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Stages of Child Language Acquisition - SPEECH

Stage	Age range	Description
Pre linguistic	0-12 months	Cooing, babbling, and non-verbal communication.
Single Word	12-18 months	Use of single words to convey whole ideas.
Two-Word	18-24 months	Combination of two words to form simple sentences.
Early Multi Word	24-30 months	Formation of short sentences with basic grammar.
Later Multi Word	30+ months	More complex sentences and improved grammar.
Mature Language Stage	5+ years	Use of complex sentences and ability to engage

Constructivist Theories of Literacy Development

Jean Piaget	Children actively acquire and categorize information on their own.
	Learning is a self-directed process where children construct knowledge through experiences.
Uta Frith	Developed stages of literacy development to track reading progress.
	Stage 1: Logographic (recognizing logos and familiar words)
	Stage 2: Alphabetic (understanding letter-sound relationships)
	Stage 3: Orthographic (developing fluency and understanding complex words)

Sociocultural Theories of Literacy Development

Key Concepts

Positioning:	Falls halfway between constructivist and ecological theories.
Teaching Moments:	A child's environment and skills create opportunities for learning.
Emergent Literacy Theory:	Also known as "emergent literacy theory," it emphasizes the interactive nature of learning.

THEORISTS

Marie Clay	A child's development is shaped by interactions with peers, family, and their environment.
	Literacy development is influenced by social contexts and relationships.
Lev Vygotsky	Children learn best through collaboration with more experienced individuals (e.g., teachers, parents).
	The importance of social interaction and connection in the learning process.

Ecological Theories of Literacy Development

Key Concepts

Environmental Focus:	Emphasises the environment in which a child learns.
Inter relationships:	Examines the connections between a child and their various networks (family, community, school).

Ecological Theories of Literacy Development (cont)

Maturationist Perspective:	Places emphasis on nature over nurture, suggesting that development is primarily influenced by biological factors.

THEORIST

Paulo Freire	Aims to understand the learning environment to identify factors that facilitate or hinder knowledge acquisition.
	Recognises the importance of context in education and the need to address environmental influences on learning.
	Highlights the significance of understanding the learning context to improve educational outcomes.

Phonics in Literacy Development

Key Concepts

Analytic Approach:	Does not teach phonemes independently; instead, it breaks down words into key sections:
	Onset: The initial consonant or consonant bunch (e.g., 'cr' in "crab" or 'b' in "bat").
	Rime: The vowel and any following consonants in a syllable (e.g., 'amp' in "stamp," 'all' in "ball," 'unk' in "junk")

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Phonics in Literacy Development (cont)

Purpose:	Helps children recognize and use patterns in their literacy development
	B+all → "ball"
	F+all → "fall"

Approaches to Teaching Phonics

Synthetic Approach:	Teaches phonemes independently from reading.
	Example: Sounds out individual phonemes (e.g., /k/, /a/, /t/ for "cat").
	Focuses on blending sounds to form words.
Analytic Approach:	Focuses on breaking down words into onsets and rimes.
	Encourages recognition of patterns within words.

Nativist Theory - Chomsky

Biological Predisposition:	Humans are biologically predisposed to acquire language.

Humans are born with an innate ability to acquire language.

This innate ability is often referred to as the Language Acquisition Device (LAD).

Universal Grammar:	Suggests that the ability to acquire language is inherent in all humans.
	Implies that all languages share a common structural foundation.

Nativist Theory - Chomsky (cont)

Language Acquisition Device (LAD)	An innate mechanism that enables children to learn language naturally.

Comparison with Behaviorist Perspectives

NATIVIST	BEHAVIOURIST (ie SKINNER)
Language acquisition is an inherent ability.	Language learning is primarily a result of environmental conditioning and reinforcement.
Emphasizes the role of biological factors in language development.	Suggests that children learn language through imitation and rewards.

Key Features of the LAD

Innate Linguistic Capacity:	The LAD is believed to be part of the innate linguistic capacity present in all humans.
Unconscious Analysis:	Allows children to unconsciously analyze the language input they receive and enables them to extract underlying linguistic patterns and structures.
Activation and Refinement:	Through exposure to linguistic input in their environment, children activate and refine their innate language abilities.

Nativist Approaches to Child Language

Nativist Theory - Chomsky (cont)

Key Argument: Poverty of the Stimulus	The poverty of the stimulus argument is a central tenet of Chomsky's nativist theory.

Chomsky posited that the linguistic input children receive is often **insuffient** and **incomplete**

This input does not account for the complexity and variability of language structures that children acquire.

Despite limited and sometimes ambiguous input, children can:

Generate an infinite number of grammatically correct sentences.

Comprehend complex language structures.

The ability to generate and understand language suggests that children possess

Innate linguistic knowledge that guides language acquisition.

OVERALL

Supports Chomsky's assertion that language learning is not solely due to environmental factors but stems from an inherent biological predisposition.

Criticisms of Nativist Theory

Lack of Empirical Evidence for the Language Acquisition Device (LAD)

- critics argue that there is insufficient empirical evidence to support the existence of the LAD as a distinct cognitive mechanism.

Underestimation of Environmental Factors

- criticized for downplaying the significant role that environmental factors and social interactions play in language acquisition

Lack of Consideration for Individual Differences

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Nativist Theory - Chomsky (cont)

- does not adequately account for individual differences in language development, such as variations in learning styles, cognitive abilities, and cultural influences

Interactionist Theory - Lev Vygotsky

Combination of Biological and Social Factors:	Language acquisition results from a combination of biological predispositions and social interactions.

Learning Through Interaction:

Children learn language through interactions with caregivers and other social experiences.

Sociocultural Theory:

Vygotsky's sociocultural theory emphasizes the importance of social interaction and cultural context in language development.

Meaningful Interactions:

Children acquire language through meaningful interactions with more knowledgeable individuals (typically adults or peers) who provide guidance and support.

Zone of Proximal Development:	The gap between independent capabilities and potential with guidance.
Private Speech:	Self-directed speech that aids in self-regulation and cognitive development.
	Allows children to plan, monitor, and evaluate their actions.

Interactionist Theory - Lev Vygotsky (cont)

Vygotsky observed that young children often engage in private speech during problem-solving tasks or play activities.

Case Study: "Thirsty Crow" - Vygotsky

Research Conducted By: Peggy J. Miller and colleagues (2006).

- To investigate how young children's use of private speech influences their problem-solving abilities.

TASK

Children were required to use the tools to raise the water level in the tube so that the floating object would rise to the top, simulating the story of the crow dropping stones into a pitcher to access water.

Key Findings	Children who engaged in private speech during the task were more successful in solving the problem compared to those who did not use private speech.
	Talking to oneself aloud during problem-solving tasks, considered a crucial tool for self-regulation and cognitive development according to Vygotsky.

Private speech allows children to:

- Externalize their thoughts.

- Plan their actions.

Interactionist Theory - Lev Vygotsky (cont)

- Monitor their progress.

- Leads to more effective problem-solving strategies.

Implications for Vygotsky's Theory

Empirical Support:

The findings of the "Thirsty Crow" study provide empirical support for Vygotsky's theory of child language acquisition.

Highlights the significant role of private speech in facilitating cognitive processes such as problem-solving.

Child-Directed Speech (CDS)

Also known as "motherese" or "parentese."

A distinctive style of speech that adults use when communicating with infants and young children.

Characteristics of Child-Directed Speech

Simplified Vocabulary:	Use of simple words and phrases appropriate for the child's comprehension level.
Shorter Sentences:	Involves shorter and more syntactically simple sentences compared to adult-directed speech.
Exaggerated Intonation:	High-pitched, sing-songy voice fluctuations that capture the child's attention.
Repetition:	Frequent repetition of words and phrases to reinforce important concepts.
Clear Articulation:	Caregivers articulate words clearly and slowly to aid comprehension.

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Child-Directed Speech (CDS) (cont)

Heightened Emotional Expression:	Exaggerated facial expressions and gestures to engage the child emotionally.
Labelling:	Caregivers label objects, actions, and emotions to help children connect words with their meanings.
Question Answer Format:	Engaging children in conversation through a question-answer format to encourage participation.
Use of Pronouns:	Frequent use of pronouns like "you," "me," and "we" to establish social connections.

Functions of Child-Directed Speech

Tailored Linguistic Input:	Provides input that matches the child's current level of language comprehension and production abilities.
Gradual Exposure to Complexity:	Gradually exposes children to more complex language structures as they develop.
Fostering Social Interaction:	Enhances bonding and social interaction between caregivers and children.
Motivation for Language Learning:	Increases the child's motivation to engage in language learning.

Behaviorist Theory - B.F. Skinner

Language is learned through imitation, reinforcement, and conditioning.

Support for the Key Idea

Imitation	Children learn by imitating the speech they hear around them.
Reinforcement	Children are reinforced when they produce correct language, encouraging further use of those forms.

Overview of B.F. Skinner

Background	Skinner (1904-1990) was an American psychologist, behaviorist, inventor, and social philosopher.
Environmental Influence	language development is primarily influenced by environmental factors, particularly through operant conditioning.

Mechanisms of Language Learning

Operant Conditioning	Children learn language through reinforcement and shaping
	They imitate and produce verbal behaviors that are reinforced by caregivers and significant individuals.

Behaviorist Theory - B.F. Skinner (cont)

Stimulus-- Response Associations	Language acquisition is viewed as a result of stimulus-response associations and reinforcement, similar to any other learned behavior.

Reinforcement Types

Positive Reinforcement	Praise or attention given when children produce desired language behaviors.
Negative Reinforcement	Correction or redirection when children produce undesirable language behaviors.

Through repeated exposure to reinforcement contingencies, children gradually learn to produce appropriate linguistic responses in various social contexts.

Criticisms of Behaviorist Theory - B.F. Skinner

Overlooks Creative and Generative Aspects:	The behaviorist approach fails to account for the creative and generative nature of language use, where individuals can produce novel sentences that they have never heard before.

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Behaviorist Theory - B.F. Skinner (cont)

Inability to Explain Novel Utterances	The theory does not adequately explain how children can produce grammatically correct utterances that they have never encountered, as demonstrated by the Wug Test, which shows children's ability to apply grammatical rules to unfamiliar words.

Usage-Based Theory - Michael Tomasello

Language is learned through exposure to language in use.

Children acquire language by observing patterns in language usage.

They build their understanding based on the input they receive from their environment.

Tomasello rejects Chomsky's concept of an innate universal grammar.

Usage-Based Approach:

Intention Reading:	Understanding the intentions behind others' communicative acts.
Pattern Finding:	Identifying and generalizing patterns in discourse interactions with others.

Tomasello (1950-) is an American developmental and comparative psychologist and linguist

Jeanne Chall's Stages of Literacy Development

Stages of Literacy Development

Jeanne Chall's Stages of Literacy Development (cont)

Stage 0	Pre-reading (Ages 0-5)	Children develop an understanding of the concepts of print.
		Exposure to books, storytelling, and phonemic awareness.
Stage 1	Initial Reading and Decoding (Ages 5-7)	Children learn to decode words and recognize simple texts.
		Focus on phonics and basic sight words.
Stage 2	Confirmation and Fluency (Ages 7-8)	Children gain fluency in reading and begin to read for meaning.
		Increased vocabulary and comprehension skills.
Stage 3	Reading for Learning (Ages 8-14)	Reading becomes a tool for learning new information.
		Children read to acquire knowledge across various subjects.
Stage 4	Multiple Viewpoints (Ages 14-18)	Readers can understand and analyze texts from different perspectives.

Jeanne Chall's Stages of Literacy Development (cont)

		Development of critical thinking and interpretation skills.
Stage 5	Construction and Reconstruction (Ages 18+)	Readers can integrate and synthesize information from multiple sources.
		Focus on advanced comprehension and analytical skills.

Reading Development

Grapheme:	A grapheme is a letter or a combination of letters that represents a sound in a language.
	The letter "s" or the blend "-ch."
Phoneme:	A phoneme is the smallest unit of sound in a word, representing the sound of a letter or a blend of letters.
	The phoneme /k/ in the word "cat."

Approaches to Teaching Reading

"Look and Say" (Meaning Emphasis)	This approach emphasizes understanding the meaning of whole words rather than breaking them down into sounds.

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Reading Development (cont)

	Children are encouraged to recognize and memorize whole words, which helps in developing sight word recognition.
	Often used alongside phonics to provide a balanced approach to reading instruction.
"Phonics" (Code Emphasis)	This approach emphasizes the relationship between letters and sounds, teaching children how to decode words.
	Children learn to sound out words by understanding the phonetic components, which helps them read unfamiliar words.
	Phonics instruction is crucial for developing foundational reading skills and promoting independent reading.

Reading to Writing and Theories of Reading

Transition from Reading to Writing

The transition from reading to writing is crucial for language development.

Components of Writing:	Formulation of ideas
	Mastery of grammar, syntax, and vocabulary

Reading to Writing and Theories of Reading (cont)

Benefits:	Refinement of language skills
	Expansion of expressive and communicative abilities
	Improvement in verbal communication
	Overall enhancement of language proficiency
key reference	Frith (1985): Emphasizes the connection between reading and writing in language development.

Frith's Theory of Child Reading Acquisition

Stage One: Logographic Stage	Processing words as visual symbols rather than letter combinations.
	Recognition of some letters or words by their shape and visual features.
	Instant recognition of familiar symbols and logos.

Example: A child drawing letters in the sand or using letter magnets to form combinations.

Stage Two: Alphabetic Stage	Understanding letter-sound relationships.
	Systematic use of phonemes and combinations to decode words.
	Recognition of whole word graphic sequences (viewing written words as a whole).

Reading to Writing and Theories of Reading (cont)

	Development of internal representations of whole words and parts of words.
	Adoption of a systematic approach to reading.
Stage Three: Orthographic Stage	Ability to recognize words quickly and accurately.
	Shift from reliance on phonological strategies to visual recognition.
	Increased awareness of letter patterns, spelling conventions, and irregularities in words.
	Use of visual memory to recognize recurring spelling patterns.
	Emphasis on recognizing whole words and understanding the visual structure of written language.

Theories of Writing Acquisition

1. The Creative Approach

Encourages children to experiment creatively with language.

Emphasizes trial and error in the writing process.

Supports children in making mistakes as a natural part of learning.

Focuses less on accuracy and more on expression and creativity.

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Reading to Writing and Theories of Reading (cont)

Benefits:	Fosters a love for writing and exploration of language.
	Allows children to develop their unique voice and style.

2. The Rule-Based Approach

Suggests that understanding the conventions of writing leads to more rapid progress.

Emphasizes the importance of learning grammar, punctuation, and spelling rules.

Advocates for structured instruction in writing conventions.

Benefits:	Helps children become fluent readers and writers more quickly.
	Provides a solid foundation for effective communication.

Dr. Kathy Barclay's Stages of Writing Development

In 1996, Dr. Kathy Barclay identified seven distinct stages of children's writing development. Understanding these stages can help educators and parents support children as they progress in their writing skills.

Stages of Writing Development

Scribbling	Random marks on a page without recognizable letters or words.
	Provide blank paper and writing tools; engage in conversation about their scribbles to validate their efforts.

Reading to Writing and Theories of Reading (cont)

Mock Handwriting	Lines of wavy scribbles that often accompany drawings, resembling cursive writing.
	Children may revisit this stage as they continue to develop their writing skills.
Mock Letters	Children create letter-like shapes that resemble conventional alphabet letters.
	This stage indicates an emerging understanding of letter formation.
Conventional Letters	The first recognizable word is often the child's name. Children may write strings of letters that they read as sentences.
	This stage marks a significant step towards conventional writing.
Invented Spelling	Children cluster letters to form words, even if the spelling is unconventional.
	Children may ask adults, "What did I write?" indicating their desire for validation and understanding.

Reading to Writing and Theories of Reading (cont)

Approximated or Phonetic Spelling	Children begin to associate sounds with letters, leading to more accurate spelling attempts.
	This stage reflects an understanding of the relationship between sounds and written language.
Conventional Spelling	Children start to use standard spelling conventions, demonstrating a solid grasp of language rules.
	This stage signifies a mature level of writing proficiency.

James Britton

James Britton was an influential educator and researcher who made significant contributions to the understanding of writing instruction in schools. His work has had a lasting impact on educational practices related to writing.

Teacher and later held various roles at the Institute of Education in London.

Led a major research group that investigated writing instruction in schools.

Survey of Students:	Conducted a comprehensive survey involving 2,000 students to explore how writing is taught across different educational settings.

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James Britton (cont)

Findings:	His research highlighted the diverse approaches to writing instruction and the importance of understanding students' experiences and needs in the writing process.

Impact on Writing Education

Britton's work emphasized the significance of effective writing instruction and the need for educators to adapt their teaching methods to better support students' writing development.

His findings have influenced curriculum design and teaching strategies, promoting a more student-centered approach to writing education.

Purposes of Writing in Schools

Building a Relationship with the Teacher:	Writing serves as a means for students to connect with their teachers, fostering communication and understanding.
Aiding Learning:	Writing helps children organize and extend their knowledge, allowing them to process and internalize information more effectively.

James Britton (cont)

Categorizing and Exploring Experiences:	Writing provides a platform for children to reflect on and categorize their own experiences, enhancing their self-awareness and understanding of the world.

Types of Writing

Expressive Writing:	The first type of writing that children develop, characterized by a first-person perspective.
	Primarily concerned with the self, allowing children to explore their identity and personal experiences.
Poetic Writing:	Often referred to as 'literary' writing, this includes stories, poems, and other creative forms.
	This type of writing is promoted in early education as it encourages children to think about the craft of writing and express their creativity.

James Britton (cont)

Transactional Writing:	Writing that serves a specific purpose, such as creating instructions, reports, or other informative texts.
	In this type of writing, the author can adopt a more impersonal tone, allowing for a detachment from personal feelings and focusing on conveying information clearly.

HELPFUL LINKS FOR MEANING AND REP QUESTIONS

https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://-www.youtube.com/watch%3Fv%3DMCV4a-9CzCcs%26pp%3D0gcJCdgAo7VqN5tD-&ved=2ahUKEwi__daY_6yNAxUuXUE-AHcmGBUAQtwJ6BAgSEAI&usg=AOvV-aw0bBjFhWz052VJ3EhXSlKRU

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