MOODLE

Sound notes, Sedivy, ch. 4, pp. 105-19

**1. What findings about auditory tracts are highlighted in ch.3 on language mapping in the brain?**

**2. With what sort of cognitive functions does sound perception pattern in different tracts?** Into what processing strains are sound production and reception divided? How is listening to a speech functionally distributed?

**3.** **How early do babies start to learn language?**

Do we know HOW infants get to use/know language? What are the presuppositions and on what are they based?

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

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 critical characteristics 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, familiar or new, heard from loud speakers?

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

10. On what sort of cognitive mechanisms 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 do infants unconsciously store in their 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 they depend on statistical regularity and transitional probability while acquiring phonology on the native language?

What is „the mental structure“ that boosts perceptually some sound distinctions and minimizes others?

What does it mean that CATEGORICAL PERCEPTION is the efficient way of perceiving sounds?

How is the motor-sensory aspect of sound production and perception different from the linguistic one and what does it imply? *Pairing with meanings*

What sort of sound rules do infants gradually acquire?

That babies can memorize stable but meaningless sound clusters doesn’t imply they gradually learn meanings paired with them. How come?

Need to mature to the „naming insight“

Representations that serve as „containers for meaning“ aren’t the sound clusters themselves but fuzzy **holistic** impressions of sounds

Ability to discriminate sounds but not to attach meanings to them

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?

Is the amount of language input heard by children correlated in any way with the level of family income?

According to what cues do babies form conceptual categories?

And according to what cues do babies form grammatical categories?