Born to Talk

An Introduction to Speech and Language Development

SEVENTH EDITION

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About the Authors

Kathleen R. Fahey, Ph.D., was born in Parma Heights, Ohio. She received her bachelor’s, master’s, and doctoral degrees from Bowling Green State University, Kent State University, and Michigan State University, respectively. She is professor emeritus at the University of Northern Colorado. She is a speech-language pathologist with 40 years’ experience in the assessment and intervention of childhood speech, language, and literacy disorders. Her areas of expertise include development and disorders of articulation and phonology, early language, and school-age language and literacy. She currently teaches undergraduate and graduate courses in an online format at the University of Northern Colorado. Kathleen is also the clinical editor of speech-language pathology and audiology for OnCourseLearning.com.

Lloyd M. Hulit, Ph.D., was born in Ashland, Ohio, and lived in several Ohio towns before his father was hired by the U.S. Agency for International Development to assist foreign departments of education establish vocational education programs in their countries. Dr. Hulit attended high school in Seoul, South Korea, and while his family lived in Benghazi, Libya, he attended the Schutz American School in Alexandria, Egypt, graduating in 1963. He attended the University of Maryland’s branch in Munich, Germany. He completed his undergraduate degree, graduating magna cum laude, at Ashland (Ohio) College, with a major in speech communication and a minor in Bible studies as part of pre-seminary training. He earned his M.A. and Ph.D. at The Ohio State University with a major in speech and hearing science and a minor in instructional technology. Before attending graduate school, Dr. Hulit taught at the high school and elementary school levels and was a licensed lay minister in the Evangelical United Brethren Church. He taught at Illinois State University in Normal, Illinois, for more than 30 years. He is the author of 14 journal articles and published papers. In addition to being the senior author of *Born to Talk*, he is the sole author of three textbooks on stuttering: *Stuttering Therapy: A Guide to the Charles Van Riper Approach*, *Stuttering in Perspective*, and *Straight Talk on Stuttering*, now in its second edition. Dr. Hulit’s professional passion was teaching. His specialties were fluency disorders, phonological disorders, and language development. Among many teaching awards, he was twice named Professor of the Year by his department, was awarded the Distinguished Teaching Award by ISU’s College of Arts and Sciences, the Burlington Northern Foundation Award, and the American Speech and Hearing Association’s Golden Apple Award. Dr. Hulit is married to the former Pamela Immel of Massillon, Ohio. He is the father of two extraordinary daughters, and grandfather to five beautiful and exceptionally brilliant grandchildren. In retirement, he continues another passion of his life, coaching high school and junior high school baseball, a career that now spans more than 40 years.

Dedicated to Merle R. Howard, Ph.D.

The seventh edition of *Born to Talk* is dedicated to the memory of Merle R. Howard, one of the original authors of this textbook, an outstanding teacher, a man of immeasurable personal skills, and a giant in my life as a respected colleague and beloved friend. Merle died on July 8, 2013, after a determined and courageous three-year battle against leukemia.

The first edition of this book was published in 1993, and while 20 years will seem like ancient history to most who read it, this book was actually a topic of discussion...
between Merle and me for more than 10 years before we actually put ink to paper and keystrokes to computer files. We had both taught a course at Illinois State University titled *Human Verbal Development*, a course designed for nonmajors who needed a background in speech and language development. Most of the students enrolled in this course were early childhood, elementary, and special education majors, but the course was a popular general education elective that attracted students from every conceivable major offered by the university. We loved teaching the course, but we were frustrated that we could not find a textbook that matched the needs of our students. Over coffee—well, coffee for Merle and diet soda for me—we talked about the possibility of writing our own textbook. The first conversations began about 1980. It was a subject we dropped and resurrected a number of times, depending on how the Chicago Cubs were faring in a given year, but about 1986, we decided to take a serious run at it. One of the publishers that eventually became part of Pearson visited our campus. We talked to a representative and shared an outline of what we had in mind. Her response was unconditionally enthusiastic, so we developed a plan of action that resulted in a book that is now an important part of Merle Howard’s professional legacy.

Merle was born on August 12, 1939, in West Frankfort, Illinois. He earned B.S. and M.S. degrees at Southern Illinois University. His bachelor’s degree was in speech and public address. His master’s degree was in speech pathology and audiology. He earned his Ph.D. in speech pathology at the University of Cincinnati. His doctoral research and his dissertation focused on stuttering.

Merle’s professional career began and ended at Illinois State University in Normal, Illinois, a career spanning 35 years. At the close of his career, Merle was the director of the ISU Speech and Hearing Clinic, but his passion was always teaching. During his tenure at ISU, he taught a wider array of courses than any other member of the faculty, but his favorite area was neuropathology. He had the extraordinary ability to make this detailed and complex subject understandable to even the most befuddled students, and they loved him for it. He was a demanding teacher, but he placed his greatest demands on himself to make sure that students in his classes understood what they needed to know about every subject he taught.

Outside of his professional life, Merle was an excellent golfer. He rode a trail bike with friends, and he spent a lot of time on his prized Harley Davidson. His favorite music was jazz, an interest intensified by his own talents playing the trumpet and by his participation as a member of The Tempos, a 14-piece jazz band at Southern Illinois University, a diversion he enjoyed during his years there as a student. Merle was married to Bonita for 50 years, and he was the father of one son, Lane.

Merle was an impressive and widely appreciated presence in this world, as a husband, a father, a friend, a colleague, and a co-author. To know Merle was to love him. It was Will Rogers who famously said, “A stranger is just a friend I haven’t met yet.” That too was Merle Howard. He had an incredible capacity for remembering people and their names. More importantly, he remembered their interests and facts about their lives. He was the quintessential people person.

Merle was rightly proud of *Born to Talk*. His contributions to this book over the years have been incalculable. I was honored to work with him on this project, but I was even more honored to be his friend. To say that I will miss him does not do justice to the void his passing has left in my life, but his influence will remain with me until I too turn my final page.

Lloyd M. Hulit, Ph.D.
*Professor Emeritus, Illinois State University*
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Preface

Practitioners and researchers from many disciplines continue to contribute new and exciting information about human language acquisition. It is challenging to keep abreast of the complex array of topics that provides the foundation for human communication and its development from birth through the young adult period. This new edition of Born to Talk is suitable for students and practitioners in speech-language pathology, early childhood education, general education, special education, and related disciplines who seek a contemporary and comprehensive view of speech and language development in a reader-friendly manner.

New to This Edition

The eText for this title is an affordable, interactive version of the print text that includes videos and interactive features that provide opportunities for students to get feedback on their answers to the questions posed.

To learn more about the enhanced Pearson eText, go to: www.pearsonhighered.com/etextbooks.

New to This Edition

This edition is again available in a digital format. The seventh edition provides not only review opportunities but also application opportunities to deepen understanding.

- Several Video Examples in each chapter allow readers to see and hear content and examples that enhance learning of key concepts. Students read a brief description of what the video is about and watch a video that demonstrates the concept.
- The Video Reflection feature gives readers access to a video, a thought-provoking question that pops up from the eText, a hint for thinking about the answer, and a write-in area into which students apply content by typing a written response. Detailed feedback is provided after students submit their written response, thereby immediately providing the correct answer.
- At the end of each major section of text, students have access to a brief section quiz, called Check Your Understanding. The quiz checks comprehension of main concepts and feedback is available for each answer.
- At the end of each chapter, students have access to the Chapter Review. Feedback is available for each of these short essay format or short-answer questions.
A glossary is included in this edition that provides definitions for key terms in the text. These terms appear in boldface when they are first mentioned. In the eText, readers can click on the term to directly access the glossary.

Search terms in Surfing the Web sections at the end of each chapter encourage readers to expand their knowledge beyond the text to practical and interactive application of the concepts. The search terms provide a vehicle for extended learning opportunities for students in a multimedia context.

In addition, in this seventh edition of Born to Talk, we have

- Added new information and reorganized information in Chapter 4 about the early language environment of parents and infants.
- Reduced language examples and figures in Chapter 4 regarding differences in talkative versus taciturn parents, making the remaining examples the focus of the important concepts underlying their use.
- Added a new chapter (Chapter 5) on language sampling that ties Chapter 4, about the one-word stage, to Chapter 6, regarding the development of syntax. Chapter 5 introduces and explains the process of eliciting, transcribing, analyzing, and interpreting language samples. These processes are useful for readers as they learn about the language gains children make.
- Added examples and worksheets to Chapter 5 to encourage practice in language sampling.
- Reorganized the information in Chapter 6 to discuss the language attainment into two, rather than four sections: Stages 2 and 3, followed by Stages 4 and 5.
- Integrated all the information about language/cultural diversity, including social and regional dialects, bilingualism, and diversity in schools, into other chapters.

**About This Text**

The primary focus of this book is on *language development*. The sole purpose of Chapter 1 (“A Connection of Brains”) is to pique the reader’s interest in language as a unique human experience and to increase appreciation of how messages are transmitted from one human brain to another. Chapter 2 lays the groundwork for considering the impressive nature and nurture of human communication. We discuss the many perspectives involved in learning language by exploring what human communication is and how we learn it during our early years. In this edition, we also relate the three perspectives—nativist, behaviorist, and social interactionist—to how speech-language pathologists and educators use them in designing appropriate goals and intervention strategies for children with typical and atypical language development. Chapter 3 is an exploration of how the development of cognition and perception is related
to language learning. In Chapter 4 we begin the journey of early interactions of parents and children that lay the foundation for language acquisition through the one-word stage. In Chapter 5 the process of language sampling is described, to help readers appreciate how language development is described and documented. Chapter 6 is a continuation of the stage model to present the journey each child takes in developing the various components of language. Chapter 7 shows how the integration of all language components, including literacy, using this real-time approach facilitates an understanding of how one aspect of language affects all other aspects. Chapter 8 explores how language is learned and transmitted from one person to another via speech production and how social and regional dialects influence speech and language. Chapter 9 provides a brief overview of developmental and acquired disorders of speech and language. Some readers will be less familiar than others with information pertaining to the anatomy and physiology of speech, language, and hearing. We include this information in the Chapter 10.

Before we get to our acknowledgments, we want to address the gender strategy we use in this book. As members of a profession that is more than 80% female, we are sensitive to the gender problem in communication. We are also frustrated by the limitations of American English pronouns. For this reason, we alternate the use of feminine and masculine pronouns, with the understanding that these pronouns are intended to be gender-neutral in all contexts. We also generally refer to the child in the singular (versus the plural children) in order to create an image of one child whose speech and language development we study through this book.

There are occasional personal references in this book, indicated by first-person pronouns and by phrases such as: my sister, daughter, grandchildren, and father. These references reflect the life experiences of the authors, and each is footnoted for the reader’s information.

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We are grateful for the invaluable contributions of several people. Pamela Hulit provided computer assistance in creating a number of tables included in the book. Dr. Jill Gilkerson from the LENA Research Foundation provided guidance in the selection of figures from LENA publications and language samples from its database. Lori Shin from the LENA Research Foundation tailored the graphic art to meet publication specifications. Taylor Weber, a graduate student in speech-language pathology from the University of Northern Colorado (UNC), assisted with the video project and created the glossary. Andy Nagel, the videographer from Mirage Video Pro, and his assistant Ian worked with us in a university and public school setting to produce the videos. We appreciate the special talents of these people, and we are grateful for their efforts on our behalf.

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