PSC 140 Midterm 2 SG

Lecture 7

• Language development
  
  o Using language involves language comprehension (understanding what others say or sign or write) and language development (speaking, signing, or writing)
  
  o Receptive and productive language
    
    ▪ **Receptive language**: understanding language
    ▪ **Productive language**: the expression of language (able to produce speech)
  
  o Language development involves:
    
    ▪ **Language generativity**: using a finite number of words, we can generate an infinite number of sentences
      
      • **Phonemes**: units of sound in speech
        
        o Rake and lake differ by only one phoneme
      
      • **Morphemes**: smallest units of meaning
        
        o Dogs has two morphemes (dog and s)
    
    ▪ **Semantic development**: learning to express meaning in language
    
    ▪ **Pragmatic development**: how language is used

• Language and the brain
  
  o Language is a species-specific behavior
  
  o Only humans acquire language in the normal course of development, although some primates have been taught to sign and recognize words
    
    ▪ Most language is lateralized in the left hemisphere, even for most left-handed people
  
  o Language and the brain
    
    ▪ **Aphasia**: an acquired communication disorder that impairs a person’s ability to process language, but does not affect language
      
      • **Broca’s aphasia**: limits speech production
        
        o Speak in short, meaningful phrases, but is slow
      
      • **Wernicke’s aphasia**: limits comprehension
        
        o Words are mixed up, so sentences do not make sense

• Critical periods of language development
  
  o Between the ages of 5 and puberty
  
  o **Feral children**: past puberty, so they are not able to learn language as well (Genie was 13 when she was found)
  
  o Other evidence for critical period comes from:
    
    ▪ Recovery from damaged areas in the brain
    
    ▪ Learning sign language
      
      • Individuals who acquired ASL as their first language when they were children become more proficient signers than do individuals who acquired ASL as a first language as teens or adults
    
    ▪ **Bilingualism**
      
      • Improves aspects of cognitive functioning in childhood and beyond
Teacher’s expectations are often accurate reflections of their students’ ability
Teacher’s expectations actually create self-fulfilling prophecies
  - Parental involvement also affects teacher expectations and student achievement

**Characteristics of good schools**
- Learning is the first priority
- Good teachers
- Strong community ties

**Achievement**
- **Achievement**: the development of motives, captives, interests, and behaviors that have to do with performance in evaluative situations
- Educational achievement

**What motivates children to achieve?**
- Need for achievement
  - Extent to which an individual strives for success and is intrinsically motivated to perform well
  - Teens with high need for achievement have parents who have encouraged success and:
    - Set high standards
    - Rewarded achievement success during childhood
    - Encouraged autonomy and independence
    - Tend to reinforce mastery over performance

**What interferes with achievement?**
- Fear of failure
- Underachievers
  - Self-handicapping
    - Enhancing self-presentation
    - Self-protecting

**Why are beliefs important for achievement?**
- There is a bidirectional relation between adolescents’ beliefs and their achievement
- Both intrinsic and extrinsic motivation are affected by adolescents’ beliefs about their abilities
- **Stereotype threat**: the idea that students’ beliefs about their abilities, and their subsequent performance can be affected by situational factors
- Four factors interact to predict students’ behavior in school
  - Belief that intelligence is fixed vs. malleable
  - **Intrinsic orientation**: ability and effort
    - Extrinsic motivation: good grades
  - **Self-efficacy**: the sense that an individual has some control over his or her life
  - Achievement attributions

**The effect of school transition**
- Students’ motivation and school performance decline when they move into secondary school
  - Possible explanation