14 Study Guide

First Language Acquisition

Terminology
You should be able to simply define or explain the following terms and concepts.

Child-Directed Speech (CDS)	Observational studies
Cognition	Overregularization
Experimental studies	Phonological error patterns
Formal, nativist theory	Poverty of the stimulus
Functional, discourse-based theory	Scaffolding
Generalization	Sensitive period
Given vs. new information	Sound substitutions
Lexical overextension	Speech Acts
Longitudinal research	Universal Grammar (UG)
Narrative co-construction	

Skills
On completion of this chapter, you should be able to perform the following tasks:

- Give examples of some common phonological error patterns among young children.
- Give examples and identify the perceptual basis of children's lexical overextensions.
- Briefly explain and give examples of children's overregularization errors.
- Discuss factors that impact the order in which morphemes are acquired.
- Identify linguistic forms used for given versus new information, and explain how these forms reflect their cognitive functions.
- Distinguish between referential function and evaluative function in narrative discourse.
- Briefly discuss the four essential components of acquisition theory.
- Distinguish between nativist theory and functional discourse-based theory.
- Distinguish between the innate endowment assumptions of innate linguistic knowledge versus (general) human cognition.