

Quadrant II- Transcript and Related Materials

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Paper Title: Child Psychology

Unit: 02

Module Name: Cognitive Development (Language Acquisition)

Module No: 12

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Notes:-

Sequence of Early Language Development:

- **Prelinguistic Speech**
- Utterance of sounds that are not words, includes crying, cooing, babbling and accidental and deliberate imitation of sounds without understanding their meaning.

Early Vocalization:

- Crying
 - With different pitches, patterns and intensities signal hunger, sleepiness or anger.
- Between 6 weeks to 3 months, infants begin making sounds that are language based
- Starts with cooing
- By 4 to 6 months, infants begin making speech-like sound that have no meaning
- Cooing turns into babbling

Babbling:

- Begins by 6 to 10 months, repeating consonant-vowel strings such as “ma-ma-ma-ma”, “da-da-da”, “ba-ba-ba-ba”.
- Babbling is not a real language.
- It becomes more word like

Recognizing language sounds:

- Infants first recognize words, they begin to comprehend words.
- Before infants can connect sounds to meanings, they seem to recognize sound pattern they hear frequently, such as their own names.
- At the age of 7 to 9 months, infants readily learn new words and remember them for weeks.

- **At 7 to 9 months: if infants hear “daddy” or “mommy”, they look toward the appropriate person.**

Gesture:

- At 9 months infants point to an object, sometime making noise to that they want it.
- Children begin using gestures, which are symbols shortly before their first birthday.
- Nodding head= means “yes”
- Shaking head side ways= means “no”

First Words:

Infants understand words before they can produce or speak them (Pan & Uccelli, 2009). For example, many infants recognize their name when someone says it as early as 5 months of age.

Two-Word Utterances:

By the time children are 18 to 24 months of age, they usually utter two-word messages. To convey meaning with just two words, the child relies heavily on gesture, tone, and context. The wealth of meaning children can communicate with a two-word utterance includes the following (Slobin, 1972):

- Identification: “See doggie”
- Location: “Book there”
- Repetition: “More milk”
- Possession: “My candy”
- Attribution: “Big car”
- Agent-action: “Mamma milk”
- Question: “Where ball”

These examples are of children whose language is English, German, Russian, Finnish, Turkish or Samoan.

- **By the age of 2 most children have a vocabulary of a few hundred words, by 6 years the vocabulary includes 10,000 words.**

By 6 years of age:

- Children learn to use negation
 - “That isn’t a cat”
- Children learn to use embedded sentences
 - “Rita thinks that bill took the doll”
- Children begin to comprehend passive voice as opposed to active voice
 - “That ball was kicked by the boy” as opposed to “The boy kicked the ball”

