

**LANGUAGE ACQUISITION (Psych 830:353:01; Ling 615:373:01)**  
**Spring 2010 SYLLABUS**  
 (Last Updated: 3/9/10)

**INSTRUCTOR**

Prof. Karin Stromswold

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Busch Psych Building, Room 112

**Course Time:** Mondays & Thursdays 10:20 -11:40 am**Course Location:** SEC 118**Sakai site:** Language Acquisition: Spring 2010

**Learning goals:** Language Acquisition explores the cognitive and neural bases of language learning. The underlying question that this course seeks to address is: *What makes human language special?* Despite the seemingly intractable learnability problem posed by language acquisition, why are most children able to acquire language with ease?

Date	TOPIC	READINGS
Thur 1/21	Intro to language & language development	Hoff ch. 1, Goodluck ch. 1
Mon 1/25	Phonological development	Hoff ch 4 (p 136-142); Good ch 2 (p 6-13)
Thur 1/28	Phonological development	Hoff ch 4 (p 143-157); Good ch 2 (p. 13-24)
Mon 2/1	Phonological development	Hoff ch 4 (p 158-167); Good ch 2 (p 24-29)
Thur 2/4	Phonological development	Hoff ch 4 (p 168 - 179); Good ch 2 (p 29-38)
Mon 2/8	Lexical development (word learning)	Hoff, ch. 5
Thur 2/11	No class– Rutger classes canceled	Hoff, ch. 5
Mon 2/15	Lexical development (word learning)	Hoff, ch. 5
Thur 2/18	<b>1<sup>st</sup> Hourly exam</b>	<b>Given in regular classroom</b>
Mon 2/22	Morphological development	Hoff ch. 6 (p 221-236)
Thur 2/25	No class– Rutger classes canceled	
Mon 3/1	Morphological development	Good ch 3.
Thur 3/4	Syntactic (grammar) development	Good ch 4 (p 61-74); Hoff ch. 6 (p 237-249)
Mon 3/8	Syntactic (grammar) development	Good ch 4 (p 61-95)
Thur 3/11	Syntactic (grammar) development	Good ch. 4 (p 99-107); Hoff ch 6 (p 250-267)
Mon 3/22	Syntactic (grammar) development	Good ch. 5 (p 113-127);
Thur 3/25	Language & learnability	Good ch. 6 (p 140-156)
Mon 3/29	Language & learnability	Good ch. 6 (p 140-156)
<b>Thur 4/1</b>	<b>2<sup>nd</sup> Hourly exam</b>	<b>Given in regular classroom</b>
Mon 4/5	Pragmatic (communicative) development	Hoff, ch. 3
Thur 4/8	Pragmatic (communicative) development	Hoff, ch. 3
Mon 4/11	Bilingualism	Hoff, ch. 8
Thur 4/15	Language learning in older children	Hoff, ch. 9, Good ch 5 (p 95-99)
Mon 4/19	Neural bases of language development	Hoff, ch. 2
Thur 4/22	Atypical language development	Hoff, ch. 10
Mon 4/26	Atypical language development	Hoff, ch. 10
Thur 4/29	Atypical language development	Hoff, ch. 10
Mon 5/3	Wrap up/Review session	
<b>Friday 5/7 8 – 11 AM</b>	<b>Cumulative Final Exam</b>	<b>Time: 8 – 11 AM Place: To be announced</b>

**Required Readings (Read chapters in the order specified on the syllabus)**

**Hoff** = Hoff, E. 2009. *Language development, fourth edition*. Wadsworth.

**Good** = Goodluck, H. 1991. *Language acquisition*. Blackwell. [The Goodluck chapters are available under "Resources" on the Sakai site.]

**Additional readings may be assigned throughout the semester.**

**GRADING**

Final grades will be determined by the total number of points earned in the class. Grades will be scaled so that the top-scoring student receives 100 points for the course. For example, if the top scoring student earns 95 points during the course, all students will have an additional 5 points added to their final grade. Course grades will be assigned as follows: **A (90-100 points); B+ (85-89 points); B (80-84 points); C+ (75-79 points); C (70-74 points); D (60-69 points); F (<60)**

**2 Hourly Exams** Each hourly is worth 25 points.

**Final exam:** The final exam is a cumulative, multiple-choice exam (no essay option) worth 50 points. Approximately 25% of the questions on the final will cover material from the first 1/3 of the course, 25% from the second 1/3 of the course, and approximately 50% of the questions will cover material from the last 1/3 of the course.

Makeup exams will not be given without a note from your doctor or dean

**All students' course grades will be calculated two ways, and you will get the better of the two grades.**

**Method 1: Cumulative Performance** (i.e., total number of points earned in the class):

Hour Exam 1 points + Hour Exam 2 points + Final Exam points + Extra credit points.

**Method 2: Final Exam Performance** (i.e., number of points earned on the final exam):

[2 X Final Exam points] + Extra credit points

For example, Robin Doe earned 12 out of 25 points on the first hour exam, 13 out of 25 points on the second hour exam and 45 points out of 50 on the final exam. Robin also earned 1 extra credit points. The grade based on cumulative performance is a 71 (12 + 13 + 45 +1) or a C. The grade based solely on the final exam is a 91 (45/50 points on the final = 90 + 1 = 91) or an A. Robin earns an A in the course!

**EXTRA CREDIT**

**PURPOSE:** Throughout the semester, students may earn extra credit points toward their final grade. The purpose of the extra credit assignments is to give students the experience of learning about language in the ways that a researcher/scientist learns about language.

**HOW MANY:** You will receive one point toward your final grade for each acceptable paper you write (see below). You may earn a **maximum of 5 extra credit points** toward your final grade.

**DEADLINES FOR EXTRA CREDIT ASSIGNMENTS. LATE ASSIGNMENTS WILL NOT BE ACCEPTED**

#1: Thursday 2/18

#2: Monday 3/8

#3: Monday 3/22

#4: Monday 4/12

#5: Thursday 4/29

**How to hand in your extra credits. Please email extra credit assignments to: [TA.langacquis@gmail.com](mailto:TA.langacquis@gmail.com).**

On the subject line, type: Extra Credit YOUR NAME Please send PDFs and not .doc files.

**FORMAT OF EXTRA CREDIT PAPERS:** For each talk, experiment, or journal article, you must write a double-spaced two-page paper. If you write about a journal article, include in your paper the author(s) of the article, the title of the article, the name of the journal in which the article appears, and the volume and pages and date of publication. **To get an extra**

**credit point, your NAME, RU ID, email address, and the date you submitted the extra credit (see deadlines above) must appear on your extra credit papers.**

**CONTENT OF EXTRA CREDIT PAPERS:** The content of extra credit papers is very flexible. Some possibilities are 1) a summary of the talk or paper, 2) what you liked/disliked about the talk or paper, 3) how you would change the talk or paper, 4) what you did and did not understand about the talk or paper, 5) how the material covered in the talk relates to what you have learned in class. The key is that your extra credit paper be written in your own words and contain your own thoughts. I do not expect a professional-quality paper.

### WAYS OF EARNING EXTRA CREDIT POINTS:

**1) COLLOQUIUM TALKS. Attend a colloquium that concerns language and write a 2-page double-spaced paper** that summarizes the talk and what you have learned by attending the talk. Throughout the course, I will announce various colloquia/talks that definitely count towards extra credit. In addition, students may attend other language colloquia. If you plan to attend a colloquium that I do not announce in class must talk to me before the talk so I can determine whether the colloquium will count for extra credit. When you speak to me, you must bring a print out of the announcement that gives the name of the speaker, the title of the talk, what series the talk is part of, and an abstract of the talk. When you hand in your paper, please attach this announcement. Course lectures do not count.

**2) LANGUAGE EXPERIMENTS. Participate in a language experiment and write a 2-page double-spaced paper** that summarizes what you did in the experiment and what you think the experiment was investigating. You must also provide proof that you did the experiment (e.g., a signed consent form, a note from the experimenter, etc.). You must talk to me before you do the experiment so I can determine whether the experiment counts. When you speak with me, you will have to provide a print-out that gives the name of the experiment, the experimenter or lab that is conducting the experiment, and the affiliation of the experimenter (e.g., Rutgers Psychology Department). When you hand in your paper, please append this print out.

**3) JOURNAL ARTICLES. Read a peer-reviewed, published journal article on psycholinguistics and write a 2-page paper** about what you learned by reading the paper. In order to get credit, your paper must give the full citation for the article (the authors of the paper, year of publication, the title of the paper, name of the journal, journal volume, page numbers), and you must append the abstract for the article.

Articles must have been published in the last 5 years (i.e., 2005-) and must appear in the following journals

*Journal of Child Language*

*Language Learning and Development,*

*Language Acquisition*

*First Language*

*Language Learning: A Journal of Research in Language*

*Studies in Second Language Acquisition*

[If you really want to read an article that appears in some other journal, please speak to me before you read the journal paper so I can determine whether the journal article will count for extra credit. When you speak to me, you must bring a print out that has the name of the journal, the authors of the paper, the title of the paper, and the abstract. When you hand in your paper, please append a copy of the journal article. Book chapters, articles that appear in the popular press (e.g., New York Times, Scientific American, Time Magazine, etc.), and on-line articles (e.g., Wikipedia entries, NIH summaries, articles directed at parents, etc.) do not count.

How to find journal articles

1. Go to the following URL:  
<http://www.libraries.rutgers.edu/rul/indexes/findarticles.shtml>
2. [You can get an overview on how to find an article at RU, by going to the following URL]  
[http://www.libraries.rutgers.edu/rul/how\\_do\\_i/find\\_an\\_article.shtml](http://www.libraries.rutgers.edu/rul/how_do_i/find_an_article.shtml)
3. Go to the link that says "Indexes and Databases"  
<http://www.libraries.rutgers.edu/rul/indexes/indexes.shtml>

This lists all of the indexes and databases that RU subscribes to in alphabetic order and by subject.

4. For most of you, the most relevant databases will be:  
 PsycInfo:  
[http://www.libraries.rutgers.edu/rul/indexes/search\\_guides/psycinfo.shtml](http://www.libraries.rutgers.edu/rul/indexes/search_guides/psycinfo.shtml)  
 Medline: [http://www.libraries.rutgers.edu/rul/indexes/search\\_guides/medline.shtml](http://www.libraries.rutgers.edu/rul/indexes/search_guides/medline.shtml)  
 It is also not a bad idea to check the “by subject” to see if there are any additional or more specialized databases you should search.
5. Once you choose your database, login in by hitting the CONNECT button. You will be prompted to provide keywords or phrases.
6. The default search is a Keyword search. If “Map terms onto subject headings is “clicked”, your terms will be used to find matching subject headings, a strategy that sometimes is useful when you are just beginning
7. If you want to search for a particular author, click the author icon, and then provide the last name of the author and the author’s first initial.
8. If you “unclick” “map term to subject heading”, the system will yield matches where that word appears in the journal title, author, journal title or abstract.
9. If you get too many hits, you can use the “LIMIT” function to limit your search to particular years, articles with abstracts, review articles, age groups, population groups (e.g., animals vs. humans), publication type etc. For example, if you merely search for “autism” on PsycInfo, you will get 16155 hits ... far too many to even read the abstracts of. But let’s say I am interested in animal models of autism, and only want articles written in English, with an abstract. By limiting my search to English, abstract and animal, I get a semi-manageable 205 hits.
10. Another strategy for when you get too many hits is to use the COMBINE function to combine the results of two or more searches. For example, on PsychInfo, combining the searches for “autism” with “genetics” yields a hefty 679 hits. Combining “autism”, “genetics” and “twin” will pick out the articles that have all 3 words, in this case a manageable 41 hits.
11. Once you have found a reference for something that appears in a journal, see if Rutgers has an electronic version of the journal by going to the following URL:  
[http://www.libraries.rutgers.edu/rul/rr\\_gateway/ejournals/ejournals.shtml](http://www.libraries.rutgers.edu/rul/rr_gateway/ejournals/ejournals.shtml)  
 Most of the time you will be interested in electronic journals, not electronic government journals.
12. Even if the RU Library does not have the electronic version of the journal, they may have a hard copy version of the journal. You can check this by going to: [http://www.libraries.rutgers.edu/rul/how\\_do\\_i/subscribes.shtml](http://www.libraries.rutgers.edu/rul/how_do_i/subscribes.shtml)

A good summary of databases available to Rutgers students can be found at the following URL and its links:  
[http://wire.rutgers.edu/research\\_finding\\_library.html](http://wire.rutgers.edu/research_finding_library.html)

## PLAGIARISM

**DO NOT PLAGIARIZE.** If you are caught plagiarizing any extra credit assignments, you will not receive for any of their extra credit assignments. Furthermore, depending on the egregiousness of the plagiarism, I reserve the right to lower your final grade and/or notify your dean about the plagiarism.

### WHAT IS PLAGIARISM?

1. If you copy something that is in print ANYWHERE (books, journals, popular magazines, on-line. blogs, mailing lists etc.), you are plagiarizing.
2. Taking someone else’s words and substituting a word here or there is still plagiarism.
3. Paraphrasing someone else’s words but ‘borrowing’ their line of argument and reasoning is plagiarism.
4. Plagiarism is stealing. Better to hand in something that is yours than to hand in something that you stole.
5. For more guidelines on plagiarism, see [http://wire.rutgers.edu/research\\_plagiarism.html](http://wire.rutgers.edu/research_plagiarism.html)

## STUDY GUIDE FOR LANGUAGE ACQUISITION

### 10 hints for doing well in this class:

- 1) Come to every class and take good notes. If you do miss a class, get the notes from a classmate. I stress different topics in my lectures than those stressed in the readings. The material I stress in lecture tends to appear on exams.
- 2) Spend 10 minutes immediately after each lecture going over your lecture notes, reconstructing the lecture and making sure you understand the "key concepts" for the day.
- 3) Spend the 10 minutes before each lecture going over the lecture notes and "key concepts" from the previous class.

- 4) Try to at least skim the assigned readings before each class.
- 5) When you go back and reread the books, use the lecture notes to guide your reading.
- 6) If you are having trouble with one of the readings for a topic, talk to me about supplementary readings.
- 7) If you don't understand something said in the lectures or in the readings, let me know. Ask a question in class or come to my office hours. Chances are if you are confused, others are too.
- 8) Use your lecture notes and the "key concepts" to review for exams
- 9) Form study groups and quiz each other on key concepts.
- 10) Do not try to cram. The material in this course builds on itself, just like in a math or physics course and the exams are cumulative. If you don't learn the material in the beginning of the course, you are going to be lost.

### **KEY CONCEPTS**

**(Will be revised throughout the course. See lecture notes for most up-to-date version)**

These are the key concepts for the ENTIRE course. In studying for the course, I recommend that you concentrate on the KEY CONCEPTS and your notes from lecture, using them to guide your readings.

### **INTRODUCTION**

Formalism vs. Functionalism

Metalinguistics

Induction

Nature vs. nurture

Nativism/Innateness

Universal Grammar

Behaviorism/Empiricism

Interactionism/Emergentism/Constructivism

Language Acquisition Device (LAD) vs. domain general learning

Rule learning vs. pure statistical learning

Structure dependent rules

### **PHONOLOGICAL DEVELOPMENT (Learning the sound system of language)**

Phonology:

Articulatory phonetics:

Minimal pairs of words:

Phoneme:

Syllable: onset, rhyme, coda

Prelinguistic stages of speech development:

Canonical (re-duplicative) babbling:

Nonreduplicative (variegated babbling:

Pre-representational phonology:

Representational phonology

Substitution processes

Assimilation processes

Syllabic processes

Sonority Hierarchy & cluster reduction

Stress

Paradox of speech perception

Continuous speech perception:

Categorical speech perception)

Phoneme Boundary: s

Voice Onset Time (VOT

Techniques for studying development of speech perception

High amplitude sucking:

Head turn technique:

Event related potential (ERP) studies:

Near Infrared spectroscopy:

Development of hearing:

Prenatal/Neonatal speech perception

1 month of age

5-7 month of age:

10-12 months of age:

Syllable as a perceptual unit

Prosodic bootstrapping

Phonological bootstrapping

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### **LEXICAL DEVELOPMENT (Learning words)**

Segmentation problem

Lexicon

Context bound word

Referential word

Ostensive definition

Nominals

Noun bias

Vocabulary spurt

Fast mapping

Naming insight

Holistic vs. analytic acquisition

Referential vs. expressive language users

Sex differences

Overextension

Underextension

Semantic Features Hypothesis

Prototype

Whole Object constraint

Taxonomic constraint

Mutual Exclusivity constraint

Principle of Contrast

Principle of Conventionality

Cross-situational learning

Sociopragmatic cues for word learning

Syntactic bootstrapping

Count nouns vs. mass nouns

Proper nouns (names) vs. common nouns (labels)

Ontological categories (objects vs. substances)

### **MORPHOLOGY DEVELOPMENT**

Morphology

Morpheme

Bound morphemes

Free morphemes

Derivational morphology

Inflectional morphology

Semantic predictability

Productivity of morphemes

Allomorphs (also known as allomorphemes)

Acquisition of inflections in inflectionally rich vs. inflectionally impoverished languages

Kiparsky's Level Order Model of Morphology

Acquisitional predictions of Kiparsky's model

Innovative denominal verbs

Innovative Causatives

Berko Wug test

U-shaped developmental curve

Overregularization: rule-based vs. connectionist accounts

### **SYNTAX DEVELOPMENT (Grammar learning)**

Transition from 1 -> 2 word utterances

2 word acquisitional stage

Pivot grammars (= lexically based 'grammars')

Semantic (thematic) relations grammars

Acquisition of syntactic categories

    Semantic bootstrapping

    Phonological/prosodic bootstrapping

    Correlational learner

Telegraphic speech

Open (lexical) vs. closed class (functional) morphemes

Brown's 14 grammatical morphemes

MLU (= mean length of utterance)

Syntactic stages (as measured by MLU)

Syntactic categories

Phrases

Rewrite rules

Grammatical trees

Predicates

Arguments

Adjuncts

D-structure

S-structure

Transformations

Acquisition of questions in English

    Intonational questions

    Auxiliary-less questions

    Do-support

    Subject-auxiliary inversion (SAI)

    SAI in yes/no questions

    SAI in wh-questions

    SAI in argument vs adjunct wh-questions

    SAI in embedded questions (won't be tested on 2nd hourly)

    SAI in how come questions (won't be tested on 2nd hourly)

    Structure dependence of SAI (won't be tested on 2nd hourly)

    Bellugi's stages in question acquisition

    Problems with Bellugi's theory

Acquisition of negation (won't be tested on the 2<sup>nd</sup> hourly)

    Lone negation

    Sentence external vs. internal negation

    Anaphoric negation

    Sentential negation

    Subject-less negatives

    no vs. not

Continuity (iceberg) acquisitional theories

Discontinuity (tadpole) acquisitional theories

Maturational theories of language acquisition

Principles & Parameters Theory of Syntax Acquisition

Optimality Theory & Syntax Acquisition

### **LEARNABILITY THEORY**

Chomsky's Poverty of the Stimulus argument

Language acquisition as an induction problem

Gold's (1967) learnability theory

4 components to Gold's theory

- class of languages to be learned
- environment (= input & feedback, if any)
- learning strategy or algorithm (= LAD)
- success criterion

Positive evidence

Negative evidence

Text presentation

Informant presentation

Subset and superset languages

Productivity vs conservatism

Language acquisition as parameter setting

Innate constraints

Non-occurring errors

The 'no-negative evidence' problem: unrecoverable errors

The role of cognitive development on syntactic development

The role of input on language acquisition

Motherese (= infant directed speech)

Cross-cultural differences in input

Questions and aux acquisition

Competence vs. performance: comprehension vs. production

### **DISCOURSE/PRAGMATIC DEVELOPMENT (Learning how to communicate)**

Linguistic competence vs. communicative competence

Pragmatics

Discourse

Sociolinguistics

Speech acts: Illocution, Locution, Perlocution

Gricean Rules for discourse

Take Turns

Be cooperative (quantity, quality, relevant, manner)

Narratives

Registers & Dialects

Communication in prelinguistic infants

Development of intentionality (perlocution, illocution, locution stages)

Maternal responsiveness & development of communicational intent

Early communicative behaviors

Primitive speech acts (labeling, repeating, answering, requesting action, calling, greeting, protesting, practicing)

Emergence of discourse

Piaget's egocentric child

Crib talk (private speech)

Child-adult discourse

Repairs

Theory of Mind & discourse

Contingent vs. noncontingent speech acts

Child-child discourse

Acquiring socially appropriate language (pragmatics, registers, cultural differences)

Gender differences

Relationship between communicative competence & linguistic competence

Professor Stromswold's Discourse/Pragmatics Development Lecture Notes

### **SECOND LANGUAGE ACQUISITION (SLA) & BILINGUALISM**

Second language acquisition vs. bilingualism

Critical period

SLA & phonology  
SLA & syntax  
Contrastive analysis hypothesis  
Markedness account  
Cognitive accounts  
Interlanguage  
Aculturation  
Pedagogy (teaching) of SLA  
Bilingualism  
Do bilinguals have 1 language or 2?  
Language mixing & codeswitching  
Bilingualism & the rate of acquisition  
Bilingualism & cognitive development

Professor Stromswold's Bilingualism Development Lecture Notes

### **LANGUAGE DEVELOPMENT IN OLDER CHILDREN**

Late phonological acquisition:  
    accents & dialects  
    phonological awareness  
    phonemic awareness  
    reading & phonemic awareness  
Late lexical learning  
    Quick Incidental Learning  
    Explicit learning vs. learning from context  
Late morphological learning  
    derivational morphology is later than inflectional morphology  
    compounding  
Late syntactic learning: complex sentence & "Control" sentences  
Late pragmatic/discourse learning: coherence & cohesion  
Reading & Literacy

Professor Stromswold's Language Development in Older Children Lecture Notes

### **ATYPICAL LANGUAGE DEVELOPMENT**

Why study language acquisition in special circumstances?  
Double dissociation of function  
Brain Injuries  
    Brain Injuries & the Critical/Sensitive Period  
    Equipotentiality hypothesis  
    Neuronal plasticity and language  
    Hemispherectomy children  
    Focal brain injuries in children & adults  
Deafness  
    Normal acquisition of ASL as a native language  
    Oralism  
    Deaf isolates  
    Home Sign  
    Late ASL acquisition  
    Cochlear Implants  
Blindness: phonology, lexicon, syntax  
Down Syndrome: phonology, lexicon, syntax  
Williams Syndrome: phonology, lexicon, syntax  
Autism  
    Low functioning vs high functioning  
    Echolalia

- Pragmatic disorders
- Theory of Mind
- Linguistic competence vs. communicative competence
- Specific Language Impairment (SLI)
  - Definition of exclusion
  - Delay vs. deviance
  - Asynchronous development
  - Proposed etiologies (causes) of SLI
    - disorders affecting adequate input
    - disorders affecting output
    - disorders of auditory processing
    - non-modality specific disorders
    - linguistic disorders
    - no disorder (low end of the normal continuum)
- Genetics of language and language disorders

### Some Related Websites

#### INTRODUCTION TO LANGUAGE AND LANGUAGE ACQUISITION

<http://www.yourdictionary.com/library/ling001.html>

Humorous piece on language acquisition

<http://childes.psy.cmu.edu>

CHILDES: Child Language Data Exchange System. Tools for studying children's language acquisition through the study of conversational interactions. The site features a database of transcripts, programs for analysis, and methods of coding data, among other things.

<http://www.yourdictionary.com/library/index.html#baldi>

Tongue in-cheek language essays

<http://www.geocities.com/CollegePark/3920/index.html>

An overview of the field and brief descriptions of its subdisciplines.

[http://www.mc.maricopa.edu/academic/cult\\_sci/anthro/Language/what1.html](http://www.mc.maricopa.edu/academic/cult_sci/anthro/Language/what1.html)

An introduction to the patterning of sounds, words, and phrases. Includes exercises and sound clips.

<http://www.zompist.com/langfaq.html>

Linguistics FAQ

#### PHONOLOGY

<http://news.bbc.co.uk/1/hi/sci/tech/721554.stm>

Role of babbling in language acquisition

<http://www.cbsnews.com/stories/2002/08/29/tech/main520252.shtml>

Decoding baby babble

<http://www.easytofindchildcare.com/Sounds/babybabble.wav>

Example of baby babbling: what type of babbling is this?

<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/vowels/contents.html>

Lots of video and audio clips of sounds around the world

<http://www2.arts.gla.ac.uk/IPA/ipa.html>

Includes the full IPA chart and audio files, as well as information on the organization.

<http://www.umanitoba.ca/linguistics/russell/138/notes.htm>

Notes from a phonetics course at the University of Manitoba, including phonetic transcriptions of English, vocal tract anatomy, properties of consonants and vowels, and acoustic phonetics, among other things.

<http://www.ling.yale.edu/Ling120/index.html>

The homepage for a course at Yale. Includes lecture materials and audio-video clips.

<http://www.phon.ucl.ac.uk/project/siphtra.htm>

These interactive tutorials from University College London are part of a project called System for Interactive Phonetics Training and Assessment. They include voicing, plosives (i.e., stops), and other topics.

<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/vowels/chapter10/percpetial.html>

Categorical speech perception demonstrations

[http://www.psy.cmu.edu/~lholt/php/gallery\\_context.php](http://www.psy.cmu.edu/~lholt/php/gallery_context.php)

More speech perception demos

## LEXICON

<http://www.sci.sdsu.edu/cdi>

The MacArthur Communicative Development Inventories. These are parent report forms to assess the development of language and communication in children. Included are lexical norms for English vocabulary acquisition showing when particular words and expressions are acquired.

<http://thisisnotthat.com/humor/language.html#conundrum>

Linguistic conundrums

<http://memory.psych.upenn.edu/wordpools.php>

Links to on-line lexicons & dictionaries that provide frequency information, imagability ratings, orthographic regularities, free association norms etc. about words.

[http://www.psy.uwa.edu.au/mrcdatabase/uwa\\_mrc.htm](http://www.psy.uwa.edu.au/mrcdatabase/uwa_mrc.htm)

MRC psycholinguistic interactive lexical database. This database includes age of acquisition ratings

## MORPHOLOGY

<http://www2.hawaii.edu/~bender/paradox.html>

Morphological paradoxes

<http://www.yourdictionary.com/library/ling005.html>

This short essay from Robert Beard's files illustrating what morphology is begins with "Jabberwocky," compares lexemes and morphemes, and makes a stop at Tagalog reduplication along the way.

<http://www.ruf.rice.edu/~kemmer/Words/morphemes.html>

A definition and illustration of the concept of a morpheme using examples from English.

<http://www.quinion.com/words/articles/unpaired.htm>

Unpaired words or why people aren't couth, kempt or ruly

## SYNTAX

<http://www.yourdictionary.com/library/ling004.html>

A lighthearted introduction to syntax from Robert Beard's files.

<http://www.yourdictionary.com/library/ling003.html>

A lighthearted introduction to syntax from Robert Beard's files.

<http://babelfish.altavista.com/translate.dyn>

This engine translates entire paragraphs back and forth between English, French, German, Italian, Portuguese, and Spanish.

#### **SECOND LANGUAGE ACQUISITION AND BILINGUALISM**

<http://www.hw.ac.uk/langWWW/icsla/icsla.htm>

#### **NEUROLINGUISTICS**

<http://www.biology.about.com/science/biology/library/organs/brain/blbrain.htm>

Anatomy of the Brain. An outline with illustrations for students. Includes concise sections on Broca's area and Wernicke's area

<http://www.stroke.cwc.net/niweb/faq.htm> - 14 different parts of the brain do

What Do Different Parts of the Brain Do? Question 12 in a series of frequently asked questions written for stroke victims and their families features a clear, color-coded, numbered diagram of the left hemisphere, with an explanation. Scroll down to read question 13 concerning speech problems.

#### **Aphasia**

[http://www.asha.org/speech/disabilities/Aphasia\\_info.cfm](http://www.asha.org/speech/disabilities/Aphasia_info.cfm)

<http://fuzzy.iau.dtu.dk/aphasia.nsf>

<http://www.asha.org/speech/disabilities/index.cfm>

<http://www.med.harvard.edu/AANLIB/home.html>

<http://www.aphasia.org/aphasiawebbypeople.php>

#### **LANGUAGE ACQUISITION IN SPECIAL CIRCUMSTANCES**

Growing up different: <http://www.pbs.org/saf/1205/video/watchonline.htm>

<http://www.asha.org/speech/disabilities/index.cfm>

Linguistic isolates ("wild children"):

<http://www.pbs.org/wgbh/nova/transcripts/2112gchild.html>

Nova #2112G: Secret of the Wild Child. The broadcast transcript of a *Nova* program on Genie. Includes interview material with Susan Curtiss and others involved in caring for Genie and studying her development.

Deafness :

<http://www.pbs.org/wnet/soundandfury/>

<http://www.bbc.co.uk/science/horizon/silenttran.shtml>

Deafplanet:

<http://www.deafplanet.com/en/deafplanet/>

Cochlear implant demonstrations: <http://www.utdallas.edu/~loizou/cimplants/cdemos.htm>

Down Syndrome: <http://www.nas.com/downsyn/>

Williams Syndrome: <http://www.williams-syndrome.org/facts.htm>

Autism: <http://www.autism-society.org/>