

Chapter 1 Learning a first language

1. How is language *acquisition* different from language *learning*?
2. Complete the following table as completely as possible:

<i>age</i>	<i>name of stage</i>	<i>characteristic features</i>

3. A *developmental sequence* (also known as acquisition schedule) seems to exist for the acquisition of grammatical morphemes. Describe this.
4. What is a *wug test*? What does this test reveal to researchers?
5. What kinds of *negation* are late acquired. Also, what kinds of *questions* are late acquired?
6. **What is *metalinguistic awareness*, and at what age does this develop?**
7. Define *ambiguity* and provide an example of (i) word (lexical) and, (ii) sentence (syntactical) ambiguity. (you can discover the difference by doing an internet search)
8. What is the effect of schooling on vocabulary and why?
9. How and why do children about different *registers* in a language?
10. **What is the acquisition schedule? Do children acquire at the same speed and at the same age?**
11. Discuss the inadequacies of *behaviourism* when accounting for L1 learning.
12. **Discuss *innatism*, especially as regards the logical problem. Also, what evidence is used to support Chomsky's innatist position?**
13. What is the *Critical Period Hypothesis*? Also, describe how this hypothesis has been 'tested' in real life by bad parents?
14. **Describe the essential aspects of the *interactionist* approach.**
15. What are the characteristic features of child directed speech? Compare any cross-cultural perspectives of your own as regards parent-child language interaction.
16. Distinguish and explain the difference between sequential and simultaneous bilinguals?
17. **Argue for the necessity of 'hemspråk' in Sweden in relation to subtractive bilingualism.**
18. **Children from ethnic minority groups in Sweden eventually become competent speakers of Swedish, but perhaps not all become 'perfect' speakers of Swedish. What societal reasons can you suggest that may account for this?**