

Name, ID: _____ Conference TA, time: _____

Collaborators: _____

Introduction to the Study of Language

LING 200 — Winter 2016

Due: Wednesday March 30th, 11:59pm in PDF format on *MyCourses*.

Please make sure to include at the top your full name and student number (to be safe), the date, your conference TA and time. Please include the names of people you worked with in preparing this assignment (maximum three students per group, all with the same TA).

1 Part 1: Stages of language acquisition

A representative list of “Annie’s” utterances is given below:

- Mommy no sleep.
- Nice kitty.
- She no eat.
- She dranked water.
- Kitty hiding.
- Daddy wear glasses.
- He funny.
- He loves hamburgers.
- Daddy ride bike.
- That my toy.
- Daddy sleeping.
- Want more milk.
- Reading moon book.
- Me want that.
- Teddy up.
- Cookies and milk!!!
- All gone kitty.

1. For each utterance, (i) how many words and (ii) how many morphemes does it contain?
 2. What is Annie's MLU in words?
 3. What is Annie's MLU in morphemes?
 4. Deciding the morpheme count for several of Annie's words requires some thought. For each of the following, explain whether you treated the word as consisting of one or two morphemes and why.
 - a. glasses
 - b. cookies
 - c. drank
 - d. sleeping
 5. Answer (and explain your answer) whether Annie might be in each of the stages of language acquisition given below.
 - a. Stage I
 - b. Stage II
 - c. Stage III
 - d. Stage IV
 6. About how old do you think Annie is?
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2 Part 2: Wug Tests

Make up a Wug Test to test a child's knowledge of the following morphemes.

- (1) Comparative -er (as in "bigger")
 - (2) Superlative -est (as in "biggest")
 - (3) Progressive -ing (as in "I am dancing")
 - (4) Agentive -er (as in "writer")
 - (5) Past -ed (as in "I danced")
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3 Part 3: Children's errors

1. Here is a small dialogue between the father and his child at the stage where the child was producing the form [sɪp] for [ʃɪp]).

Father: What's a [sɪp]?

Child: When you drink (imitates)

Father: What else does [sɪp] mean?

Child: [puzzled, then doubtfully suggests zip, though pronouncing it quite correctly]

Father: No; it goes in the water.

Child: A boat.

Father: Say it.

Child: No. I can only say [sɪp].

What does this exchange tell us about the distinction of production versus perception in phonological development of child language?

2. Considering children's tendency to overgeneralize morphological rules, what might we expect a young child to use in the place of the following adult words? Briefly justify your choice in each case.

- a. moose (plural)
- b. caught
- c. has

3. Search on YouTube for the phrases "toddler can't say," "toddler says," "kid can't pronounce," or another similar phrase. Find at least 3 videos of children making speech errors.

- a. For each video, describe the error being made (e.g., whether the child was making a pronunciation substitution (phone A for phone B) or some other type of error).
- b. Do you see any trends in the videos demonstrating what types of phones or phone sequences are difficult for children?