Input and Language Acquisition

A.   Metaphors

➢copy metaphor

➢hypothesis-testing metaphor

➢trigger metaphor

B.   General terms

➢**positive evidence**:

string of words that is unlabeled in

respect to its grammaticality.

➢**negative evidence**:

string of words that is not in the

language or ungrammatical.

➢ **indirect negative evidence**:

absence of a string of words that the

child would expect to occur.

C.   Input Studies

What features of (parental) input affect the

style or rate of acquisition of the

child's language?

➢ **T1**: 2.0 years or younger

➢ **T2**: 2 to 9 month after T1

➢**parental variables:**

- average length of utterance

- frequency of different types of utterances

- frequency of different parts of speech

- frequency of expansion or repetition

➢**child variables:**

- length of utterance

- number of verbs per utterance

- number of phrases per utterance

- number of auxiliaries per utterance

- noun inflections (plurals and possessives)

D.   Reply Studies

Do parents give children cues about which of their utterances are ungrammatical and how to change their grammar accordingly?

Do parents treat the children's grammatical utterances differently than ungrammatical utterances?

➢ doubts:
  - different coding system as to what counts as grammatical / ungrammatical across studies
  - acceptable utterances
  - single nouns
  - Imitations
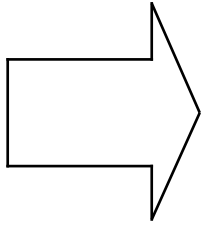
No negative evidence available

to the child !!!!

E.　Intervention Studies

What are the effects of manipulated input
and does the child benefit from the
manipulation?