

## Answers to Pause and Reflect Boxes for Chapter 12 First Language Acquisition

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#### Pause and Reflect 12.1

Answers will vary.

#### Pause and Reflect 12.2

A few other examples include measuring sucking rate, visual fixation, and head turns. You can consult Delving Deeper for this chapter on the website to accompany this book at [www.cambridge.org/introducing-linguistics](http://www.cambridge.org/introducing-linguistics).

#### Pause and Reflect 12.3

Some pronunciations made by children that may sound like substitution or deletion may in fact be a reflection of the speech variety being learned. In this case, this is not an articulatory process, but rather one of the phonological features of the variety of English being learned.

#### Pause and Reflect 12.4

Answers will vary.

#### Pause and Reflect 12.5

The exact definition of a *cat* will come with more contextualized exposure and practice but until then, a child may make errors.

#### Pause and Reflect 12.6

Answers will vary.

#### Pause and Reflect 12.7

Some additional examples of derivational overgeneralizations may include *\*suprisness* instead of *surprise* and *\*spyer* instead of a *spy*. Overgeneralizations of compounding may include things like *\*electric man* instead of *electrician* or *\*head hurt* instead of *head-ache*.

#### Pause and Reflect 12.8

Children are likely to talk to themselves in order to practice language.

#### Pause and Reflect 12.9

Even though child-directed speech may *help* L1 acquisition, it is said to not be *necessary*.

### **Pause and Reflect 12.10**

When forming a question, some languages (Dutch and Italian) allow for main verbs to move up into C (does allow verb movement parameter) while other languages (like English) prohibit this, that is, the verb stays within the verb phrase and either an auxiliary moves up or *do* is inserted to enable the features of T to move to C (does not allow verb movement parameter) (see Chapter 5 Syntax, Delving Deeper on the website to accompany this book at [www.cambridge.org/introducing-linguistics](http://www.cambridge.org/introducing-linguistics)).

### **Pause and Reflect 12.11**

We find many documented and alleged cases of feral children, many of which were said to have been brought up by animals, dating from the 14<sup>th</sup> century up until nowadays. Two additional examples include: 1) Danielle Crockett was found in 2007 in Florida and had been deprived of human interaction for the first 7 years of her life. When she was found and adopted, she immediately began training to help her adjust to human conditioning and learn language; 2) Lyokha was found in 2007 in Russia and had been living with wolves. When he was found, he had typical wolf-like behavior and no language abilities. After being taken to a hospital in Moscow, Lyokha received medical treatment and several meals before he escaped. He is assumed to be living in the wild again.

### **Pause and Reflect 12.12**

Answers will vary but it is likely that humans would also find ways to develop an entirely sophisticated language over generations just like zebra finches. Think of Nicaraguan Sign Language (which we mentioned in one of this chapter's Eyes on World Languages boxes) that developed in just one generation.

### **Pause and Reflect 12.13**

There could be other reasons for this, but one relates to the probability that individuals with autism have conversations that tend to be limited to few topics and rarely contribute new relevant information to the conversation. They also are unlikely to ask their listener related questions that would elicit new information from their conversation partner.

### **Pause and Reflect 12.14**

Answers will vary.

### **Pause and Reflect 12.15**

Perhaps the main evidence comes from *the poverty of the stimulus*. This argues that language input given to children is limited, yet they are still able to produce language they have never seen or heard before. The language acquisition device provides innate knowledge of language that supplements this impoverished data.