

LANGUAGE ACQUISITION (Psych 830:484:01) Spring 2022 SYLLABUS**INSTRUCTOR:** Prof. Karin Stromswold**E-mail:** kstrom@rutgers.edu**Office hours:** Wed 10-11am & by appt**Course Time:** Mondays & Thursdays 10:20 -11:40 am**Course Location:** Science & Eng Research Ctr (SERC) 220**Canvas site:** <https://rutgers.instructure.com/courses/162273>

Learning goals: This course explores the cognitive and neural bases of language learning. The underlying question this course seeks to address is: *why is learning languages "child's play" for most children?* Why can most children learn languages just by hearing them, whereas most adults (and even the world's most powerful computer) struggle to learn new languages even with intensive instruction? To what extent do children learn different aspects of language (sounds, meaning, sentences etc) in similar ways? What are the environmental, cognitive, and neural factors that allow children to master a language, and how can differences in these factors result in atypical language development? Lastly, what can language development tell us about the structure of language and its cognitive and neural bases?

TENTATIVE SCHEDULE

Date	TOPIC	Tentative READINGS
Thur 1/20	Intro to language & language development	Hoff ch. 1 (pp 13 – 27), Goodluck ch 1
Mon 1/24	Phonological Development: Production	Sedivy 121- 129;
Thur 1/27	Phonological Development: Production	Hoff, pp.143-148, 163-179
Mon 1/31	Phonological development: Perception	Goodluck 2.1- 2.2, 2.4-2.8
Thur 2/3	Phonological development: Perception	Hoff 148 – 157; Goodluck 2.3;
Mon 2/7	Phonological development: Perception	Sedivy 105 – 120; 126 - 140
Thur 2/10	Phonological development: Perception	Gómez et al 2014
Mon 2/14	Lexical development	Hoff, ch. 5
Thur 2/17	Lexical development	Trueswell et al 2013, Hoff, pp. 333-40
Mon 2/21	Morphological development	Goodluck 2020 ch 3. + Goodluck 1991 47-58
Thur 2/24	Morphology/Workshopping final project	Clark, 2009
Mon 2/28	Tentative topic/outline for final project	Upload to Canvas by midnight
Mon 2/28	Syntactic development	Goodluck ch 4.1 – 4.3; Hoff ch. 6 (p 221-249)
Thur 3/3	Syntactic development	Goodluck 4.4 – 4.
Mon 3/7	Syntactic development	Hoff ch 6 (p 250-267) [optional: Goodluck ch 5]
Thur 3/10	Sentence processing	Goodluck ch. 7
Mon 3/21	Sentence processing	Trueswell et al (1999), Stromswold et al
Thur 3/24	Pragmatic development	Hoff, ch. 3
Mon 3/28	Pragmatic development	Hoff pp 340-351
Thur 3/31	Signed languages/Workshopping final project (2)	Pyers, 2012, Chen Pichler, 2012, [optional: Humphries et al 2014]
Mon 4/4	Bilingualism/Second language acquisition	Hoff, ch. 8,
Thur 4/7	Bilingualism/Second language acquisition	Hoff, ch. 8,
Mon 4/11	Bilingualism/Second language acquisition	Hoff, ch. 8,
Thur 4/14	Language learnability theory	Goodluck ch. 6; Stromswold, pp 909-13
Mon 4/18	Learnability theory	Pinker 1995
Mon 4/18	Revised final paper topic & reference(s)	Upload to Canvas by midnight
Thur 4/21	Learnability theory	Pinker 1995
Mon 4/25	Developmental neurolinguistics	Kuhl & Rivera-Gaxiola 2008
Thur 4/28	Atypical language development	Hoff, ch. 10
Mon 5/2	Atypical language development/Wrap up	Stromswold 2000, pp 913-932
Monday 5/9 11 AM	DUE: Final paper (7-10 pp) or video project (~10 min)	Upload to Canvas by 11 AM

COVID POLICIES

1. You must wear a well-fitting mask at all times.
2. Maintain social distancing as much as possible
3. **Do NOT come to class if you are feeling sick**
4. If you are sick and can't come to class, let me know ASAP so we can make arrangements.
5. If you are likely to miss more than a week of class, talk to a dean.
6. I will attempt to broadcast synchronously via Zoom and record classes, but no promises ...
7. Office hours will be via Zoom
8. Prepare to be flexible! The structure and content of the course may change. For example,
 - a. We may pivot from in-person to online lectures (e.g., if I get sick)
 - b. Readings may change
 - c. If we get behind, some topics may be abbreviated
 - d. Topics may be added, expanded or abbreviated based on student interest
9. I will announce any changes via Canvas Announcements and email.

ASSESSMENTS

I'm very excited to be able to teach Language Acquisition this spring, and I am particularly delighted that it will be a small class (< 20 students). Given the small size of the class and the on-going pandemic, I have decided to have the class choose what the requirements/assessments for Language Acquisition will be. **Each student enrolled in the course will vote for one of the two following options during the first week of class. The method of assessment for the course will be that which the majority of the students choose.**

~~OPTION 1: Weekly quizzes, 2 hour exams and a short final paper (5 pages)~~

~~**Lecture quizzes:** Untimed, on-line, open-book, multiple-choice quizzes on lectures, ~20% of grade~~

~~**Sunday quizzes:** Untimed, on-line, open-book, non-cumulative multiple-choice quizzes, ~20% of grade~~

~~**Hourly 1*:** Timed, in-class, closed book, cumulative exam, ~20% of grade.~~

~~**Hourly 2*:** Timed, in-class, closed book, cumulative exam, ~20% of grade~~

~~**Short (5 pages) final paper:** ~20% of grade~~

~~*Depending on COVID, it is possible that the in-class hour exams may be administered online.~~

=> STUDENTS CHOSE OPTION 2: Weekly quizzes and a longer final paper (~7 – 10 pages)

Lecture quizzes: Untimed, on-line, open-book, multiple-choice quizzes on lectures, ~25% of grade

Sunday quizzes: Untimed, on-line, non-cumulative multiple-choice quizzes, ~45% of grade

Long (7-10 pages) final paper OR video project (~10 min): ~30% of grade

EXTRA CREDIT. With both options, between 1-5 points worth of extra credit opportunities will be given during the course (e.g., for class discussion and presentations, blog posts, assignments, participating in language experiments, etc.)

READINGS

Textbook: Goodluck, H. 2020. *Language Acquisition by Children: A linguistic introduction*. Edinburgh Press. (Some chapters from the 1991 edition of Goodluck's book are available on Canvas.)

Additional Readings (all available on Canvas)

Note: Some substitutions/additions/deletions may occur throughout the semester.

Chen Pichler (2012). Language acquisition (chapter 12). In R. Pfau, B. Woll and M. Steinbach (eds.)

Handbook of Linguistics and Communication Science: Sign Language. Berlin: de Gruyter.

Clark, E (2009). Constructing words, p. 255 – 278. *First Language Acquisition*. Cambridge University

Press.

Hoff, E. 2008/2009. Chapters from *Language development, fourth edition*. Wadsworth.

Goodluck, H. 1991. *Language acquisition: A Linguistic Introduction*. Blackwell. Chapter 3, pp 47-58

Gómez, GM, Berent, I, Benavides-Varela, S, Bion, RAH, Cattarossi, L, Nespor, M and Mehler, J. (2014) Language universals at birth. *Proceedings of the National Academy of Science* 111: 5837-5841.

Humphries et al 2014. Ensuring language acquisition for deaf children: What linguists can do. *Language* 90, 31-52

Kuhl, P & Rivera-Gaxiola M. (2008) Neural substrates of language acquisition. *Annual Review of Neuroscience* 31:511-34.

Pinker, S. 1995. Language acquisition, pp 147-157. In LR Gleitman & M. Liberman (eds). *An Invitation to Cognitive Science, 2nd edition: Language*. MIT Press.

Pyers J.E. (2012) Sign Languages. In: V.S. Ramachandran (ed.) *The Encyclopedia of Human Behavior*, vol. 3, pp. 425-434. Academic Press.

Sedivey, J. 2014. Language in Mind: An Introduction to Psycholinguistics, 1st Edition, chapter 4. Sinauer Associates

Stromswold, K. 2000. The cognitive neuroscience of language acquisition. M. Gazzaniga (ed.), *The new cognitive neurosciences, second edition*, 909-932. Cambridge, MA: MIT Press.

Stromswold, K. et al. *Why Children Understand and Misunderstand Sentences: An Eye-tracking Study of Passive Sentences*

Trueswell et al. 1999. Kindergarten path effect. *Cognition*

Trueswell, JC, Medina, TN, Hafri, A, Gleitman LR (2013). Propose but verify: Fast mapping meets cross-situational word learning. *Cognitive Psychology* 66(1): 126-56

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)**

MAKEUPS: If you know you are likely to miss a deadline because of a legitimate conflict (e.g., family, religious or work obligation), let me know ahead of time! Make up quizzes and exams that have not been OK-ed ahead of time will only be given for **unforeseen reasons** (health, family, work emergencies or events, etc.).

Students with accommodations for disabilities: If you are given accommodations, talk to me during the first 2 weeks of the course. In order to receive exam accommodations, you must provide me written documentation regarding the accommodations no later than 7 days before an exam. For more information, please contact Disability Services at (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

LECTURE QUIZZES

Content: Lecture quizzes assess your basic understanding of the material presented in the lectures. They are designed to be easy, and you should usually be able to answer the questions if you attended that day's lecture.

Lecture Quiz Passwords: The password for each lecture quiz is given on the "Announcement" page that precedes the lecture slides for that lecture. The Announcement pages are dated.

Format:

- Between 2 - 5 questions (multiple choice, true/false, matching etc.)
- Untimed, but must be taken during the period the lecture quiz is “live”
- Open book & notes
- Pro-tip: Watch the lecture before taking the lecture quiz
- **All work must be done independently!**
 - No copying, photographing or recording the questions
 - No collaborations or consultations with anyone else
 - No posting or discussing questions/answers with anyone else
 - **Anyone caught GIVING or RECEIVING help on a quiz will get a zero for ALL quiz grades**

Mechanics

- How: Quizzes will be online via Canvas’s quizzes section
- When: Quizzes will generally be “live” for two days after the lecture (i.e., Monday’s lecture quizzes are due Wednesday night, Thursday’s lecture quizzes are due by Saturday night)
- How many: ~ 2 per week

Benefits:

- Tests your basic understanding of material presented in the lecture
- Helps you prepare for that week’s quiz
- Incentive for attending the lecture!
- Spaced learning is more effective than cramming!

WEEKLY ONLINE QUIZZES

Content. Sunday quizzes cover the material in that week’s lectures and reading assignments, and are designed to assess whether you have understood and can apply what you have learned that week. The questions on Sunday quizzes stress the material presented in that week’s lectures, but they are a little trickier than the questions on the lecture quizzes. The questions may require that you have done the readings or assignments.

Sunday Quiz Passwords: The password for each Sunday quiz is given on the “Announcement” page that precedes the lecture slides for that week. The Announcement pages are dated.

Format:

- Approx. 10 – 20 questions (multiple choice, true/false, matching etc.)
- Untimed (but only available for a 24-hour period)
- Open book & notes
- Pro-tip: review the notes and watch the lectures before taking the Sunday quizzes, and have your lecture notes and readings accessible
- **All work must be done independently! (See above)**

Mechanics

- How: Quizzes will be online via Canvas’s tests/quizzes section
- When: Quizzes will generally be “live” on Sunday from 12 am to 11:55 pm
- How many: ~11

Benefits:

- Can monitor progress/understanding of material
- Can test your understanding of material you need to know to understand subsequent material
 - The material in this course builds on itself, like in a math class, so it’s important to keep up
 - Weekly quizzes reduce the temptation to procrastinate
- Can use the questions to review for the hour exams

FINAL PAPER

In lieu of a final exam, you will write a final research paper. This paper will allow you to consolidate your knowledge of the material covered in the lectures and readings, and to synthesize what we learned as a class with what you learned through your own research.

There are two possible options:

Option 1). Compare and contrast some aspect of the acquisition of signed and spoken languages.

Option 2). If you have native-like fluency in a language other than English, you may compare and contrast some aspect of the acquisition of English with that of your other language.

TOPIC. Your topic should be relatively narrow rather than general. For example, rather than writing a paper on phonology acquisition in signed and spoken languages, choose a narrower topic within phonology acquisition (e.g., sonority hierarchy in signed/spoken language, categorical perception in signed/spoken language). Similarly, rather than doing a paper on lexical acquisition in signed/spoken language, you might want to look at the noun bias in signed/spoken languages, or maybe the role of iconicity in signed/spoken language. If you are interested in developmental language disorders, you would do better to restrict yourself to a specific population, and ideally a specific area of language (e.g., lexical acquisition in signed/spoken languages by children with autism spectrum disorders). To what extent is the acquisition the same in signed and spoken language? To what extent are there differences? What are these differences? Why might these differences exist?

SAMPLE CONTENT. For example, if you are interested in the acquisition of categorical perception in sign language, you might start by talking about the articulatory features of sign language (e.g., handshape, location). You could then write about what is known about the categorical perception of that articulatory feature in sign language in adults, and then discuss its acquisition by children. How is the acquisition of categorical perception the same in signed and spoken languages? How does it differ in signed and spoken language? Why might these differences exist?

FORMAT: The paper should be double-spaced with in-text citations (e.g., Hoff, 2008), footnotes (not endnotes) and a reference section. I prefer APA format, but will accept other formats that have the above

LENGTH: 7–10 pages, not including references

SOURCES. The basis of your paper should be the class discussion and readings on spoken language acquisition, papers on sign language acquisition by Chen Pichler (2012) and Pyers (2012), and at least one additional research article that you locate.

In some cases, you may have difficulty finding a research paper that deals exactly with the topic you have chosen. In such cases, you should look for a paper on the structure or adult processing/production of that aspect of language in signed language (e.g., sonority hierarchy). Based on your knowledge of spoken language acquisition and the similarities and differences in the structure of signed and spoken languages, you could hypothesize what the acquisition would be like in a signed language, describe an experiment and how the results might turn

DUE DATE. Final papers must be uploaded to Canvas by Monday May 9th at 11 AM (in the morning!)

DO NOT PLAGIARIZE. If you are caught plagiarizing, you will not receive any credit for the final paper. Furthermore, depending on the egregiousness of the plagiarism, I reserve the right to give you an F for the course and/or notify your dean about the plagiarism. I have set Canvas's Assignments to allow you to see the Turnitin report. I urge you to submit your paper ahead of time and check the Turnitin

report, and rewrite your paper if necessary. More information on plagiarism is given on page 8 of the syllabus

LECTURE SLIDES/RECORDED LECTURES

At the beginning of a topic, I will post the lecture slides for that topic. I recommend you look over the slides before lecture and download a copy of them to take notes on. Three caveats about the slides

1. The lecture slides are only meant to aid you in taking notes during class, and to remind you of what was covered in class. They are no substitute for attending class/watching the lecture.
2. Because I post the slides BEFORE the lectures, they are subject to change. I recommend that you check the Canvas site periodically (and before each quiz) to make sure you have the most up-to-date version.
3. Despite my best efforts, sometimes the slides will contain typos. If you think you have found a serious typo, tell me during class and/or send email to kstrom@rutgers.edu

After each class, I will attempt to post recordings of the lecture. I *strongly* recommend you attend the in-person synchronous class because sometimes technical glitches happen, and recordings fail.

UNGRADED EXERCISES

Periodically, I may give you exercises to do at home. These exercises are designed to help you learn the material and/or extend your knowledge. You will not be asked to do hand them in and they do not count towards your grade. Answers will not be posted. Rather, if you have trouble with an exercise, you should ask me to go over it in class or you can get help during my office hours.

In general, you should do exercises after the corresponding lecture. For example, you should do the Speech Perception exercise after the Speech Perception lecture. Sometimes, we will go over the exercises in the beginning of the next class. Sometimes we will do so because a number of students had trouble completing the exercise, and sometimes we will do so because the exercise involves students generating their own examples of phenomena.

Some hints for doing well in this class:

1. **Attend every class and take good notes.** If you do miss a class, watch the video. 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. If you were confused in a lecture, watch the video
5. Skim the slides before each class.
6. Use the slides and your lecture notes to guide your reading.
7. If you are having trouble with one of the readings for a topic, try the other reading for the topic.
8. 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.
9. Use the posted slides, your lecture notes and the "key concepts" to review for quizzes.
10. **Come to my office hours!**
11. **Ask me questions during lecture.** Feel free to interrupt me! Chances are if you have a question, someone else in the class is wondering the same thing.
12. Form a study group and quiz each other on key concepts. Study groups can be physical or virtual.
13. Create a group study document

14. The lecture quizzes are designed to assess whether you understood the lectures. Always watch the lecture before taking the quiz associated with it!
15. The Sunday quizzes are designed to assess whether you have learned the material in a given week. Even though the quizzes are open book and untimed, you will get more out of them if you have done that week's readings and reviewed your notes and the slides BEFORE you take the Sunday quiz.
16. **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.

University resources. "The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely."

WARNING ABOUT USING EXTERNAL WEBSITES

All of the materials on this course's site are copyrighted (e.g., syllabus, lecture notes, lecture slides, lectures, study guides, tests, readings, etc.)

- They are exclusively for students enrolled in the course
- You may download resources and edit them for the purposes of preparing for this course.
- You may not give or sell the material to anyone who is not enrolled in the course
- Specifically, you may not publish or post any of the material on another non-commercial or commercial site. Doing so is illegal.
- What appears on commercial sites is often inaccurate, out-of-date etc.

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. Even if you are in a pinch and facing a looming deadline, don't plagiarize. It's stealing. Better to hand in something that is yours than to hand in something that you stole.
 5. For more guidelines,
- 20 minute interactive-tutorial on [Plagiarism and Academic Integrity](http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html):
<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

Academic Integrity Policy

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication

- Using another person's ideas or words without attribution—re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work in doubt, please consult the instructor

You are expected to maintain the highest level of academic integrity. You should be familiar with the university [policy on academic integrity](#). Violations will be reported and enforced according to this policy.

Use of external website resources such as Chegg.com or others to obtain solutions to homework assignments, quizzes, or exams is cheating and a violation of the University Academic Integrity policy. Cheating in the course may result in grade penalties, disciplinary sanctions or educational sanctions. Posting homework assignments, or exams, to external sites without the instructor's permission is a violation of copyright and may constitute the facilitation of dishonesty, which may result in the same penalties as plain cheating.

The Camden Plagiarism Tutorial (INTERACTIVE):

<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>

Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism

University resources. “The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu.”

Student-Wellness Services:

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an

intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

(KEY CONCEPTS - See lecture slides)

Some Related Websites

INTRODUCTION TO LANGUAGE AND LANGUAGE ACQUISITION

CHILDES: Child Language Data Exchange System. Multi-lingual corpora and 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. <https://chilides.talkbank.org/>

Videos of stages of language acquisition: <http://beforefirstwords.upf.edu/videos-gallery/>

American Speech-Language-Hearing Association (ASHA) website: <https://www.asha.org/>

Brief definitions and articles related to language: <https://www.yourdictionary.com/language>

Brief definitions and articles related to linguistics: <https://www.yourdictionary.com/linguistics>

Language humor from the Onion: <https://www.theonion.com/lesser-known-rules-of-grammar-1819596207>

Language humor and games: Amusing quirks, peculiarities, and oddities of the English language: <http://www.fun-with-words.com/>

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

Linguistic Society of America (LSA) general page: <https://www.linguisticsociety.org/content/studying-linguistics-1>

LSA Youtube channels: <https://www.youtube.com/user/LingSocAm>

Linguist list site: <https://linguistlist.org/>

Word Atlas of Language Structure. Interactive site of the world's languages: <https://wals.info/>

Blog by linguists on language in popular culture: <https://languageblog ldc.upenn.edu/nll/>

Language goldmine. A goldmine of resources useful for people designing language experiments (e.g., word frequencies, phonological properties of words etc.). Some corpora include age of acquisition for words. <http://languagegoldmine.com/>

MRC Psycholinguistic Database (includes age of acquisition of words)

https://websites.psychology.uwa.edu.au/school/MRCDatabase/uwa_mrc.htm

Question/answer site for linguists and language geeks: <https://linguistics.stackexchange.com/>

Language/linguistics podcast: <https://lingthusiasm.com/episodes>

Linguistics in The Simpsons: <https://www.superlinguo.com/post/55312242899/the-simpsons-linguistic-goldmine>

PHONOLOGY

PHONOLOGICAL MILESTONES

Intelligibility: Rule of thumb (Flipsen 2006): Age (years)/4 x 100 = % by stranger

http://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=29:admin&catid=11:admin&Itemid=117

Phonological processes: http://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=30:table2&catid=11:admin&Itemid=117

Normal age of elimination of phonological processes http://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=31:table3&catid=11:admin&Itemid=117

Phonetic development (age 75% accurate on phonemes) http://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=32:table4&catid=11:admin&Itemid=117

BABBLING URLS

First sounds and very early babbling: <http://beforefirstwords.upf.edu/precursors-of-language/first-sounds/>

Baby babbling (geared toward parents): <http://beforefirstwords.upf.edu/precursors-of-language/early-babbling/>

Another parent-geared babbling video: <https://www.youtube.com/watch?v=b9LKb0z7xT4>

Grunts: <https://www.youtube.com/watch?v=0EjLSFqyvxQ>

Cooing: <https://www.youtube.com/watch?v=MVBfqVbfgwE>

Laughing & very early vocal play: <https://www.youtube.com/watch?v=QpMPB-MEzLo>

Transition from cooing to vocal play <https://www.youtube.com/watch?v=aV6QMtEuQzg&t=23s>

Marginal babbling: https://www.youtube.com/watch?v=0DDZbQ_OJWw

Reduplicative Babbling 1: <https://www.youtube.com/watch?v=bPGekZreJLc>

Reduplicative Babbling 2: <https://www.youtube.com/watch?v=wC2LTEKoKdY>

Reduplicative babbling 3: <https://www.youtube.com/watch?v=Zmf1kpXRIJg>

Reduplicative babbling 4: <https://www.youtube.com/watch?v=Zmf1kpXRIJg>

Non-Reduplicative Babbling 1 <https://www.youtube.com/watch?v=jGmDbzwdILY>

Non-Reduplicative Babbling 2 <https://www.youtube.com/watch?v=fxeoARcSme4>

Non-Reduplicative babbling 3: <https://www.youtube.com/watch?v=sMaxy8uaJjY>

Non-reduplicative babbling 4: <https://www.youtube.com/watch?v=ywlkqmFVDNs>

Melodic babbling: <https://www.youtube.com/watch?v=YLGNC01U5o0>

Twins: https://www.youtube.com/watch?v=_JmA2CIUvUY

“Communicative” babbling: <https://www.youtube.com/watch?v=ZAxOyANz3J0>

Babbling with protowords: <https://www.youtube.com/watch?v=AUZBnrdrDVI>

Why does babbling change?: <https://www.youtube.com/watch?v=wyBAWp9X3Sw>

Popular press article on role of babbling in language acquisition:

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

ARTICULATION ERRORS URLS

Examples of articulation errors (with intuitive explanations):

<https://www.youtube.com/watch?v=EDymvzP0uac>

SEGMENTAL:

Frog: <https://www.youtube.com/watch?v=JgmjYIPuFw>

Car, dumptruck: <https://www.youtube.com/watch?v=zzFAB9MCYBc>

Slimy fish: <https://www.youtube.com/watch?v=wVkl9sWzLAo>

Fairy: <https://www.youtube.com/watch?v=FjIHrtEuCag>

Wike a thnake: <https://www.youtube.com/watch?v=Meo0ajt5dJE>

3-year old, national anthem: <https://www.youtube.com/watch?v=gBQB0IijQPQ>

2.5-year-old India: <https://www.youtube.com/watch?v=iboPVgRMtdI>

15-month old): <https://www.youtube.com/watch?v=xwglVbilytc>

Elmer Fudd (:30 – 1:00; 1:23 -): <https://www.youtube.com/watch?v=WM5Gwzk3Vfc>

SUPRASEGMENTAL

magnifying glass: <https://www.youtube.com/watch?v=ZQcvv5Es4yM>

Spaghetti: <https://www.youtube.com/watch?v=DjtWqMrFCy0>

Vitamin: <http://www.youtube.com/watch?v=uYZ-YW63KR4>

3-year old India: <https://www.youtube.com/watch?v=uJFON5LtRIU>

<https://ipa.typeit.org/>

Online website for typing IPA symbols

<http://phonologicalcorpus.tools.github.io/CorpusTools/>

Phonological corpus tools

Minimal pairs, phonemes & allophones:

<https://www.youtube.com/watch?v=MTcx2hCvxHQ&list=PL40992C1F0FAEC7ED&index=2>

<https://www.youtube.com/watch?v=dtf8zGQj9GY>

https://www.youtube.com/watch?v=2k_gQI2oFAY

MOA (plosives = oral stops):

<https://linguisticsstudyguide.com/manners-of-articulation/>

POA (slightly different from ours)

<https://linguisticsstudyguide.com/places-of-articulation/>

Video of IPA of English phonemes (not identical to what we are using)

<https://sandiegovoiceandaccent.com/videos/lets-learn-the-ipa-american-english-consonants>

Video of articulatory features of English consonants (warning: MOA are not identical to those we are using)

<https://sandiegovoiceandaccent.com/videos/place-manner-and-voicing-of-the-american-english-consonants>

McGurk effect <http://www.youtube.com/watch?v=G-IN8vWm3m0&feature=related>

<https://www.youtube.com/watch?v=PWGeUztTkRA>

Linguistic & nonlinguistic auditory illusions: <https://www.youtube.com/watch?v=kzo45hWXRWU>

X-ray of articulators: <http://www.phonetics.ucla.edu/course/chapter1.1/chapter1.1.htm>

iPhone/iPad App: <https://itunes.apple.com/us/app/ipa-phonetics/id869642260?mt=8>

Voicing & Vocal folds:

<http://www.phonetics.ucla.edu/vowels/chapter2/vibrating%20cords/vibrating.html>
<http://www.youtube.com/watch?v=Gv4evDGLgjQ>

Place of Articulation: hep/heta/heka: <http://www.phonetics.ucla.edu/course/chapter3/placesmovie.htm>

Potty: http://www.linguistics.ucla.edu/faciliti/facilities/physiology/3dmovies/potty_slow.htm

Party: http://www.linguistics.ucla.edu/faciliti/facilities/physiology/3dmovies/party_slow.htm

Manner of Articulation: hede/hene/hese:

<http://www.phonetics.ucla.edu/course/chapter3/mannermovie.htm>

Speech Synthesis Demo: <http://cepstral.com/demos/>

Phonemes in the world's languages:

<https://www.cambridge.org/features/IPAchart/>
https://linguistics.ucla.edu/people/keating/IPA/inter_chart_2018/IPA_2018.html
<http://www.ipachart.com>
<http://www.phonetics.ucla.edu/course/chapter1/flash.html>

Lingspace youtube videos:

Phonemes/allophones 1: <https://www.youtube.com/watch?v=dtf8zGQj9GY>

Phonemes/allophones 2: https://www.youtube.com/watch?v=2k_gQI2oFAY

English Accents & Dialects:

Cambridge World Englishes survey: http://www.tekstlab.uio.no/cambridge_survey/

NYTimes survey: <https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html>

<http://www.pbs.org/speak/seatosea/americanvarieties/map/map.html>

http://www.youthink.com/quiz.cfm?action=go_detail&sub_action=take&obj_id=9827

http://www.gotoquiz.com/what_american_accent_do_you_have

Fun phonology stuff

Humor: <https://allthingslinguistic.com/post/31373979498/the-very-pattern-of-a-modern-phonetician>

MRI of vocal tract during speech

- https://www.youtube.com/watch?v=SVKR3ESdAk8&feature=emb_logo
- <https://www.youtube.com/watch?v=Z8yysjQeYT4&list=PL7TNe5tKMpG6S57Gn7AszyRhDNQyjlCBv&index=1>

MRI of Singing

- Singing in the MRI (demo of different styles of singing)
<https://www.youtube.com/watch?v=J3TwTb-T044>
- Beat boxing, singing etc:
<https://www.youtube.com/watch?v=yGV8az8npZU&list=TLPQMDQxMDIwMjChi2qkbUy-WQ&index=2>
- Singing (Trailer for the "Voice") <https://www.youtube.com/watch?v=y05yGLkrOko>

What I though you said was: AKA mondegreens (misunderstood song lyrics)

<https://rulefortytwo.com/books/mondegreens/>

<http://www.punkhart.com/dylan/lyrics/mondegreens.html>

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, imaginability ratings, orthographic regularities, free association norms etc. about words.

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.

<http://mshang.ca/syntree/>

Simple online syntax tree generator. (The trees change as you type in the code)

SECOND LANGUAGE ACQUISITION AND BILINGUALISM

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

Just for fun: What the Simpson's sounds like in other languages:

<https://www.youtube.com/watch?v=C-WFK7iKPb0>

NEUROLINGUISTICS

Brain development: <https://courses.lumenlearning.com/edpsy/chapter/brain-development/>

<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://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/>
