NEILSON V. SMITH

THE ACQUISITION OF PHONOLOGY

A CASE STUDY

CAMBRIDGE UNIVERSITY PRESS

Contents

	brevi eface	ations	and notational conventions	page viii		
	erace trodu	ction		Xi I		
I	BACKGROUND					
	1.1 The child and his milieu					
	1.2 The linguistic theory presupposed					
	1.3	The method and scope of study				
	_	1.3.1	Method	9		
		1.3.2	Scope	10		
	1.4	The method of analysis				
		1.4.1	The child's phonology as a function of the			
			adult language	11		
		1.4.2	The child's phonology as an independent			
			system	12		
2	THE CHILD'S PHONOLOGY AT TWO YEARS					
	2. I	A's phonology as a mapping from adult English		13		
		2.I.I	Informal exemplification of the realisation rule	_		
		2.1.2	Formal statements of the realisation rules	22		
		2.1.3	Derivations exemplifying the realisation rules	31		
		2.1.4	Exceptions	35		
	2.2	A's pl	honology as a self-contained system	37		
		2.2.I	Informal exemplification of A's system	37		
		2.2.2	Informal statement of morpheme structure			
			conditions	40		
		2.2.3				
			conditions	45		
		2.2.4	Phonetic rules of A's system	50		
3	LONGITUDINAL ANALYSIS OF A'S PHONOLOGY					
	3.1 Longitudinal analysis of A's phonology as a mapping from ESP					
		con	tained system	103		

4	THE	NATU	RE OF THE ACQUISITION OF PHONOLOGY	132		
	4.1	The child's competence				
	1000000		The nature of the child's lexical representation	133		
		Excursus On the phonetic progression of acquisition;				
			on repeated trends in the acquisition process	140		
		4.1.2	Evidence that the child's performance is not a			
			r reflection of his competence	148		
	4.2					
		rule	s	155		
		4.2.1	Rule simplification	155		
		4.2.2	Rule ordering	158		
	4.3	The fo	unction of realisation rules	161		
		4.3.1	Vowel and consonant harmony	162		
		4.3.2	Cluster reduction	165		
		Excursus Cairns' hypothesis				
		4.3.3	Systemic simplification	169		
			Grammatical simplification	171		
		4.3.5	Other functions of the realisation rules?	175		
		4.3.6	Formal properties of the realisation rules	176		
	4.4	The e	vidence for the child having his own system	178		
		4.4.1	Evidence for the child's system being			
			equivalent to his output	178		
		4.4.2	Evidence for the child's system being more			
			abstract than the adult surface system	180		
	4.5	A psychological model of the acquisition of speech		181		
5	LING	GUISTI	IC IMPLICATIONS OF THE CHILD'S			
•			TION OF PHONOLOGY	185		
	5.1	Phono	ological units	185		
	J	5.1.1	Distinctive features versus phonemes	185		
		5.1.2	Syllables versus morphemes	191		
	5.2		active features	192		
		5.2.1	Major class features	193		
		-	Cavity features	195		
	5.3	-	theoretical constructs	199		
		5.3.1	Marking conventions	199		
		5.3.2	Abbreviatory notations	201		
		5.3.3	Conspiracies	204		
Co	nchis			206		

	Contents	vii
Appendix A	Correlation of stages and ages	208
Appendix B	Assumed feature matrix for the consonants of the adult system serving as input to the realisation rules	209
Appendix C	Diachronic lexicon	210
References		263

Index