

# FIRST LANGUAGE ACQUISITION

## REQUIREMENTS:

- A child must **interact** with other language users.
- A child must have **the physical ability to** send and receive information.

# CAREGIVER SPEECH “MOTHERESE”

**Caregiver Speech:** A simplified speech style adopted by someone who spends much time interacting with a child.

## Characteristics:

1. Frequent use of **questions**.
2. Exaggerated **intonation, loudness, slow tempo, longer pauses**.
3. **Baby talk:** Simplified words (**tummy, nana**) or alternative words to name things with repeated sounds (**poo-poo, choo-choo**)
4. **Simple** sentence structure and **repetition**.

The speech becomes more complicated as the child grows up.

# Acquisition Stages

## 1- Cooing 0- 6 months

- Producing simple vowels [i] [u]
- **4 months:** consonants [k] [g]

## 2- Babbling (6 – 12 months)

- **6-8 months:** vowels and consonants : A combination of (ba ba ba; ga ga ga) which is known as **babbling**.
- **9-10 months:** variation in combinations (ba da); nasals (mama baba)
- **11-12 months:** more complex syllables (ma da ba ga)

# Acquisition stages

## 3- One Word Stage:

- **12- 18 months:**  
Recognizable single- unit utterances for everyday objects (milk; cat, cookie)
- **Holophrastic utterances:** A single form functioning as a phrase or sentence.
  - Could be a word, phrase or sentence.
    - **Example:** wasat (What is that?)

## 4- Two Word Stage:

- **18-20 months**
- Vocabulary reaches 50 words.
- **2 years:** combining words (baby chair)
- Used for different functions: (possession, request , statement)
- **After two years:** vocabulary reaches 200-300 words.

# TELEGRAPHIC SPEECH

□ **Age: Two to two and a half years:**

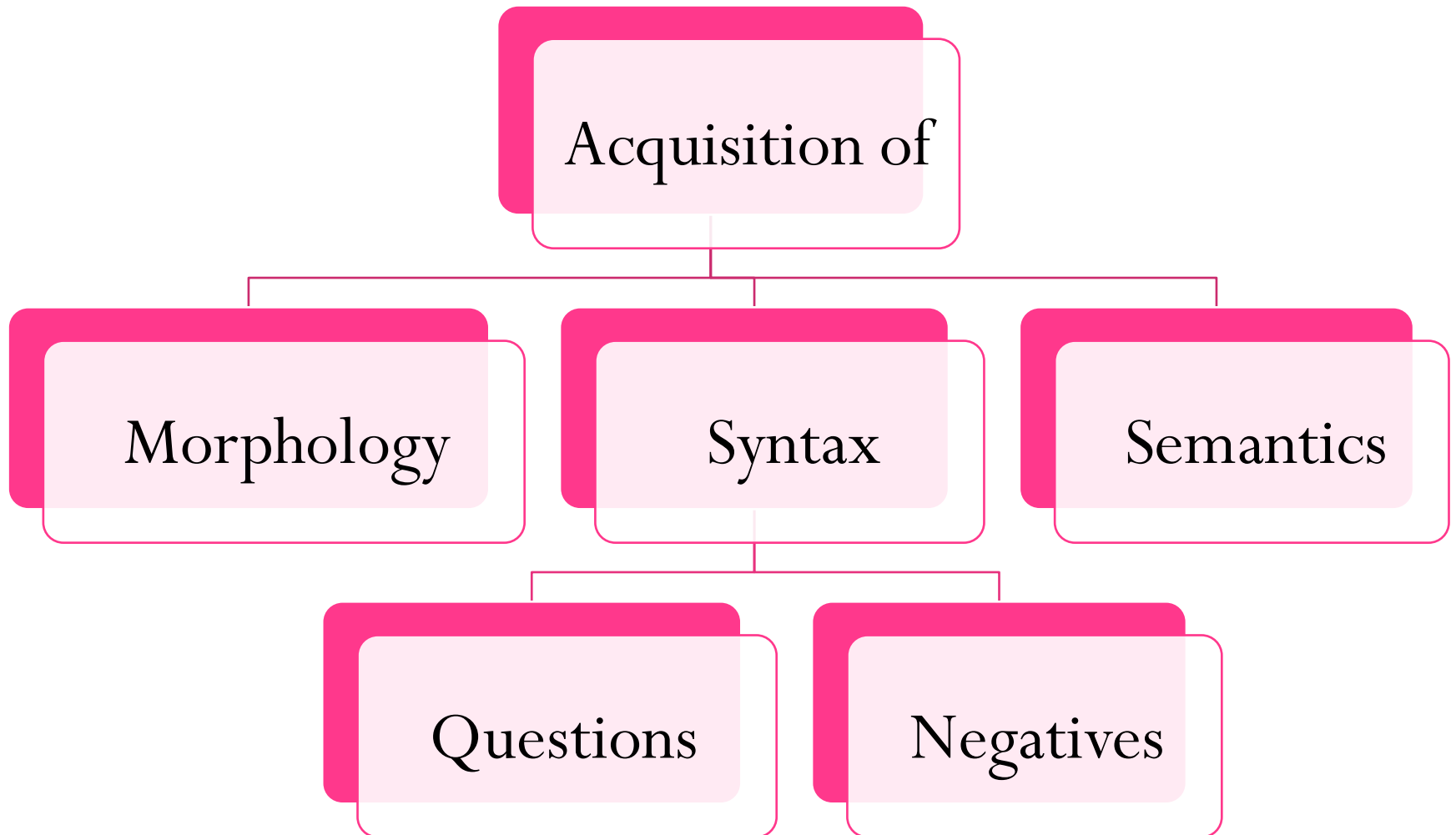
## Characteristics:

1. Strings of words (**lexical** morphemes).
  - **Example:** This shoe all wet, daddy go bye-bye.
2. Grammatical inflection and prepositions begin to appear.
  - **Example:** in, on.

□ **After 2 and a half years:** Vocabulary rapidly expands, initiates more talk; increased physical activity like jumping.

□ **3 years old:** vocabulary increases to hundreds of words and almost like **adult** language.

# Acquisition Process



# DEVELOPING MORPHOLOGY

## The sequence:

1. The (**-ing**) form (E.g. mummy sitting/ reading)
2. Plural marker (**-s**) (E.g. boys) accompanied by a process called **overgeneralization** adding (**-s**) to all words (E.g. foots, mans).
3. Possessive **-s** (E.g. mummy's hat).
4. Different forms of verb (**to be**) appear (E.g. was, are)
5. The (**-ed**) past tense (E.g. played) then overgeneralized again (E.g. goed, comed)
6. The **-s** third person marker. (E.g. He comes, then does, has)

# DEVELOPING SYNTAX

## QUESTIONS

### Stage 1: (18-26 months)

- Add a **Wh** word (**Who, What**) to one word with rising intonation.
  - **Example:** Where kitty?

### Stage 2: (22 – 30 months)

- More complex expressions and rising intonation.
  - **Example:** What book name?

### Stage 3: (24-40 months)

- Inversion of subject-verb.
  - **Example:** Can I go?

## NEGATIVES

### Stage 1:

- Put (**no**) or (**not**) at the beginning.
  - **Example:** No sit down.

### Stage 2:

- Negative forms (**don't**) and (**can't**) before the verb
  - **Example:** I don't want.

### Stage 3:

- Auxiliary forms (**didn't – won't**)
- Last form appearing (**isn't**)



# DEVELOPING SEMANTICS

- **Overextension:** During the holophrastic stage children use **limited vocabulary to refer to many things.** (E.g. bow waw, cats, dogs, horses)
- Usually this extension is based on similarity in **form, shape, sound**, etc. (E.g. everything round is a ball even the moon)
- This **overextension** is in speech **NOT** comprehension.
- **Hyponymy:** the child always uses the middle level term (E.g. animal-dog-poodle)
- **Antonymy** is acquired late after the age of five. (E.g. more/less, buy/sell)