

1 **Who Studies Language Development?**

- **Developmental psychologists**
- **Cognitive psychologists**
- **Linguists**
 - Psycholinguists
 - Sociolinguists
- **Speech pathologists/audiologists**
- **Others**
 - Neuropsychologists
 - Anthropologists
 - Educators

2 **Why Study Language Development?**

2 REASONS:

1. Helps us to understand the nature of the human mind
2. Need information to effectively treat persons with language impairment or persons learning a second language

3 **Review Language Components**

(pp. 16-26, Owens, 2008)

- **Phonology**
 - Sounds of a language and the rules for combining sounds into units of meaning
 - Phoneme – the basic unit of sound that conveys meaning in a language
- **Semantics**
 - The meaning or content of words or combinations of words (aka vocabulary, lexicon)
 - Lexical Development
 - Word knowledge – word and symbol definitions

4 **Review Language Components cont'd**

- **Morphology**
 - Rules that combine inflections (prefixes and suffixes) with words to change meaning
 - Morpheme – basic unit of meaning
- **Syntax**
 - The form or structure used to combine units of meaning into sentences (aka grammar)
- **Pragmatics**
 - The use of language to communicate
 - Communicative Competence

5 **Language**

- **Definition by Bloom and Lahey (1978)**

Language is a code whereby ideas about the world are represented through a conventional system of arbitrary signals for communication

6 **Defining Language**

- Language is a code...
 - A code is a means of representing one thing with another
 - Symbolic
- ...which represents ideas about the world...
 - World knowledge - cognitive representation of events, individual's experiential understanding of events
 - Semantics

7 **Defining Language cont'd**

- Language is a system...

- Rule-based
- Rules combine sounds into words, words into phrases, phrases into sentences, etc.
- Structure of language – phonology, morphology, syntax
- Rules increase predictability of language

8 **Defining Language cont'd**

- Language is a convention...
 - Social convention, agreed upon by people
- Arbitrary Signals
 - words don't refer directly to objects
 - nothing about a "pen" requires that it be called a "pen"
- Language is used for communication...
 - Serves a purpose
 - Pragmatics

9 **Dimensions of Language**

- **Content**
 - Meaning, semantics, vocabulary, world/event knowledge
- **Form**
 - Structure/rules for connecting units to meaning
 - Phonology, morphology, and syntax
- **Use**
 - Sociolinguistic rules for communicating in contexts
 - Pragmatics

10 **Speech**

- The oral expression of language
 - A specific neuromotor process – knowledge of the speech sounds, articulation, voice, etc.
- Speech and language are not equivalent terms
 - Separate but related processes
 - Examples of the separateness of speech and language

11 **Communication**

- **Broader than Speech or Language**
 - pp. 4-12 Owens (2008)
- **Exchange of information, ideas, feelings, and messages**
- **Sender and receiver**
 - See Figure 1.2 on p. 9 Owens (2008)
- **Not all messages are intended**

12 **Verbal Communication**

- The use of words to exchange ideas
- Verbal means "words"
- Verbal communication is linguistic; that is, we use language to order words
- **Two types of verbal communication:**
 - Oral-auditory
 - Visual-graphic
- **Verbal does not mean oral**

13 **Nonverbal Communication**

- **Compared to verbal communication, less formal, less structured**
- **Nonverbal usually accompanies verbal communication**
- **Example: Body Language**

14 **Paralinguistic Aspects of Communication**

- **Nonverbal features that accompany oral language and serve to modify, amplify, or**

fine-tune meaning

- **Prosody**
 - Intonation or pitch changes
 - Duration – length, pauses, and rhythm
 - Loudness
 - Stress – used for emphasis, incorporates aspects of intonation and duration
- **Aka Suprasegmentals**