5. Psycholingvistika a osvojování mateřského jazyka (*first language acquisition*)

Psycholingvistika – několik badatelských směrů:
http://www.mpi.nl/institute/research-groups

Studium akvizice mateřského jazyka (Clark 2003, Bloom 2000)

- Historické pozadí (vývojová psychologie – teorie učení; filozofie jazyka – Quine, srov. např. Macnamara 1982; Chomskyho generativní gramatika – „parameter-setting“)

- Hlavní otázky a problémy (podrobněji viz níže souhrn Clarkové 2003):

    - co je vrozené a co je naučené; jak obecné (tj. specificky jazykové, anebo obecně kognitivní) jsou vrozené mechanismy?

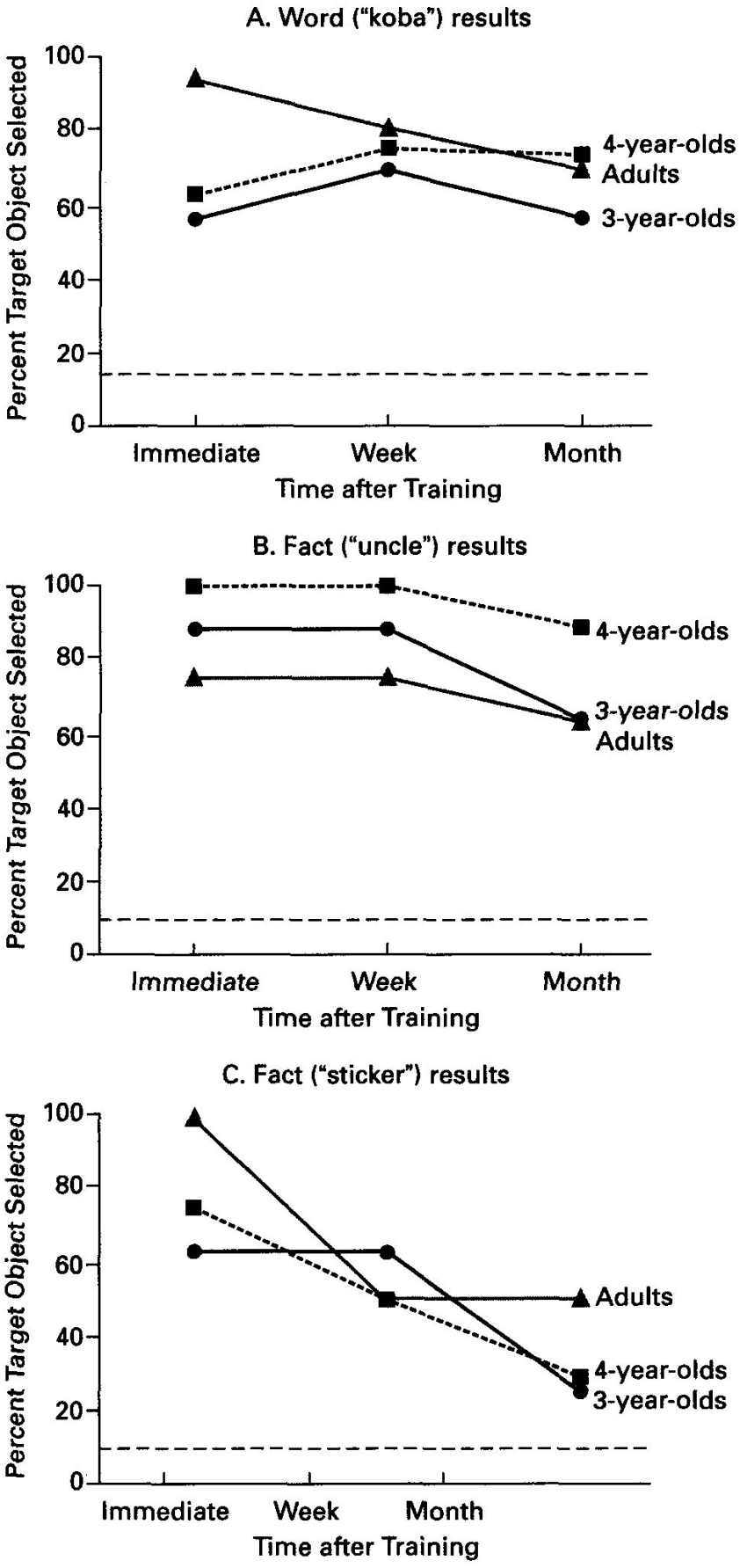
    - Vrozené schopnosti: „Word learning really is a hard problem, but children do not solve it through a dedicated mental mechanism. Instead, words are learned through abilities that exist for other purposes. These include an ability to infer the intentions of others, an ability to acquire concepts, an appreciation of syntactic structure, and certain general learning and memory abilities.“ (Bloom, 2000, s. 10)

    - Kognitivní předpoklad akvizice: *teorie mysli* (Bloom, 2000, kap. 3)

    - Naučené konstrukce: problém chyb a tzv. *reformulace* (srov. č. 140 časopisu Langages, *Acquisition et reformulation*, Claire Martinot ed.);

    - tzv. *child-directed speech* a argument „poverty-of-the-stimulus“ (Chomsky) (Clark, 2003, kap. I/2)

    - tzv. *fast-mapping* a průběh lexikální akvizice (Bloom, 2000, kap. 2; četba: s. 44-53):
        - proč je počátkem lexikální akvizice věk zhruba 12 měsíců dítěte? („... it might be that the onset of word learning has to await the development of certain specific aspects of naive psychology, or theory of mind.“ s. 46)
        - proč dochází k obrovskému nárůstu slovní zásoby mezi 12 měsíci a 10 roky věku?
        - proč se růst slovní zásoby zpomaluje po 17. roku života?
        - Existují nějaké „pomůcky“, „restrikce“ možných významů osvojovaných slov (tzv. *constraints*)?


A. Word ("koba") results
Percent Target Object Selected
100
80
60
40
20
0
4-year-olds
Adults
3-year-olds
Immediate
Week
Month
Time after Training
B. Fact ("uncle") results
Percent Target Object Selected
100
80
60
40
20
0
4-year-olds
3-year-olds
Adults
Immediate
Week
Month
Time after Training
C. Fact ("sticker") results
Percent Target Object Selected
100
80
60
40
20
0
Adults
4-year-olds
3-year-olds
Immediate
Week
Month
Time after Training

Clark, E. (2003) *First Language Acquisition*

1. Acquiring Language: Issues and Questions
- conceptual *vs* formal complexity (p. 5 – 6)
- parameter-setting (p. 12)
- linguistic theories and acquisition research (p. 18)
- Clark's own position: „ ... I view both social and cognitive development as critical to acquisition. (...) The emphasis here is therefore on how (and how much) children can learn from adult usage including specially tailored child-directed speech." (p. 19)

I. GETTING STARTED

2. In conversation with Children
- child-directed speech and Chomsky's claims (poverty-of-the-stimulus) (p. 27)
- grammaticality of child-directed speech (p. 28)
- corrective feedback (p. 28), tacit corrections (p. 44), repairs and reformulations (p. 48 – 50), simple exposure is not sufficient (p. 46)
- 4 conditions of conversation (p. 29)
- child-directed speech – structural characteristics (p. 38 sq.): „The grammaticality, fluency, and simplicity of the language addressed to young children shows that earlier assumptions about child-directed speech were simply wrong." (p. 43)

3. Starting on Language: Perception
- speech specialization – discriminations on the properties of the hearing system (p. 60 – 61)
- „Prenatal exposure to the low-frequency properties of maternal voices, and in particular their prosodic contours it seems, influence infants' early perception." (p. 63)
- language-specific discriminations: „ ... the change at around ten months results from a reorganization in perceptual biases rather than from any loss of initial auditory capacity." (p. 64)
- organization of a functional phonology (p. 66)
- storing adultlike targets in memory (p. 73 – 76)

4. Early Words
- word „spurt" (p. 83 – 86): the discovery of symbolic function or an increasing articulatory skill? (see also p. 96: representational gestures → words)
- overextensions (p. 88 – 89)
- „ ... children's initial hypotheses about word meanings arise from the conjunction of social and conceptual knowledge." (p. 93)

5. Sounds in Words
- babbling → first words (p. 104)
- selective production (p. 113)
- simplifications (p. 114 – 116)
- the production of stressed syllables (p. 117)
- „practice monologues" (p. 122)
- comprehension → production (p. 128 – 129)

6. Words and Meanings

a) *a priori* constraints on meanings (p. 132 – 138)
- conceptual or lexical? (p. 135)
- the main problems with the proposed constraints (p. 137 – 138)

b) the social context of meaning acquisition (p. 138 – 142)
- the important cognitive and social abilities (p. 138)
- the joint attention: gaze and pointing (p. 139)

- primates and gaze direction, pointing (footnotes 4, p. 139; 6, p. 143)
- the semantic features hypothesis (Clark 1973) (p. 140 – 142)

c) pragmatics in meaning acquisition (p. 142 – 158)

- inferring the speaker's intentions (p. 142)
- conventionality and contrast (p. 143 – 144)
- strategies for coping with unfamiliar words – prepositions (p. 152)
- the mapping appropriateness (p. 153)
- acceptance and corrections (p. 155)

II. CONSTRUCTIONS AND MEANINGS

7. First Combinations, First Constructions

- word-order (p. 172)
- given and new information, mutual knowledge (p. 172 – 173)
- children acquiring English „ ... have to learn at least three things about the information being expressed: a) the basic word-orders for different kinds of propositional content; b) how word-order marks grammatical relations; and c) how to use stress to mark new information in an utterance." (p. 176)
- early syntax – the emergence of construction-types (p. 180)
- the acquisition is *gradual* – children are conservative (p. 185)

8. Modulating Word Meanings

- „To what extent does language typology affect the process of learning?" (p. 189)
- learning inflections – errors (omission and commission)
- „In many languages (...), where one has to use some inflection on every form, children tend to pick up just one inflected form for each word and at first produce only that form." (p. 192, footnote 5)
- gradual acquisition of past tense – *ed* (p. 192 – 193)
- order of acquisition: semantic *vs* formal complexity (p. 194)
- semantic (conceptual) *vs* formal (linguistic) complexity – location (p. 196)
- are word-classes innate? (p. 205)
- rules or schemas? (p. 207 – 208)

9. Adding Complexity within Clauses

- „In their earliest word combinations, children simply tend to assign given information to one position and new information to the other, usually in the sequence GIVEN + NEW." (p. 215)
- „ ... children are conservative learners and only combine words with constructions heard from their parents." (p. 215)
- parameter-setting and subject-omissions (p. 218 – 221)
- canonical linkage rules (innate built-in linkages?) (p. 221 – 222)
- causative/noncausative alternations (p. 233 – 239): „Children's overgeneralizations about causative and intransitive verb forms (...) are asymmetric. They are more likely to turn intransitive verbs into causatives than the reverse." (p. 234 – 265) – Lord's *vs* Bowerman's account (p. 235 – 237)

10. Combining Clauses: More Complex Constructions

- relative clauses and pronouns (in French) (p. 253)
- temporal constructions (p. 259 – 261)

11. Constructing Words

- transparency of meaning, simplicity of form (p. 284 – 287)
- productivity (p. 287 – 288)
- stages in the acquisition of English synthetic compounds (p. 297 – 298)

III. USING LANGUAGE

12. Honing Conversational Skills

- repetitions and its functions (p. 319 – 324)

13. Doing Things with Language

- given *vs* new information and the use of articles (p. 338 – 339)
- word-order (p. 339 – 340)

14. Language and Dialect

IV. PROCESS IN ACQUISITION

15. Specialization for Language

a) brain specialization for language (p. 387 – 391)
b) sensitive periods for acquisition (p. 392 – 398)
c) innate language capacity (p. 399 – 407)

a)

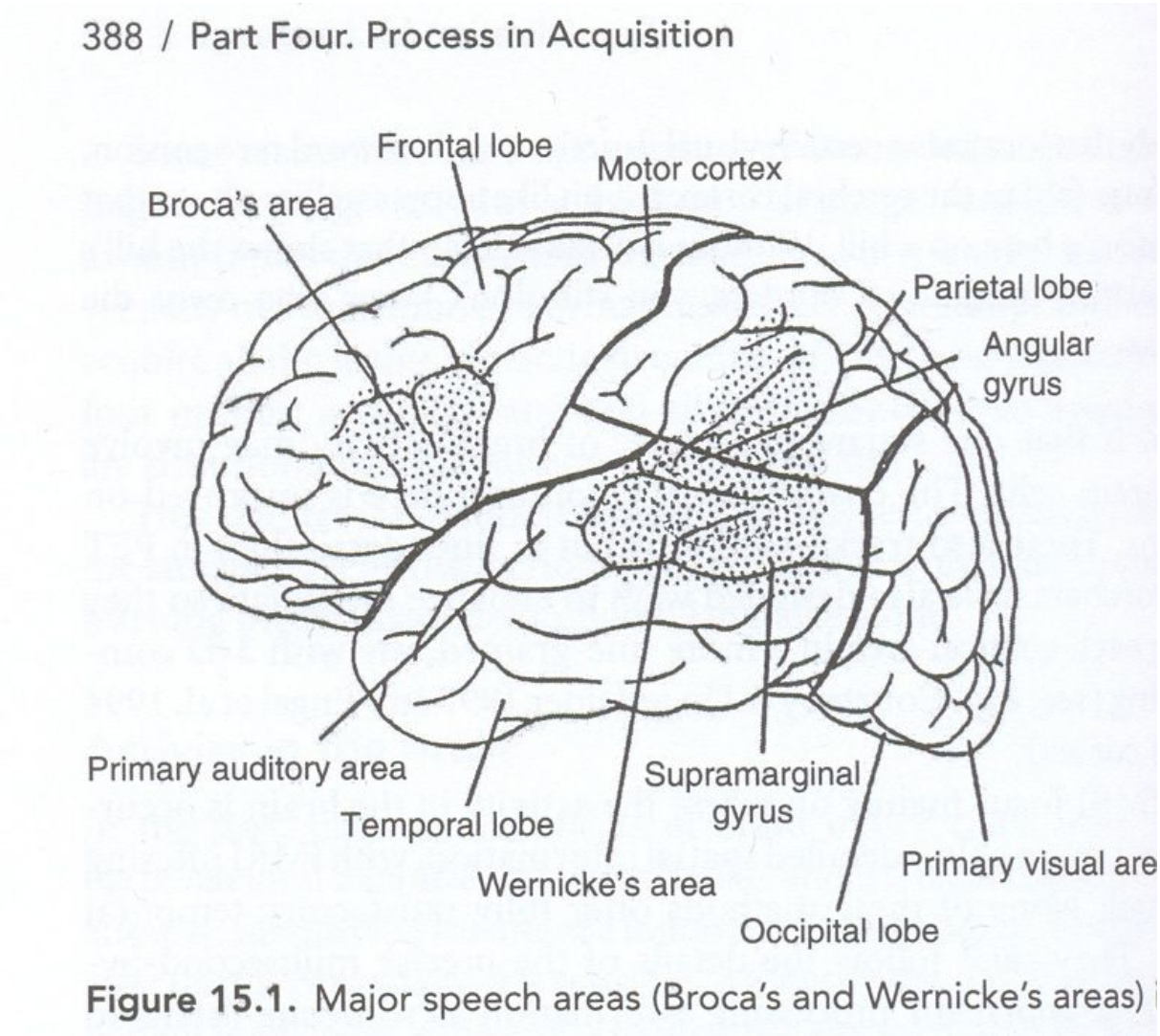


Figure 15.1. Major speech areas (Broca's and Wernicke's areas)

- Wernicke's area (comprehension) (p. 388)
- Broca's area (production) (p. 389)

- hemispheric dominance (p. 389): „Information enters faster through the right ear – a right ear advantage – because it goes directly to the left hemisphere. (...) [The] right ear advantage holds for right-handers in the population and for many left-handers. For a few (true) left-handers, though, language is located in the right rather than the left hemisphere, and they show a left-ear advantage instead.“ (p. 389)

b)

- lateralization completed by the age of 5 (*contra* Lenneberg 1967) (p. 392)
- second language learning (p. 396 – 398)

c)

- what might „innate“ include, (p. 399)
- parameter-setting (word-order) (p. 400)
- UG - continuity view – maturational „schedule“ the same for all? (blind and deaf children) (p. 401)
- „The question of what is innate is more sensibly a question of whether we make use of innate learning mechanisms unique to language, and if so, what form these might take. The real debate here should be over the specificity or generality of the learning mechanisms themselves, not the categories or structures to be learnt.“ (p. 404)

16. Acquisition and Change

- continuity in development (p. 410)
- starting small and memory (p. 413)
- time and practice (children – 70 hours a week) (p. 421)
- „basic child grammar“ (D. Slobin) – general conceptual base (E. Clark) (p. 423 – 426)
- reformulations (p. 426 – 428)
- poverty of the stimulus (p. 428 – 430)
- a processing model of acquisition (p. 433)