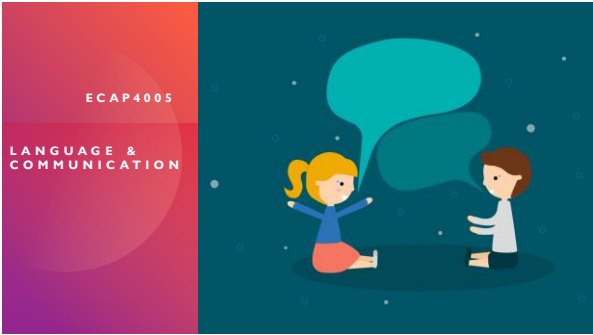




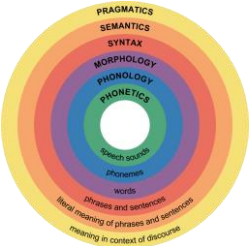
1

Communication skills	Babbles 'dada', 'mama'	5-14 months
	Responds to familiar words	5-14 months
	First words spoken with meaning	10-23 months
	Shows need using gesture	11-19 months
	Uses two-word phrases	15-32 months



2

Language Components (Systems)



3



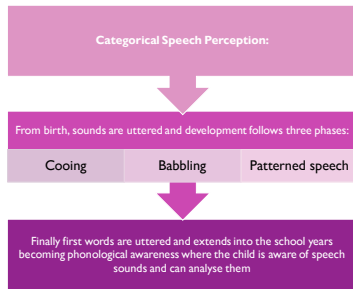
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Requires the child to:

- Attend to and separate out the sounds (phonemes) they hear in speech around them.
- Learn to create these sounds for themselves.
- String these sounds together in order to make meaningful units.



5





6

Relates to the study of words and how they are acquired

First words generally acquired around 10–13 months

12–18 months there is a growth spurt in word learning – the 'Naming Explosion'

By age 6 years will have a vocabulary of 10,000 words

Children's comprehension (where they understand the meaning for the words) develops ahead of their productive vocabulary (the words they actually use in their speech)



- First sentences occur around 18–27 months: telegraphic speech (speech is sparse as if words are being conserved)
- 27–36 months: rapid grammar development ('Grammar Explosion')
 - Grammatical morphemes added in at this stage
- 30–48 months – complex linguistic constructions, combining sentences, embedding clauses within clauses, producing complex questions
- Into school years, further grammatical achievements:
 - Passive voice
 - Speaker changes the structure of the language reversing the position of object and subject
 - Pronoun reference
 - Understanding the rules governing to whom or what the pronoun refers

7





The way in which language is used within the individuals culture



In order to communicate effectively skills of conversation are required including:

The ability to engage a listeners attention

To respond appropriately to feedback provided by the listener

8

PRAGMATIC UNDERSTANDING



- Requires the following:
- Use of 'Speech Registers'
 - Ability to distinguish what is said and what that means ('Say-Mean Distinction')
 - Recognising 'Literal Meaning' and 'Intended Meaning'

The ability to distinguish between literal meaning of a sentence and a speakers intended meaning is an important development linked to the child's developing theory of mind.

9



Ways of understanding pragmatics include:

- Speech Act Theory – language is considered a form of action consideration of intentions and beliefs of the listeners and speakers is critical to understanding communication.
- Conversational Implicature – relates to the principles of Grice (1975) where people make use of context in order to understand the speakers meaning. (e.g., Benjamin: Are you having some of this chocolate cake? Amelia: I'm on a diet.)



10



Non-literal Language includes:

- Use of indirect speech
- Use of idiomatic speech
- Use of sarcasm

Meta-linguistic Ability:

- Begins to develop at around 4 years of age when a child knows that an object could be called by another word in a different language
- At 5 years the child has a good concept of what the word means
- This ability is an ongoing process where the child gradually acquires the skills of reflecting on word sounds, grammatical correctness and rhyming words

11

THE IMPORTANCE OF HUMOUR

Ability to understand speech, requires the ability to use language more creatively.
Learning word meaning.
Complex developments in language skills.



12

BEYOND
PRESCHOOL
YEARS

- By adolescence vocabulary will have grown to 30,000 words.
- The older child is able to acquire words by reading a definition in a dictionary.
- During school years begin to appreciate ambiguity of word meaning.
- At this same time the school child begins to appreciate nonliteral speech – the metaphor.



13

LANGUAGE ACQUISITION
(THEORY)

Social constructivist approach/interactionist
(Jerome Bruner)



Usage-based theory (Tomasello, 2006)



Evolutionary theory (Pinker, 2006)



14
