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Language development theories

Language Development Theory in Children
By Anthony M. Wanjohi
1.0 Introduction
There is no simple answer to explain where the word comes from. So when parents and teachers help children talk, they should understand that there is no clear theory that explains how children learn the language they need to become skillful in reading and communicating. However, there are several key theories that have been developed to explain language learning: behavior, language, and interaction. Looking at the theories and history of language theory development helps us to think about language development from different perspectives. The shortcomings of these theories illustrate that language is not easy to explain.
1.1 Statement on the issue
A major concern in understanding language absorbing is how these abilities are chosen by infants from what appears to be very little input. A variety of theories on language learning have been created to explain this obvious problem. These theories differ but they form the basis of the mystery behind language development in children. Therefore, this paper examined the main language development theories in children.
1.2 Common goal
The common goal of this paper is to examine the different theories of language development in children.
1.3 Meaningful language learning form an important stage in children’s development. Therefore, examining the various theories used to explain language development in children is still of great importance not only to teachers but also to parents and carers. These theories can reveal, though not entirely, the mysteries surrounding language development.
1.4 The context of the earliest theory of language development suggests that children get language through imitation. While research has shown that children who imitate the actions of those around them in the first year of life are often those who also learn to talk faster, there is also evidence, that imitation alone cannot explain how children become talkers.
2.0 Language Development Theory
There are many different language development theories that have been propagated by different advocates. This section briefly examined four main theories. These include Behavioural Theory, Nativist Language Theory, Social Interaction Theory and Cognitive Theory
2.1 Behavioural Theo
observers believe that language is something that can be observed and measured. The need to use language is stimulating and language is uttered in response to stimuli. For behaviorist, competence in the rules of language is not as important as the ability to speak it; speaking is what makes the language real. Knowledge is a mental and structural state of a language that does not make it a language; it is the function of saying words that for a one-language language.
B.F. Skinner
Skinner perhaps the most well-known behaviorist who acknowledges that children are conditioned by their environment in response to certain stimuli with language. When children speak the language of their parents, they are rewarded and become more skillful. They develop in their ability to respond in a responsive way to the environmental stimulus given by their parents. This shapes a child’s language more than knowledge of the rules. (Gleason and Ratner 2009). While most would agree that a language-rich environment helps children achieve communication success, experts have been unable to demonstrate this to experiments outside the lab. The behaviorists approach has been criticized for not taking into account the many influences and diversity in a child’s language learning.
2.2 Nativist language theory
The way in which a child gets the language is a long matter debated by linguists and child psychologists alike. The father of most nativist theories of language learning is Noam Chomsky, who has focused more on children’s innate ability to learn languages, which has been considered a pure cultural phenomenon based on imitation. Nativist language theory holds that children learn through their natural ability to organize language laws, but cannot fully use this talent without the presence of others. This does not mean that, however, the child requires official guardians of any kind. Chomsky claims that children are born with a device that acquires hard wired language (LAD) in their brains. They are born with the main principles of the language in place, but with many parameters to set (such as whether the sentences in the language(s) they are going to have to have clear objects). According to nativist theory, when the child is exposed to a language, their LAD makes it possible for them to establish parameters and infer the principles of grammar, because the principles are innate. (Bigge and Shermis, 1998). This remains a highly controversial view, and many linguistics and psychologists do not believe that language is as innate as Chomsky argues. There are important arguments both for and against Chomsky’s development perspective. A central idea of chomskian perspective is the idea of Universal Grammar, which posits that all languages have the same basic basic structure, and that specific languages have rules that convert basic structures into specific patterns found in certain languages. Another argument is that without language tendons, human infants will not be able to learn such complete speech patterns in a natural human environment where complete sentences are exceptions
Recently, researchers have shown that parents react differently to true and incorrect speech children’s grammar. This shapes the child’s behavior and thus challenges the belief that language
2.3 Social Interaction Theory
This theory is an approach to language learning that emphasizes the environment and context in which language is being learned. It focuses on the practicality of language rather than grammar, which should come later. In this approach, experienced speakers and speakers - be it children and adults or second language learnr and fluent speakers - exist in a negotiated agreement where feedback is always possible. The fundamental appeal of this approach is the importance it places on the home and cultural environment in the reception of preschool language. Language, according to this theory, is not an innate possibility. Instead, it grows in your environmental negotiation. Therefore, vocabulary is bound by context or, otherwise, by the culture in which speech is necessary and easy to understand. This approach to language learning is based on culture and environment. So it is not universal in scope. In fact, the theory is that language is never universal, but always contextual and time-bound. On the one hand, this means that the language seems to be provincial, but also handy, because it develops in environments where it is most needed and most likely understood. On the other side, it keeps the basic level of understanding just above the level of the original environment. Switching to other environments, at least on the surface, seems to be a problem. (Lewis, 2010). The main reason for supporting interaction is primarily based on the idea that words make sense if teachers are aware of the context. This is the main feature of the interactionist view. In this case, thinking does not make objects; it reflects them and the context in which they are found. The ability to understand, not grammar, is the main concern of early childhood language learning. On the other hand, the only absorption of words, in Chomsky’s view, leads to meaningless phrases that must be corrected through structural and grammar teaching. A view that emphasizes the relationship between the learning and the culture; between the learner and the experienced speaker’s arbitrary words.
2.4 Cognitive Theory of Language Development
This theory was proposed by Jean Piaget. He hypothesized that the language was made up of symbols and structures, but expressed itself as an adult child’s mental abilities. In addition, language is just one of many mental activities or human perceptions. Piaget’s views on how children operate and develop their minds have had a huge impact, especially in educational theory. His particular insight is the role of maturity (simply growing up) in children’s growing ability to understand their world: they cannot perform certain tasks until they are psychologically mature enough to do so. His research has given birth to more, of them have weakened their own details, but as other early investigators, his importance came from his overall vision. (Wood, 1998). Piaget proposes that children’s thinking does not develop completely smoothly: instead, there are certain points at which it takes off and moves into entirely new areas and abilities. He sees these transitions taking place around 18 months, 7 years and 11 or 12 years. This was done to mean that before those ages children could not afford (no matter how bright) of understanding things in certain ways, and were used as the basis for planning the school curriculum. (Satterly, 1987).
3.0 The conclusion of language development is a complex and a unique human quality without theory is yet to be fully explained. Newer theories will likely evolve from what has been explored. This can be done from cognitive to interactive approaches where the relationships of psychology and the environment need to be explored more deeply. References to Bigge, M. and Shermis, S. (1998). Learning theory for teachers. London: Longman Gleason, J.B. and Ratner, N.B. (2009). Language Development, 7th Edition Boston, MA: Pearson Education, Inc. Lewis, S.E. (2010). How do children learn languages. London: Routledge
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