

# Stages of Language Development & Linguistic System

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A word cloud containing the following languages: Arabic, Swedish, Indonesian, French, German, Italian, Norwegian, Dutch, Polish, Japanese, Serbian, English, Russian, Turkish, Mandarin, Portuguese, Spanish, Danish, Greek, and Croatian. The words are arranged in a non-linear fashion, with some appearing larger than others, and are color-coded in various shades of purple, blue, green, red, and pink.

# **OUTLINE OF THE PRESENTATION**

**1. Definition on  
language**

**2. Stages of  
Language**

**— Development**



# What is LANGUAGE?

# WHAT IS LANGUAGE?

- It is a way to communicate ideas comprehensibly from one person to another in such a way that the other will be able to act exactly accordingly.

# WHAT IS LANGUAGE?

- An arbitrary system of articulated sounds made use by humans in carrying out their affairs in the society.

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# Stages of Language Development

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- Infancy = 1. Caretaker Speech
- Toddlers = 2. One-Word Stage
- Preschool Years = 3. Two-Word Stage; 4. Telegraphic Speech 5. Use of Function Words 6. Use of Plurals
- School Years = Literacy
- Teen Years = Personal Linguistic Style
- Adult Years = Varied Accordingly



# Language in Infancy

- During the first few months, the infant acquires language by paying attention to adult faces and responds by **burbling**.
- Midway through their first year, infants begin to **babble**.



# 1. Caretaker Speech

- A distinct speech register that differs from others in its simplified vocabulary
- With the “Baby Talk Subsystem” – simplified vocabulary for terms relating to food, toys, animals and body.

## **EXAMPLE:**

wawa = water



# Language Among Toddlers

- Toddlers begin to say a few words.



# 2. One-Word Stage

- Maximum sentence length is one word. The words are:
  - Naming objects, events, and people in the child's immediate surrounding
  - Only one word
  - Simple in pronunciation
  - Concrete in meaning

**EXAMPLES:** milk, mommy, doggie



# Preschool Years

- They know about 50 words and most children progress to a stage of two-word combinations





# 3. Two-Word Stage

A. Words in the one-word stage without grammatical modifications

## **EXAMPLES:**

That doggie

Mommy milk





# 3. Two-Word Stage

B. Two-word utterances express the following:

## EXAMPLES

- ❖ to ask for more
- ❖ say no to something
- ❖ Notice something
- ❖ Notice something disappeared

more milk

no milk

hi doggie

no cookie



# 3. Two-Word Stage

C. A time for experimenting with many binary semantic-syntactic relations such as:

Relations	Examples
possessor-possessed	mommy sock
actor-action	cat sleep
action - object	drink soup



# 4. Telegraphic Speech

- Characterized by short simple sentences made up primarily of content words
- No function words, tense endings on verbs and plural endings on nouns

## **EXAMPLE:**

This shoe wet



# 5. Function Words

- Function words are gradually added to sentences.
  - ❖ The progressive tense ending “ing” is acquired first long before the present – tense, third-person singular ending “s.”

**EXAMPLE:** 1. smiling  
2. smiles



# 5. Function Words

❖ The past tense is acquired after the progressive and present tenses

**EXAMPLE:** 1. smiling

2. smiles

3. smiled



# 5. Function Words

❖ The future tense is acquired later.

**EXAMPLE:** 1. smiling

2. smiles

3. smiled

4. will smile



# 6. Plurals

- Children usually use the singular forms first.

## Examples:

Three man

Two cat

One feet



# 6. Plurals

- Children overgeneralize when plural appears regularly.

**Examples:**

Two cats

Three mans





# 6. Plurals

- Children realize that irregular verbs deviate from the model forms for some words already end in /s/.

## **Examples:**

house – houses

man – men

foot - feet



# School Years

- Children have a vocabulary of perhaps 8000 words and almost all of the basic grammatical forms of language.
- They can handle questions, negative statements, dependent clauses, compound sentences, and a great variety of other constructions.



# School Years

- Children are faced with the major task of learning another linguistic system – the written language.
- School demands literacy which requires decontextualized language use

## **EXAMPLE:**

Judging sentences as grammatical or ungrammatical.

There are two mans./There are two men.



# Teen Years

- Teens acquire their own distinct personal linguistic style.

## **EXAMPLES:**

Formal, Colloquial,  
Kikay, Gay Language



# Adult Years

- Language varies greatly among individuals depending on such things as their level of education, social and occupational roles.

**EXAMPLES:**

Working Professionals



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# Linguistic System

# FIVE DIMENSIONS OF LANGUAGE

**1. PHONOLOGY** - Rules determining how sounds can be sequenced

**2. MORPHOLOGY** - Rules for the structural analysis and formation of words

**3. SYNTAX** - Rules for a language's grammar

**4. SEMANTICS** - Rules for the meaning of words

**5. PRAGMATICS** - Rules for communication





# 1. Phonology

- Includes all of the important sounds used in language, the rules for combining them to make words and such things such as stress and intonation patterns that accompany them.

# Words related to PHONOLOGY

**phones** are speech-sounds

Ex. /p/

**phonemes** are groups of sounds which speakers usually think of as "one sound"

Ex. /t/: aspirated (top); unaspirated (stop); unreleased (hat); nasally released (Manhattan)

**allophones** are the variations within each group.

Ex. /s/ and sh:

seat/ sheed, massive/machine, basic/nati





## 2. Morphology

- Studies the internal structure of words and the interrelationships among words
- Word: fundamental units of linguistic structure
- When we learn a word, it is being associated to different information

# Words related to MORPHOLOGY

**Morpheme** – smallest meaningful unit which cannot be divided.

**Morph** – combination of phones that has meaning; cannot be subdivided in smaller units

**Allomorph** – a class of phonetically and semantically identical morphs

## EXAMPLES:

Morph	Allomorph
S	S; IZ; Z
ED	D, ED, T





# MORPHEME

## Base

1. Bound base – cannot stand alone without an affix (ex. proceed)
2. Free base – can stand alone even without an affix (ex. man, sit)

## Suffix

1. Derivational – changes the meaning (ex. organ**izer**)
2. Inflectional – doesn't change the meaning (ex. rat**s**)

**Prefix** – derivational in nature (ex. mismatch)





### 3. Syntax

- Contains the rules for how to combine words into phrases and sentences

# SYNTACTIC STRUCTURES

- ◎ Relationship between constituents in a sentence
  1. **Structure of Modification** = modifier+ head (ex. hungry people)
  2. **Structure of Predication** = subject + predicate (ex. dogs bark)
  3. **Structure of Complementation** = verb + complement (ex. read book)
  4. **Structure of Coordination** = word + word (ex. cats and dogs); phrase + phrase (ex. a piece of cake and a glass of water)





### 3. Syntax

- Contains the rules for how to transform sentences into other sentences

#### **EXAMPLES:**

The cat bites the dog.

The cat bit the dog.

The cat didn't bite the dog.

Did the cat bite the dog?

Wasn't the dog bitten by the cat?







**4. Syntax**

**5. Semantics**

**6. Pragmatics**

# Comparing Syntax, Semantics and Pragmatics

- *We are not amused.*

Queen Victoria

# Syntax

- the way that words relate to each other, without taking into account the world outside
- includes grammar but does not consider who said it to whom, where, when and why

- *We are not amused.*

**We**

**are**

**not**

**amused**

# Semantics

- the study of what the words mean by themselves, out of context, as they are in a dictionary

- *We are not amused.*

**We**

**are**

**not**

**amused**

# Pragmatics

- studying language's relation to the contextual background features



- *We are not amused.*



***Feeling***



***Purpose***

- *We are not amused.*

Queen Victoria

