Exploring Communication Disorders

History

Behavioral Theory
↓
 	
B.F. Skinner
(1904-1990)
	• Speech and language are behaviors learned through interaction with the environment
	• Very little internal structure of learning
	• Primarily driven by the ability to make associations
	  ○ Stimuli from the environment become associated with internal responses and symbols (written words)
	• Language acquisition:
	  ○ Statistical learning
	  ○ Reinforcement

Nativistic Theory ↓ Noam Chomsky (1928)	• Emphasizes the acquisition of language as an innate physiologically determined, and genetically transmitted phenomenon • Our innate ability for language comes from the Language Acquisition Device (LAD) ○ Opposite of the blank slate theory posed by Locke
Interactionist Theory ↓ Piaget (1896-1980) Vygotsky (1896-1934)	• Cognitive, innate, and social aspects of the individual's experience are necessary • An interaction between language-learning and cognition • Language is an expression of more general cognitive human activities (semantic-cognitive) • Language structures emerge as a result of the continuing interaction between the child's current level of cognitive functioning and their linguistic and non-linguistic environment (social-pragmatic)

Development

Typical language development

- Stage 1: 0-12 months
  - Perception
  - Cooing, babbling, echolalia (repeating sounds)
  - Vocal play
  - Jargon
  - Facial expressions and body language to communicate

- Stage 2: 12-24 months
  - First true words
  - Intentional and meaningful speech
  - Attach words to things
  - Holophrastic language (abbreviating words)
  - 3-5 word sentences

- Stage 3: 2-5 years
  - Intelligibility at 75%-95%
  - Motor speech sounds fully developed
  - Understands that words can have more than one meaning
  - Grammar and syntactical rules introduced

- Stage 4: 6-12 years
  - Pragmatics
  - Complex and elaborate forms of language
  - Figurative language

Bilingualism

Bilinguals in the world	• 50% of the world is bilingual - 3.5 billion • 54% of Europe is bilingual - 401 million • 74% of young people aged 15-24 • 21% speak another language at home
Transfer	• Applying knowledge from one language to another language
Cognates	• Same words in different languages with the same meaning
Simultaneous Bilingualism	• The young child has had exposure to two languages since birth

Sequential Bilingualism	• When an individual is exposed to another language usually after the age of three and the natural language is established
	  ○ Early sequential bilingual: after age three or four
	  ○ Late sequential bilingual: after puberty

Second Language Acquisition	• Universal Theory (Eimas, 1971): infants are born with the abilities to perceive the range of human speech sounds
	• Werker and Tees (1984):
	  ○ Infants: English 0;6 to 1;0
	    Stimuli: babies could distinguish the differences between Hindi dental vs. retroflex stops and Salish sounds
	  ○ The older the children got, the less they could distinguish between sounds in different languages
	• Bilingualism is not static; changes with the amount of exposure (input)

Types of Bilingualism	• Protracted Development: one advances quicker than the other • Language Attrition: one language gets forgotten • Language Acquisition: one language does not advance
Bilingual Children	• Often experience delayed milestones • Vocabulary size in one language usually minimal • Mixing of the languages is normal
Second Language Acquisition	• Silent period • Telegraphic period • Sentences with mistakes and low fluency • Fluent with minor differences • Native-like speech
Closure Process	• Bilingual brains are constantly creating a closure to understand concepts in the languages they know
Interaction Between Languages	• Codeswitching: alternating between two languages in a single sentence