

# CASE-STUDY PRESENTATION: "CHILDREN HAVE TO BE TAUGHT LANGUAGE"



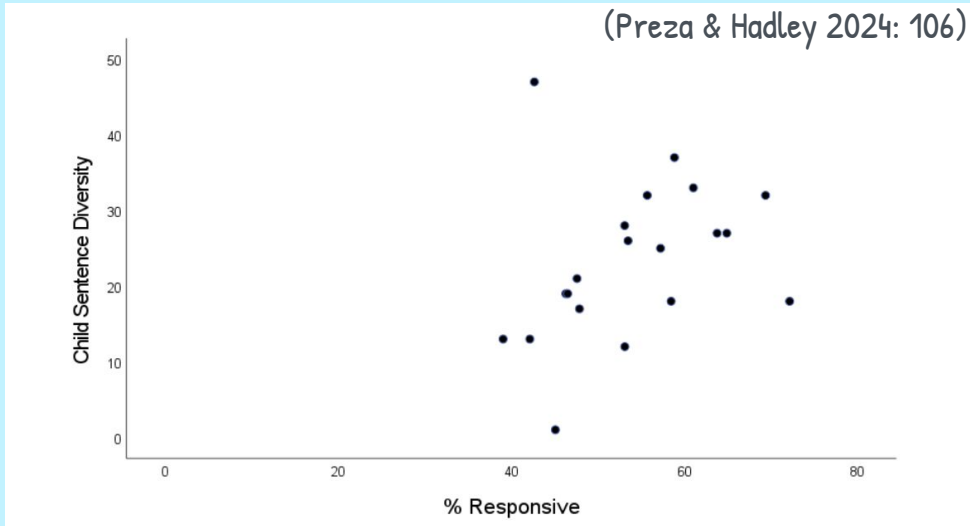
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# PARSING THE DATA

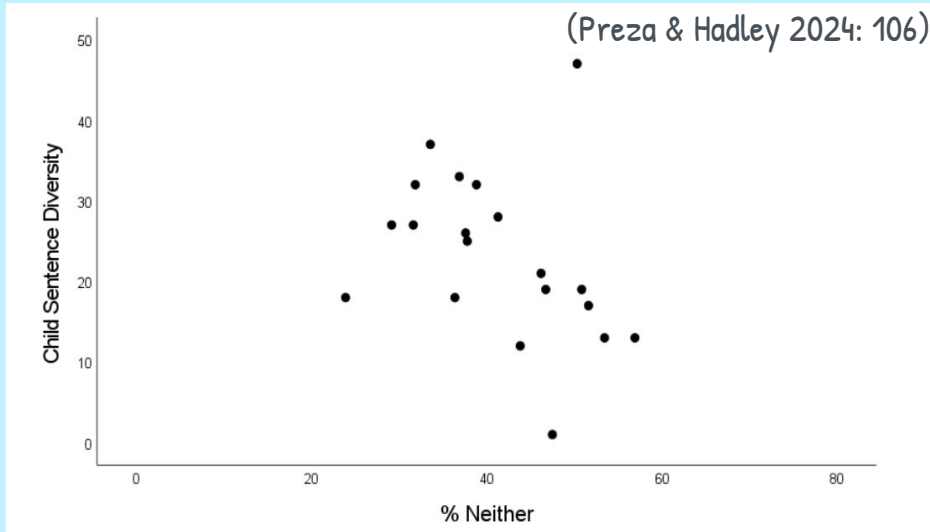
## % Responsive and Child Sentence Diversity



- X-axis - Percent of parent responsive input
  - Y-axis - Rate of child sentence diversity nine months later
  - Responsive Input - A semantically relevant and well timed parent utterance, regardless of the linguistic features of the child's utterance.
  - Child sentence diversity was measured by the use of unique subject-verb combinations
- The dots on the scatterplot represent the number of instances of child sentence diversity in relation to the percentage of responsive utterances used by the parent (each dot represents one child)

# PARSING THE DATA CONT.

## % Neither and Child sentence Diversity



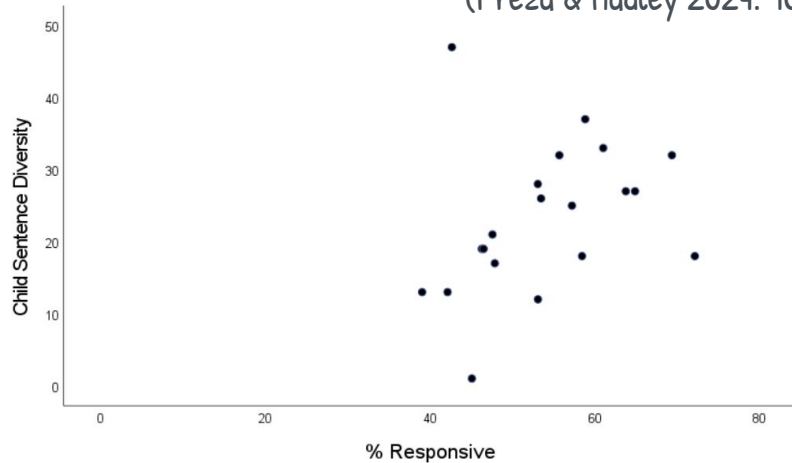
- On this scatterplot, the dots represent the number of instances of child sentence diversity in relation to the percentage of “neither” utterances used by the parent (each dot represents one child)

- “Neither” on the x-axis categorizes non-responsive and simple active declarative responses
- Y-axis displays child sentence diversity rate nine months later
- Not responsive - Was not a well timed utterance or was otherwise not related to the child’s utterance.
- Simple Active Declarative - Meets any of the following 1) Contains a subject noun phrase before the main verb or auxiliary 2) the verb phrase in active voice 3) is structured as a statement, or 4) is not a complex sentence.

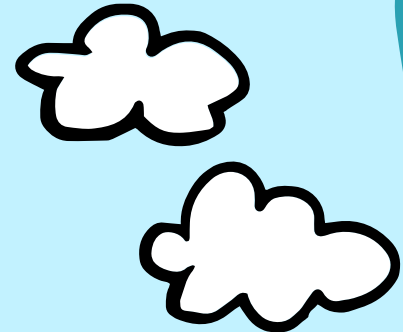
# INTERPRETATION QUESTION

## % Responsive and Child Sentence Diversity

(Preza & Hadley 2024: 106)



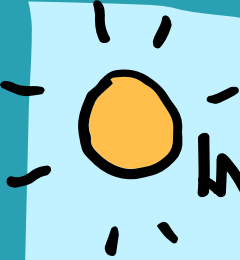
Based on the % Responsive and Child Sentence Diversity data graphic what is the relationship between % Responsive and Child Sentence Diversity? What does this relationship mean in terms of child acquisition?



# ANSWER TO INTERPRETATION QUESTION

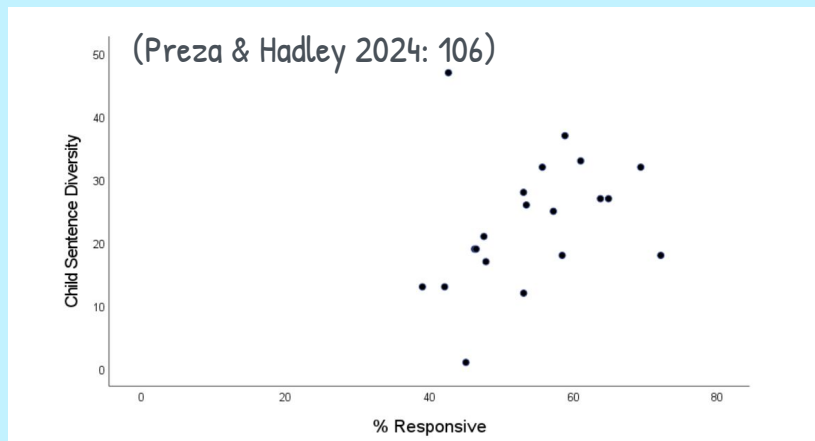
## Possible Answer to the Question:

A higher percent of parent response input was correlated with higher child sentence diversity - this shows a positive correlation. In terms of child acquisition, children will increase greater sentence diversity when responsive input is given to them from their parent.

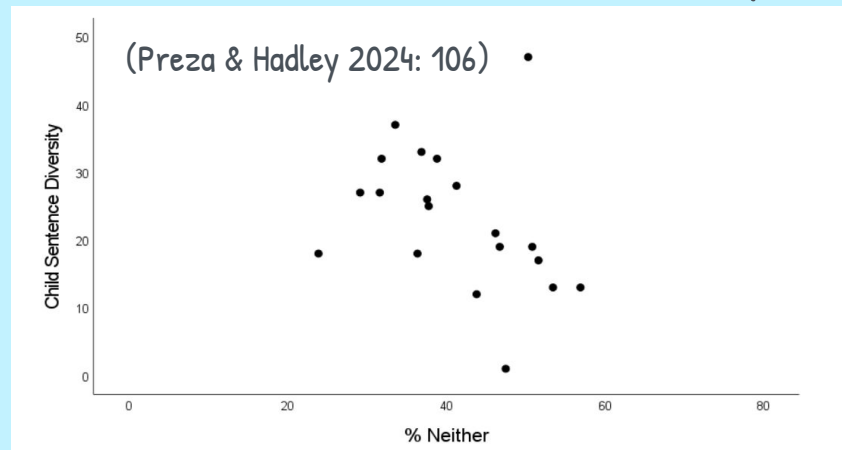


# INTERPRETATION QUESTION RELATING TO MYTH

## % Responsive and Child Sentence Diversity



## % Neither and Child sentence Diversity



One of the myths that Kaplan discussed was that “children have to be taught language.” Which, if any, of the parent categories “responsive” and “simple declarative” are most related to the idea that “children have to be taught language.”

**Myth:** Children have to be taught language.

# ANSWER TO INTERPRETATION QUESTION RELATING TO MYTH

## Possible Answer to the Question:

Of the parent categories, the category “responsive” relates most with the idea that “children have to be taught a language.” The “responsive declarative” category was similar to a “simple declarative,” although the parents had to have a semantically related and well-timed response to “teach the child.” Although this could be seen as a form of teaching through exposure and interaction with others, the myth could still be thought to be busted, because children do not have to have explicit, formal teaching to learn a language.