, pitch, phrasing and rate.
5. In people with normal communicative abilities, speech and language are integrated parts of the same process because speech combines phonated and articulated noises and the rule-governed structures of language.
6. No matter how much we discover about the abilities of other animals to communicate, we remain convinced that no animal has a communication system as powerful as human speech.
7. The characteristics of human speech can be compared to the other communication systems of animals using the 13 design features of language, which was originally described by Hockett in 1960. Since then, additional features have been identified.
   a. Eight of these features can be found in humans and other species: vocal-auditory channel, broadcast transmission, directional reception, rapid fading, total feedback, specialization, arbitrariness, discreteness and traditional transmission.
   b. Nine of the design features are found in humans and are either rare and limited to nonhumans or exclusive to humans: interchangeability, semanticity, indexicality, productivity, displacement, duality of patterning, recursion, prevarication, reflexivity and learnability.
8. The speech chain is a 6-step chain that allows the brains of a speaker and listener to connect through communication.

Discussion Topics

- Identify as many different methods of human communication as possible.
- What characteristics of different methods of communication affect its convenience and/or efficiency?
- Why is speech a more convenient and efficient form of communication than other forms?
- What are the advantages and disadvantages of speech in comparison to written language? Gestural language?
- Which of Hockett’s design features most effectively separate human communication from animal communication, and why?
- How does social development affect the functioning of the speech chain?
- Can the fundamental aspects of the speech chain be applied to other methods of communication, and if so, how?

Suggested Activities

- In small groups, create unique definitions of speech, language and communication and ask groups to present the major differences and similarities between these terms.
- Select a public place (e.g. cafeteria, mall, park, airport, etc.) and observe the various types of verbal and nonverbal communication occurring. Which is more prevalent? Which appears more effective?
- Using Hockett’s Design-Features chart in Table 1.2 (p. 10), brainstorm specific ways that different animal species exhibit the various communication characteristics that aren’t limited to humans.
Websites to Explore

- The Dolphin Communication Project is dedicated to increasing knowledge of communication behaviors between and among all dolphin species. The website includes a description of general communication, dolphin communication and current research regarding dolphin communication. http://www.dolphincommunicationproject.org
- The Cornell Lab of Ornithology offers research regarding bird, elephant and whale communication. http://www.birds.cornell.edu/brp/research/animal-communication-research
- This post from the Vocabulogic blog describes each of the five processes of language, with suggestions of board games to target the different areas. http://vocablog-plc.blogspot.com/2011/01/word-games-to-target-five-language.html
Chapter 2
Language Acquisition: A Theoretical Journey

Chapter Overview

This chapter is designed to facilitate comprehension of the evolutionary changes that have occurred over the past 50 or more years in the theories of language acquisition. It considers the contributions made by each major theoretical view along the evolutionary continuum to furthering an understanding about how the various components of language emerge.

Learning Objectives

- Discuss the general character of the nature-nurture argument and its potential impact on an understanding of speech and language development.
- Related linguistic information to biology and the environment.
- Summarize the nativist interpretation of the role biology plays in language development.
- Discuss the behaviorist interpretation as it relates to the role of nurturing language acquisition.

Key Terms and Concepts

- Wenicke’s areas, p. 27
- Arcuate fasciculus, p. 28
- Broca’s area, p. 28
- Motor cortex, p. 28
- Primary motor strip, p. 28
- Mirror neurons, p. 28
- Plasticity, p. 29
- Self-organizing neural network, p. 29
- Naming deficit, p. 29
- Age of acquisition effect, p. 30
- Nativist theory: p. 31-37
- Noam Chomsky, p. 31
- Linguistic universals, p. 33
- Language acquisition device (LAD), p. 33
- Transformational generative grammar, p. 34
- Terms associated with transformational generative grammar, p. 34-36: phrase structure rules, deep structure level, transformations, surface structure level, passive transformation
- Behaviorist theories, p. 37-43
- Types of behaviorist theories: operant conditioning, p. 39-41; classical conditioning, p. 41-42
- B.F. Skinner, p. 39
- Terms associated with operant conditioning, p. 39-40: operant, reinforcement, punished, discriminative stimulus, delta stimulus, aversive stimulus
- Shaping, p. 40
- Chaining, p. 40
- Skinner’s conditioned verbal behaviors, p. 41: echoic, tact, mand, intraverbal, autoclitic
- Interactionist theories, p. 43-59
- Cross-linguistic studies, p. 44
- Telegraphic speech, p. 44
- Saliency, p. 45
- Types of interactionist theories: semantic view, p. 48-50; cognitive view, p. 50-53; social interactionist view, p. 53-59
- Fillmore, p. 48
Points of Emphasis

1. Theories designed to explain how language develops address the nature-versus-nurture debate at various points along the continuum. Each theoretical view addresses certain aspects of language more directly than others. However, neither side completely discounts the other.

2. Researchers in the 20th and 21st centuries have uncovered compelling evidence about how the human brain is specialized for language.
   a. Major cortical structures involved in language include Wernicke’s area, arcuate fasciculus, Broca’s area, motor cortex and the primary motor strip.
   b. Mirror neuron activity represents actions that can be used not only for imitating actions but also to recognize and determine differences in the actions of others.
   c. The human brain has a dynamic ability to change constantly as individuals learn, an ability known as plasticity, which results in the self-organizing neural network.
   d. There is a substantial body of literature that verifies genetic influences on language development and the occurrence of language disorders.

3. Nativists stress that language is innate or biologically based. They argue that human beings are born with a species-specific capacity for language, a capacity that is realized with minimal assistance from the environment.
   a. The theorist most closely associated with the nativist view is linguist Noam Chomsky.
   b. The idea that language is universal among humans and unique to humans is the foundation of the nativistic interpretation of language acquisition.
   c. Another basic assumption of the nativist perspective is that because language is acquired so quickly and so early in the child’s life, learning along cannot adequately account for acquisition.
   d. Nativists stress that all languages have rules for organizing words into grammatical forms. These commonalities, or linguistic universals, are evidence that language is an ability humans possess by virtue of their humanness.
   e. The language acquisition device, or LAD, is an innate language reservoir filled with information about the rules of language structure.
   f. Language acquisition is a matter of discovering and applying the rules or regularities of one’s native language.
   g. Chomsky devised transformational generative grammar to account for the production of an unlimited number of grammatically acceptable sentences.
      i. This grammar suggests that language is processed at two levels (deep and surface) and two kinds of rules describe what is occurring at each level (phrase structure rules and transformations).
   h. Nativists are clearly at the nature end of the nature-nurture continuum.

4. The proponents of the behaviorist perspective focus on observable behaviors in children to explain language development.
   a. Behaviorists believe language is learned because they do not believe language is unique among human behaviors. Language in its earliest stages is a behavior no more complicated than a habit used to influence or control the behaviors of others.
   b. Language is learned according to the same principles used in training animals and language behaviors are learned by imitation, reinforcement and successive approximations toward adult language behaviors.
   c. One of the more controversial aspects of the behaviorist view is that children are passive during the process
of language learning.

d. Behaviorists agree that environment is the critical and most important factor in the language acquisition formula. The behaviorists focus on the external forces that shape the child’s verbal behaviors into language. They see the child simply as a reactor to these forces.

e. The theorist most closely associated with the behaviorist interpretation of speech and language development is B.F. Skinner, who viewed virtually all behaviors as learned according to operant conditioning principles.

i. Basic principles of operant conditioning include: operant, reinforcement, punishment, discriminative stimulus, delta stimulus, aversive stimulus, shaping, chaining. In general, children acquire language as a result of selective reinforcements provided by their caregivers.

ii. Behaviorists stress the idea that language is a “doing” or “performing” phenomenon more than a “knowing” phenomenon. Skinner argues that verbal behavior serves one of five specific functions defined according to what they do: echoic, tact, mand, intraverbal, autoclitic.

f. Another variation on conditioned learning is called classical conditioning, in which an originally neutral stimulus is paired with an unconditioned stimulus that elicits an unconditioned response.

i. Staats argues that a word is, in the beginning, a neutral stimulus that acquires meaning only as responses are classically conditioned to it.

g. Although the behaviorist perspective has been challenged, there seems little doubt that learning explains some aspects of language acquisition.

5. The interactionist theory is the most current view of language learning. It is a combined approach in which biology (neural substrates and genetics) and participation in the native linguistic environment work in tandem for language growth.

a. Cross-linguistic studies comparing one or more aspects of language provide us with very rich information on the ways in which language learning is influenced by the particular input received from those in communication with the learner.

i. The first linguistic universal is that word order constitutes early grammar and is followed by the gradual emergence of inflections.

a) However, studies indicate that native language influences the route that children take in their acquisition of grammar and variations in the acquisition of morphology are directly related to the saliency of the inflections of the language the children are learning.

ii. The second linguistic universal is the observation the children omit verbs from their first multiword combinations.

a) However, cross-linguistic studies show that this pattern of verb omission does not occur in all languages and indicate that each language carries or maps the information to the particular structure of the language and children are predisposed to find the information salient.

b. The interactionist viewpoints of how language acquisition occurs in children span 40 years and offer varying degrees of support for the roles that biology and nature play in the acquisition process. Three views are presented that fall into the general interactionist category: semantic, cognitive and social theories.

i. During what is known as the semantic revolution, theorists shifted their focus from the structure of language conveyed by grammar to the meaning that children convey through grammar as they learn about their world. Those who take the semantics view argue that for a language to be truly generative, it must generate meaning as well as structure, and that meaning in language is expressed not only in words but also through the syntactic relationships among words.

a) Fillmore developed one of the earliest and most often cited generative semantic theories.

(i) Fillmore’s case grammar is designed to explain the importance and influence of semantics on the form of language. He suggests that sentences have two components: modality and preposition.

(ii) Case refers to a specific semantic role or function that can be filled by a particular type of noun phrase. Fillmore identifies seven universal cases: agentive, dative, experiencer, factitive, instrumental, locative, objective.

b) Bloom asserted that transformational generative grammar is more useful in explaining children’s language if the analysis includes semantic information that can be used to help analysts draw conclusions about underlying structure.

c) These theorists mark a shift from syntactic analysis to semantic analysis which mark the beginning of the semantic revolution, a point of view about children’s language that suggests that we should study the structure of early language within the context of the speaker’s intended message.
ii. At about the same time that the semantic revolution was under way, there was renewed interest in Piaget’s cognitive theory and its relationship to language acquisition.
   a) What separates cognitive theorists from others is their belief that language does not hold an absolutely unique position in overall development. Language emerges as a product of cognitive organization and development.
   b) The information processing theory shares with the behaviorist perspective a greater emphasis on how language is learned than on the abstract rule system that presumably underlies language, but it goes a step further by making a concerted effort to relate structure and function.
      i) The competition model asserts that function, not abstract grammar, generates language structure. This view suggests that a human processes information in much the same way a computer does. According to this view, children are born with a potential for all kinds of connections between symbols and the things and ideas symbols can represent.
      ii) The competition model is an example of a parallel distributed processing (PDP) system. A basic premise of this model is that children are not born with an innate understanding of language but with a powerful PDP device that has the capacity to process many different forms of information, including language information.
   c) The information processing view and competition model include elements on both extremes of the nature-nurture continuum.

iii. The evolution in theoretical interpretations relative to language acquisition eventually led theorists to explore a middle ground that is known as social interactionism. According to this interpretation of speech and language development, both biological and environmental factors are important in the acquisition process, although not necessarily equally.
   a) These theories assume that language acquisition is a product of children’s early social interactions with the important people in their life.
   b) Another emphasis in the interactionist perspective is the focus on language use known as pragmatics.
   c) Interactionists believe children are active participants in language acquisition by virtue of their bidirectional involvement with their parents.
   d) Interactionists view language structure as a means to the end of accomplishing intent, which has led them to study language structure within the child-parent or child-caregiver interaction.
      i) Motherese has been observed as a language form adults use with young children that are very different from the forms they use with other adults or even older children. Interactionists believe that motherese is ideally designed to help children acquire language. Expansion is a facet of motherese that seems to be related to language acquisition.
   e) The semantic revolution eventually led to a focus on pragmatics, the study of the functions served by communication.
      i) Austin’s primary assertion was that when speakers produce utterances, they are doing more than saying words organized by conventional language rules. They are also using these words to get things done.
      ii) Searle suggested with the Speech Act Theory that every speech act consists of three separate acts: locutionary act, illocutionary act and perlocutionary act.

Discussion Topics

- How is learning included in the various theories of language acquisition, if at all? Is learning always described within a Skinner-influenced framework?
- How does the nature-nurture argument impact our understanding of speech and language development?
- How did the discovery of mirror neurons in primates and humans change the way in which we consider human language learning?
- What do studies involving chimpanzees implicate as we consider whether humans have an innate and unique ability to learn language?
- Do you think the LAD should be considered a real part of the brain that specifically processes language?
- Do you feel that children are passive or active participants in language learning? What makes you think this?
- What types of speech or non-speech behaviors lend themselves to being taught via shaping? Chaining?
• Do you think that language learning should be studied through the lens of structure, meaning (i.e. the context of the speaker’s intended message) or function (i.e. the function served by the communication)?
• Consider your own environment during your first three years. What language(s) were you exposed to and how much do you think your caregivers talked with you? How do you feel this shaped your current language abilities?
• With which language theory do you identify more? Is it more on the nature or nurture end of the continuum?
• What is the role of “practice” in these theories and how might the theorists view “practice” differently?

Suggested Activities

• Ask students to observe a spontaneous language interaction between a parent/caregiver and a child between the ages of 12 months and two years via online videos or home recordings. Students should transcribe the language sample and include the nonverbal and contextual information then develop a report detailing the following: a) characteristics of the parents’ speech/language behaviors (e.g. changes in pitch, rhythm, utterance length, etc.); b) any instances of selective reinforcement, modeling or imitation; c) any requests or commands made by the caregiver.
• Split the class into groups to prepare a handout explaining one of the theories covered in the chapter. Subsequently create new groups that contain one member from each original group. Each group member provides a handout and explanation of their theory. Students leave this activity with a handout and explanation of each theory covered in the chapter.
• Ask students to reflect on recent interactions they have had with children. They are to then write a reflection essay detailing which of the theories were evidenced in the way they dealt with the child(ren) using specific examples.

Websites to Explore

• This article, Enhancing the Language Development of Young Children, was written by Sandra Crosser, Ph.D. and published online by Early Childhood News. With early childhood professionals as the target audience, it provides a summary of language theories and suggestions for strategies to promote language development. http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=119
• From the University of Kansas’ eLearnDesign website, this module provides information about language development theories, as well as presentations that students can watch. http://elearndesign.org/teachspecialed/modules/ocada7081_norm2/23/24_2/35alias2.html
• This website provides a brief summary of language development theories in a chart format. http://egitim.mehmetakif.edu.tr/file/mozcan/first%20language.htm
• This posting from Everyday Psychology shares how the theory of classical conditioning is used in today’s advertising campaigns, with examples from the 2012 Super Bowl commercials. http://www.psychpost.org/2012/02/classical-conditioning-super-bowl-2012.html
• Now archived, this website shares stories about “feral children,” including the language acquisition observed in several cases of children who were isolated, confined or raised by animals. http://web.archive.org/web/20101008200326/http://www.feralchildren.com/en/index.php
Multiple Choice Questions

1. In Hockett’s 1960 essay, he wrote about the 13 __________________________ of language, which have been used to compare animal and human communication.
   a. Channels
   b. Transmissions
   c. Design features
   d. Recursions
   e. Speech chains

2. Which characteristic of communication indicates that the communicator has the capacity to monitor what and how something is said?
   a. Total feedback
   b. Displacement
   c. Reflexivity
   d. Specialization
   e. Rapid fading

3. __________________________ is the term used to indicate that the communicator can talk about things that are distant in time and/or space.
   a. Discreteness
   b. Arbitrariness
   c. Productivity
   d. Rapid fading
   e. Displacement

4. __________________________ includes using language according to socially-established standards and the appropriate use of nonverbal behaviors.
   a. Pragmatics
   b. Indexicality
   c. Semantics
   d. Duality of patterning
   e. Syntax

5. The primary advantage of the vocal-auditory channel is that it:
   a. Allows specific messages can be sent
   b. Allows communication through creative combinations of symbols
   c. Leaves our hands free to do other things while communicating
   d. Is the only possible channel that humans can use to communicate
   e. Allows for the learning of language via the environment, cognitive abilities and social contexts
6. _______________ is the use of syllable, word and phrasal stress, along with pitch and loudness variations in our speech.
   a. Specialization
   b. Rapid fading
   c. Syntax
   d. Morphology
   e. Suprasegmentals

7. Specialization of communication is:
   a. Observed in humans
   b. Observed in non-human species
   c. Observed in non-human species, but only in rare and limited circumstances
   d. A and B
   e. A and C

8. The first step in the speech chain is when…
   a. Movements of the speech mechanism produces disturbances in the air called sound waves
   b. The speaker sorts through his/her thoughts to decide what he/she wants to express, and creates a message
   c. Sounds waves are received by the listener’s hearing mechanism
   d. The speaker puts a message into language form
   e. Neural impulses are sent to the speech mechanism to trigger speech movements

9. This characteristic of communication removes communication barriers and is largely responsible for the unlimited exchange of information for both sexes and all ages.
   a. Echolalia
   b. Pragmatics
   c. Morphology
   d. Interchangeability
   e. Learnability

10. Prevarication is
   a. Observed in humans
   b. Observed in non-human species
   c. Observed in non-human species, but only in rare and limited circumstances
   d. A and B
   e. A and C

11. _______________ is a term used to describe presemantic, semantic, postsemantic and extrasemantic information present in communication.
   a. Semanticity
   b. Indexicality
   c. Semantics
   d. Language
   e. Communication
12. Another way to describe “grammar” or the grammatical rules and structures of language is:
   a. Pragmatics
   b. Morphemes
   c. Semantics
   d. Expressive Language
   e. Syntax

13. The human’s ability to produce a specific number of sounds, as well as a dog’s ability to produce different types of barks, is called:
   a. Broadcast Transmission
   b. Discreteness
   c. Speech
   d. Expressive communication
   e. Articulation

14. A __________________________ is a unit of meaning.
   a. Noun
   b. Verb
   c. Morpheme
   d. Phoneme
   e. Semantic

15. ________________________ steps of the speech chain occur exclusively in the brain.
   a. All
   b. The first 5 steps
   c. The last 3 steps
   d. The first 2 steps
   e. None

Short Answer & Fill-in-the-Blank Questions
1. Receptive language is ________________________________________________________________.
2. Expressive language is ______________________________________________________________.
3. ________________ refers to how language can be used to convey meaning, including the use of vocabulary.
4. __________________________ is one characteristic of human communication that is not seen in non-human species and is limited to humans.
5. The speech chain is ________________________________________________________________.

Essay Questions
1. Define communication, language and speech.
2. Give an example of a scenario in which a child uses receptive language and expressive language.
3. Select one of the Hockett’s characteristics and discuss how it can be observed in communication between animals and/or humans.
Multiple Choice Questions

1. ____________ suggest that children have an innate ability to talk that is realized with minimal assistance from the environment.
   a. Social Interactionists
   b. Cognitivists
   c. Behaviorists
   d. Nativists
   e. None of the above

2. According to the behaviorist view, _________________ is the most important factor in language acquisition.
   a. Cognitive development
   b. Biological maturation
   c. The LAD
   d. Linguistic universals
   e. The environment

3. You observe a child reaching for his juice cup on the counter. When his grandmother approaches, he looks at her and reaches again for the juice, saying “juice!” The behaviorist would deem his utterance a ________________.
   a. Autoclitic
   b. Mand
   c. Tact
   d. Intraverbal
   e. Echoic

4. The theorist most closely associate with the behaviorist view of language development is ________________.
   a. Skinner
   b. Chomsky
   c. Staats
   d. Searle
   e. Piaget

5. Any behavior whose frequency of occurrence can be affected by the responses that follow it is a ________________.
   a. Discriminative stimulus
   b. Tact
   c. Reinforcement
   d. Mand
   e. Operant
6. You observe a child say “car!” His mother immediately responds with, “blue car!” The mother’s response would be considered ______________________.

   a. Shaping  
   b. An expansion  
   c. Parenting  
   d. An operant  
   e. Positive reinforcement

7. If you were to observe a mother using motherese, what would it sound like?

   a. She speaks in a soft voice and at a low pitch  
   b. She emphasizes verbs with an exaggerated intonation pattern  
   c. She emphasizes the function words in sentences at a higher pitch  
   d. She speaks quieter than normal and at a consistent pitch  
   e. She uses a slightly higher pitch and an exaggerated intonation pattern

8. ______________________ was/were devised by nativists to account for the production of an unlimited number of grammatically acceptable sentences.

   a. Linguistic universals  
   b. Language acquisition apparatus  
   c. Case grammar  
   d. Passive transformation  
   e. Transformational generative grammar

9. Interactionists explain that variations in the acquisition of morphology are directly related to the ______________________ of the inflections of the language they’re learning.

   a. Emphasis  
   b. Functions  
   c. Semantics  
   d. Saliency  
   e. Pitch

10. According to the interactionist view, the child is ______________________ in the process of acquiring language, whereas in the behaviorist view, the child is ______________________ in the process of acquiring language.

    a. Passive, active  
    b. Reflexive, passive  
    c. Active, passive  
    d. Active, reflexive  
    e. Reflexive, active

11. The ______________________ caused theorists to shift their focus from the structure of language conveyed by grammar to the meaning that children convey through grammar as they learn about their world.

    a. Semantic revolution  
    b. Competition model  
    c. Pragmatic revolution  
    d. Language acquisition support structure  
    e. Nativist interpretation
12. According to Chomsky, phrase structure rules ______________________.
   a. Add, rearrange or delete elements of the deep structure
   b. Operate on deep structure to derive surface structure
   c. Describe the underlying relationships of words and phrases in the deep structure
   d. Revise the word order of a sentence
   e. Transform the active sentence into the passive sentence.

13. The basic assertion of the information processing theory is that ________________.
   a. Acquisition can best be explained by principles of learning
   b. Function, not abstract grammar, generates language structure
   c. In order to process information, children develop language structures
   d. A child is born with innate abilities to learn grammar
   e. Human beings are limited in their capacity to process information

14. The competition model is an example of a ________________.
   a. Parallel processing system
   b. Language acquisition device
   c. Language acquisition support structure
   d. Serial pattern processing
   e. Nativism theory

15. The self-organizing neural network is the result of the brain’s ________________.
   a. Mirror neurons
   b. Arcuate fasciculus
   c. Wernicke’s area
   d. Broca’s area
   e. None of the above

Short Answer & Fill-in-the-Blank Questions
Please do not use abbreviations to answer the following questions.

1. The innate language reservoir in the brain that is filled with information about the rules of language structure is called ____________________________________________________________.

2. On the continuum of the nature-vs.-nurture debate, the theory that would be most on the “nature” end is ____________________________________________.

3. The ______________________________ technique can be used to reinforce small steps that gradually approximate a target behavior.

4. The ______________________________ act is concerned with the motive or purpose underlying an utterance.

5. On the continuum of the nature-vs.-nurture debate, the theory that would be most on the “nurture” side is ______________________________.

Essay Questions

1. Pick one of the following pairs of theories to compare and contrast:
   a. Nativism vs. Behaviorism
   b. Social interactionism vs. Cognitive interactionism

2. Describe how operant and classical conditioning are used to explain language acquisition using examples.

3. Select the language development theory with which you are most closely aligned. Describe the basic tenets of the theory, explain why you selected it, and describe how your interactions with children in a therapy/educational setting would be influenced by this theory.
Multiple Choice Questions

1. C
2. A
3. E
4. A
5. C
6. E
7. D
8. B
9. D
10. A
11. B
12. E
13. B
14. C
15. D

Short Answer & Fill-in-the-Blank Questions

1. The ability to understand communication, comprehend what others are saying or asking us to do, reading
2. The ability to speak, sign or write to communicate with others
3. Semantics
4. Accept any of the following: duality of patterning, recursion, prevarication, reflexivity, learnability
5. A process of 6 steps in which a speaker and listener can connect via communication
Chapter 2
Language Acquisition: A Theoretical Journey
TEST BANK ANSWERS

Multiple Choice Questions

1. D
2. E
3. C
4. A
5. E
6. B
7. E
8. E
9. D
10. C
11. A
12. C
13. B
14. A
15. E

Short Answer & Fill-in-the-Blank Questions

1. Language acquisition device
2. Nativist
3. Shaping
4. Ilocutionary
5. Behaviorist