Sound questions, Sedivy, ch. 4/I, 105-19

1. What findings about auditory tracts are highlighted in ch. 3 on cognitive mapping of language functions in the brain, i.e. how are the functions of language hearing and listening mapped out? With what sort of cognitive functions does sound perception pattern in different neural tracts?

2. How are affective vs. cognitive sound stimuli processed? Into what processing strains are sound production and reception divided? Can you suggest a functional distribution of listening to a speech?

3. How early do babies start to learn language?

What sort of learning does the metaphor of swimming in a sea of sound suggest?

What happens when the sound input meets the mind?

What does the mind mine out of the input?

And what happens when the sound input meets the immature mind of a baby? How is THEIR capacity to learn manifested? And what does the baby learn?

What sort of input does the mind need to learn?

How early (age) does the mind adapt to the language and changes itself in the process (stages)?

In all of this, what is the unexpected for you?

4. In what specific ways does adult learning a foreign language differ that infants’ language acquisition?

5. On what intellectual advantage does the adult depend in this learning, unlike the infant?

6. Since humans aren’t genetically specified for particular languages, to what aspect of human intelligence does the process of acquiring one’s language point?

7. What specifically do babies learn during the first year of their life when they “crack the language code”, as experiments show?

8. What sort of knowledge about sounds do babies display by turning heads towards words heard from loud speakers?

 What’s tested by the head-turning experiments?

9. What’s implied by the metaphor of familiar words being the anchors in word learning?

 On what presupposition is completing the familiarization phase in experiments based?

10. On what sort of cognitive intelligence do infants depend while learning?

11. What is the “familiarization phase”?

12. In what ways do phonotactic constraints help babies to spot word boundaries?

13. Specifically, what sort of knowledge gets stored in infants’ minds?

14. What do we learn about the human brain by studying early language acquisition?

15. What do the young learners master about language before they start to speak?

16. By what sort of knowledge are babies guided when depending on statistical regularity and transitional probability while acquiring phonology on the native language?

1. What is „the mental structure“ that boosts perceptually some sound distinctions and minimizes others?
2. What does it mean that CATEGORICAL PERCEPTION is the efficient way of perceiving sounds?
3. How is the motor-sensory aspect of sound production and perception different from the linguistic one and what does it imply?
4. What sort of sound rules do infants gradually acquire?
5. That babies can memorize stable but meaningless sound clusters doesn’t imply they gradually learn meanings paired with them. How come?
6. When do babies learn using intonation that is specific for their language? Is it another sound pattern in their brains? Is it similar to learning words or does intonation come along with syntax?
7. Is the amount of language input heard by children correlated in any way with the level of family income?
8. According to what cues do babies form conceptual categories?
9. And according to what cues do babies form grammatical categories?