

English language a2 theories



**ASSIGN
BUSTER**

Cognitive theorists Those who believed that language development is linked to the development of the brain and is part of a wider understanding of life

Child Directed Speech (CDS) The most suitable way to refer to the form of

language used when speaking to a child

ON ENGLISH LANGUAGE A2 THEORIES SPECIFICALLY FOR YOU FOR ONLY \$13.90/PAGE Order

Now Behaviourists Those who believe language is acquired through imitation

and reinforcement

The seven types of spelling error

1. Insertion

2. Omission

3. Substitution

4. Transposition

5. Phonetic Spelling

6. Over/Under generalisation of rules

7. Salient Sounds

Jean Berko The Wug theory: Berko drew a picture of an imaginary creature and called it a 'wug'. She asked children what more than

one wug would be called. 3/4 of them said 'wugs', applying a rule to a word

they could never have heard before. It was designed as a way to investigate

the acquisition of the plural and other inflectional morphemes in English-

speaking children. Michael Halliday Halliday's taxonomy: Children acquire

language in order to facilitate developments in life: Instrumental, Regulatory,

Interactional, Personal, Representational, Imaginative, Heuristic.

This takes a pragmatic view as opposed to Dore.

John Dore Functions of Language: Dore looks at individual utterances, rather

than the broad picture of life: Labelling, Repeating, Answering, Requesting

(Action), Calling, Greeting, Protesting, Practicing. Lev Vygotsky Children's

Play: Young children use props or pivots to support their play, but older ones

imagine instead. Children role-play adults as part of exploring their environment. He also explored 'Zones of Proximal Development', which describes how adults and children work together to move towards competence, knowledge and independence. Catherine Garvey Pretend Play: Sometimes termed 'sociodramatic play', children often adopt roles and identities, acting out storylines and inventing objects and settings. They invent objects and settings, fulfilling Halliday's Imaginative language function, and practice negotiation and social interaction. It involves social and dramatical skills, has explicit rules and reflects real world behaviour. Starts age 4 (However, important to remember that all children develop at different stages) Alison Clarke-Stewart Child Directed Speech: Children have a larger vocabulary if their mothers talk to them a lot. Jerome Bruner Language Acquisition Support System (L. A. S. S) - For spoken language, the idea that ritualised activities, like meal time and bed time, have rules and are predictable so that children can learn. Includes games like peekaboo. Non-verbal actions and prosodic features also teach children important linguistic aspects such as turn taking and syntax. He championed the idea of scaffolding where adults help children to further develop their skills. Eric Lenneburg Critical Period: Furthered Chomsky's nativist argument by saying that there was a 'critical period' during which children should pick up language. He argued that if they did not evolve language skills by the age of five, full grammatical fluency is never achieved. He tested on feral children. One example to look at is Genie. S. B Heath Writing/Reading at home: Argued that schools should let local values form the delivery of literacy teaching as some groups, eg. those whose customs involved more singing and verbal storytelling, were disadvantaged by middle class values Jerome Bruner

(Reading)L. A. S. S - Adults use books to interact with children and encourage speech. Says this is four phased:

1. Gain attention
2. Query
3. Label
4. Feedback

Sees children as active learners and sees social contexts as important.

Reading CuesThere is no theorist for this. Remember to categorise stages of reading cues: Graphophonic, Semantic, Visual, Syntactic, Contextual, Miscue.

B. F SkinnerReinforcement: Idea of positive and negative reinforcement used to encourage or discourage readers. Jeanne ChallSix stages of reading

development: Pre-reading and pseudo reading, initial reading and decoding, confirmation and fluency, reading for learning, multiplicity and complexity, construction and reconstruction. The 7 stages of writingDrawing, letter-like forms, copied letters, child's name and strings of letters, words, sentences, textsBarry KrollFour phases of development:

1. Preparation
2. Consolidation
3. Differentiation
4. IntegrationJoan RotheryCategories for evaluating children's writing:

1. Observation/comment
2. Recount
3. Report

4. NarrativeJames BrittonModes of Writing: proposed three modes of writing used by school children: Expressive, Poetic and TransactionalLanguage

Acquisition Device (L. A. D)Bruner's reference to how adults interact with

children to support language development
Nativists: Those who believe humans have an inbuilt capacity to acquire language
Katherine Perera

Classifying texts:

chronological and non-chronological: the second requires more skill because it relies on the child being able to link ideas mentioned elsewhere and come up with their own system of organisation. This compliments Rothery. 5

Spelling Stages

1. Pre-phonemic

2. Semi-phonetic

3. Phonetic

4. Transitional

5. Standard Spelling

Berko and Brown

Fis Phenomenon: A child who mispronounces the word 'fis' (fish) cannot understand what an adult means if they use 'fis', but they understand 'fish'

Katherine Nelson
Categorising first words: Nelson identified four categories of first words: naming, actions or events, describing or modifying, personal and social words

Skinner

Imitation theory: children copy adults and learn language through the positive or negative reinforcement they receive from their imitations

Noam Chomsky

Innateness/Nativist theory: Humans are born with an inbuilt pre-disposition to language. They have 'linguistic universals' and have a LAD (language acquisition device). They are equipped to discover the grammar of their language because it's innate. Maintains that CDS alone cannot be responsible for baby's linguistic development.

Eve Clark

Over and Under

Extension: Children base overextensions on a) the physical qualities of objects and b) features such as taste, sound, texture, movement, shape and size.

Leslie Rescorla
Division of overextensions: She divided overextensions into three groups: categorical, analogical and mismatch statements. Jean

<https://assignbuster.com/english-language-a2-theories/>

Aitchison Stages of linguistic development: Labelling, packaging and network building
Piaget Interactionalism: Linked linguistic development with an understanding of the concepts surrounding the words' meanings, meaning that speech development is linked to the development of the brain (cognitive capacity). The stages were: sensorimotor, pre-operational, concrete operational, formal operational. He also talked about egocentrism in children and the idea of games such as peekaboo demonstrating the idea of object permanence. Ursula Bellugi Stages of negative formation: children find it difficult to use negatives correctly at first and learn forms of the negative in three stages, from 'no' through to 'don't' and 'am not'. David Crystal Addition to negatives: once pragmatic competence is achieved, youngsters learn to copy parents' use of words like 'maybe' when they really mean 'no' Ursula Bellugi Pronoun development: pronouns are difficult to master and therefore children learn them in three stages:

1. the child uses their own name e. g. " Tom play".
2. the child recognises I/me pronouns and that these are used in different places within a sentence e. g. " I play toy" and " me do that".
3. the child uses them according to whether they are in the subject or object position within a sentence e. g. " I play with the toy" and " give it to me".