

CHAPTER TWO

Communication Development in Infancy

MULTIPLE CHOICE QUESTIONS

- 1) Which of the following best describes infants' learning of the sounds of their languages?
 - a) Infants come into the world being unable to perceive most speech sounds, and must gradually learn to hear the differences between sounds in their native language.
 - b) Because infants can learn *in utero*, they come into the world being able to perceive only those speech sounds in their native language (and not perceiving nonnative contrasts).
 - c) Infants come into the world being able to perceive most possible speech sounds, and gradually lose the ability to distinguish sounds that do not occur in their native language.
 - d) Infants, like adults, can naturally distinguish nearly all of the important speech sounds for the various languages of the world, and this ability does not change with age.

- 2) The type of study in which experimenters compare how long infants spend looking at flashing lights associated with different types of sounds is called the:
 - a) high-amplitude sucking paradigm
 - b) headturn-preference procedure
 - c) preferential looking study
 - d) conditioned headturn study

- 3) Breaking up fluent speech into individual words is known as:
 - a) statistical learning
 - b) segmentation
 - c) habituation
 - d) joint attention

- 4) At birth, newborns will typically already prefer listening to all of the following **except**:
 - a) their own mother's voice
 - b) whispered voices
 - c) particular stories their mother has read aloud
 - d) their native language

- 5) During their first year of life, infants have typically done all of the following **except**:
 - a) begun to identify statistical patterns in the language they hear around them
 - b) begun to communicate intentionally
 - c) begun to point to objects and become involved in joint attention
 - d) begun to produce multiword utterances

- 6) During the first year of life, the infant
 - a) listens to the speech around him, but makes few speech-like sounds of his own
 - b) makes sounds that reflect the sound patterns of the language he or she hears
 - c) learns most of the grammar of his or her native language
 - d) can imitate such words as "mommy" and "bye bye" without understanding what they mean

- 7) "Baby talk"
 - a) refers to babbling in the period before children say their first words
 - b) to infants differs from speech to adults primarily in its prosodic features
 - c) is no longer considered important for the acquisition of language
 - d) should not be used because it retards language development

- 8) The concept of a *format* in language development refers to
 - a) the fact that the caregiver must provide instruction for the infant
 - b) the tendency of caregivers to provide too much structure for optimal infant development
 - c) the fact that children's acquisition of language follows a prescribed and standard course.
 - d) a structured situation that is a potential occasion for learning

- 9) In interactions between mothers and their 3-month-old infants, the mothers
- ignored most nonverbal signals from the infants
 - grew more and more selective about what vocalizations they considered to be appropriate
 - seemed intent on giving the child a turn in the conversation
 - expected clearly babbled sounds from the infants
- 10) Adults probably use baby-talk characteristics to prelinguistic infants because
- the infant pays more attention when they do
 - they are attempting to teach the baby how to talk
 - baby-talk is necessary for normal infant development
 - they are mimicking the baby's vocalizations
- 11) Pointing is considered
- an early form of conversational turn-taking
 - a typical communicative gesture used by children in the first year of life
 - a more sophisticated action, that is generally not understood until the child is well into his second year
 - an inadequate substitute for true communicative behavior
- 12) One criterion for believing that a child is engaging in intentional communication is that
- she no longer uses gestures to accompany her vocalizations
 - her mother thinks that she is communicating
 - she vocalizes while reaching for objects
 - she persists in attempts to communicate if she is not understood
- 13) All of these are criteria for deciding whether an infant's behavior is intentionally communicative **EXCEPT**
- he takes his conversational turn at the appropriate moment
 - he persists in attempting to communicate if he is not understood
 - he makes eye contact with the partner while gesturing or vocalizing
 - he gestures or vocalizes and waits for a response from the partner
- 14) All of these are common ways researchers assess whether a child is communicating intentionally **EXCEPT**
- a communicative temptation task
 - low structured observation
 - a stimulus and response experiment
 - all of the above are standard procedures
- 15) If an adult responds vocally to a 3-month-old's cooing, the infant will tend to
- begin to cry
 - make more speech-like sounds in return
 - try to repeat the sounds of the adult's voice
 - make more and louder sounds in return
- 16) Studies have shown that young children learn vocabulary more quickly if
- they are exposed to educational toys, videos and flashcards
 - their caregiver has a verbally sensitive style
 - they hear higher quality language in the environment around them
 - their caregiver spends the time and energy to direct the child's attention to interesting objects, providing appropriate labels for them all the time
- 17) If an infant utters the sound "tata!" every time he sees the cat, this expression is considered
- a preword
 - a metaword
 - a protoword
 - an anteword
- 18) The use of 'baby signing' as a means of communicating with babies before they can talk

- a) has been shown to delay the onset of normal speech
 - b) has been shown to accelerate the onset of normal speech
 - c) has been shown to boost scores on later cognitive assessments
 - d) has not been studied enough to make recommendations about whether parents should or should not use signs
- 19) In a study of intentional communication, an experimenter shows a child an attractive toy and then puts it on a high shelf, out of the child's reach. This is an example of
- a) low structured observation
 - b) a MacArthur Communicative Development test
 - c) a communicative temptation task
 - d) an object permanence assessment
- 20) All of these are associated with the emergence of intentional communication **EXCEPT**
- a) the maturation of the central nervous system
 - b) the nonlinguistic cognitive development of the child
 - c) the types of experience the child has had with his caregivers
 - d) the use of intelligence boosting toys and mobiles
- 21) The feature of baby talk that infants seem to prefer over all others is
- a) higher pitch
 - b) sing-song prosody
 - c) positive affect
 - d) rhyming
- 22) When a mother points at a dog and says "Look! A doggie!" to her seven month old, she is
- a) establishing joint attention
 - b) familiarizing the child with his environment
 - c) explicitly teaching the child vocabulary words
 - d) probably not affecting the child's language development one way or the other
- 23) During the first year of life, infants
- a) cannot discriminate fine distinctions among the sounds of the language spoken around them
 - b) lose the ability to discriminate fine distinctions among sounds of languages not spoken around them
 - c) are able to produce all the sounds of every known human language
 - d) can learn the sounds of a language not spoken around them if they are exposed to that language via television or radio broadcasts
- 24) A feature of child directed speech in English that is likely to have an important effect on a child's language comprehension is
- a) the use of the "ie" suffix added to many words
 - b) exaggerated stress and intonation patterns
 - c) rapid speech and changing of subjects
 - d) lower pitch and repetition of important words
- 25) Children of depressed mothers have been shown to
- a) learn words at essentially the same rate as children of normal mothers
 - b) have poorer associative learning of words than children of normal mothers
 - c) speak with flatter pitch than children of normal mothers
 - d) have language delays that can have life-long effects
- 26) Universal newborn hearing screenings rely on infants' spontaneous responses to auditory stimuli through
- a) cochlear implants
 - b) auditory brainstem responses
 - c) responses to a mother's voice
 - d) a startle reflex

- 27) By 12 months of age, infants who are later diagnosed with autism spectrum disorders will
- respond when their name is called
 - respond to bids for joint attention
 - easily shift attention from one object to another
 - display differences in joint attention

TRUE/FALSE QUESTIONS

- At birth, infants already prefer their mothers' voices over those of strangers.
- Young infants tend to prefer speech that has baby talk intonation patterns.
- Adults who are not familiar with child development typically do not interpret an infant's behavior as communicative until the infant has begun to talk.
- Baby talk has virtually identical characteristics in every culture that has been studied.
- From about two months of age onwards, infants are able to behave deliberately in order to obtain adult attention and assistance.
- A child exposed to a large quantity of adult-to-adult speech will learn language at about the same rate as a child who is exposed to a large quantity of direct adult-to-child speech.
- Infants can hear the sound of their mother's voices *in utero*.
- Most children begin to understand their first words at about twelve months.
- When a mother treats her three month old as a full-fledged conversational partner, this is known as a linguistic format.
- If a ten-month old says "zoo-zoo" every time she sees a car go by, "zoo-zoo" may be a protoword.

SHORT ANSWER QUESTIONS

- When do developing individuals first begin to hear sounds and how does this affect language development?
- What is a *protoword*? Give an example.
- List three common characteristics of baby talk in English to preverbal infants. Are these characteristics universal?
- What is meant by the term *joint attention*? Give an example.
- Is pointing an important communicative behavior? Does it have implications for the development of language? Why or why not?
- Give an example of a structured situation or format that might help a child learn language.
- A preverbal infant wants a toy that is nearby, but out of reach. Describe two kinds of intentional communicative acts she might employ.
- Do infants actually prefer to hear baby talk intonation? Describe an experimental design to test this.

ESSAY QUESTIONS

- Distinguish between *communication* and *intentional communication* in the first year of life. What criteria may be used to identify intentional communication?
- Define and give examples of three communicative functions that emerge in the first year of life.

- 3) One important question is whether differences in the interactional style of caregivers affect their infants' communicative development. Suggest some sources of evidence that have addressed or can address this issue.
- 4) The infant is not a passive recipient of adult speech. Describe ways in which the infant influences the language and behavior of the caregiver. How might this interaction affect the development of language?
- 5) Researchers have claimed that parents "impute intentionality to pre-intentional babies." Explain this statement, and provide an example. What effects might this have on the development of language?

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MULTIPLE CHOICE QUESTIONS

1. Answer c. Pages 26-27
2. Answer b. Page 28
3. Answer b. Page 28
4. Answer b. Page 26
5. Answer d. Pages 29, 31-33
6. Answer: b. Page 30
7. Answer: b. Page 35
8. Answer: d. Page 39
9. Answer: c. Pages 36-37
10. Answer: a. Page 35
11. Answer: b. Page 32
12. Answer: d. Page 31
13. Answer: a. Page 31
14. Answer: c. Pages 33-34
15. Answer: b. Page 30
16. Answer: b. Pages 38-39
17. Answer: c. Page 33
18. Answer: d. Page 33
19. Answer: c. Page 33-34
20. Answer: d. Pages 31-33, 38
21. Answer c. Page 35
22. Answer a. Pages 38-39
23. Answer: b. Page 27
24. Answer: b. Page 35
25. Answer: b. Page 36
26. Answer b. Page 42
27. Answer d. Page 43

TRUE/FALSE QUESTIONS

1. TRUE
2. TRUE
3. FALSE
4. FALSE
5. FALSE
6. FALSE
7. TRUE
8. FALSE
9. FALSE
10. TRUE