

Choose 16 of the 30 below and write them into the grid. When the clue is read out, cross off the relevant box. When you have a line of four, shout bingo!

Bruner	Skinner
Vygotsky	Chomsky
LAD - language acquisition device	LASS - language acquisition support system
Nelson	Clarke-Stewart
Wugs	'Fis' phenomenon
Child-directed speech	Critical period hypothesis
Overgeneralisation	Overextension
Underextension	Reformulation
Shieffelin and Ochs	Telegraphic/post telegraphic Stage
Auxiliary verbs	Piaget
Tag questions	ZPD - zone of proximal development
Egocentric speech	Brown, Cazden and Belugi
Bryant and Barrett	De Villiers and De Villiers
Feral children	Schiff and Ventry
Holophrastic	Universal grammar

Teacher's notes

Read out the definitions or explanations at random. If the students think they have a matching piece of information, they cross out the relevant box.

Bruner: a social interactionist who believed in the child constructing their own language through discovery.	Skinner: a behaviourist who believed language is a behaviour and can be learned through positive and negative reinforcement.
Vygotsky: an interactionist who thought social interaction is needed to support language development, e.g. play is key.	Chomsky: a nativist who believed language is picked up naturally from the environment.
LAD (language acquisition device): Chomsky's theorised 'equipment' for learning language	LASS (language acquisition support system): Bruner's theorised idea - the support provided by a caregiver in helping a child learn to speak.
Nelson: the first 50 words a child learns will be mostly concrete nouns.	Clarke-Stewart: children whose mothers talk more will have a wider vocabulary.
'Wugs': Berko's pluralisation experiment which showed children correctly pluralising made-up words.	'Fis' phenomenon: Berko and Brown found that children do not always hear themselves mispronounce words.
Child-directed speech: adults will adapt their speech to children and be led by them.	Critical period hypothesis: a period in the child's language development that, if missed, can have serious consequences.
Overgeneralisation: applying correct grammar rules, but in places where they aren't needed., e.g. 'peoples'.	Overextension: using a term to apply to all words in a category e.g. 'dog' for all four-legged animals.
Underextension: using a general term for only one example, e.g. 'dog' for their dog, but not for all dogs.	Reformulation: when a parent or caregiver adapts a child's speech to ask a question or be grammatically correct.
Schieffelin and Ochs: the study of child directed speech in Papua New Guinea.	Telegraphic/post-telegraphic stage: the stage at which a child's language development is semantically accurate and mostly grammatically accurate.
Auxiliary verbs: words used to help denote tenses or modality, e.g. 'am' in 'I am going'.	Piaget: similar to Bruner, he believes the child is a 'scientist' looking to discover language. He believes in set stages of development.
Tag questions: these are phrases added to the end of sentences to gain a response, e.g 'these are questions, aren't they'?	ZPD (zone of proximal development): Vygotsky's main idea about learning and using people with more expertise to learn.
Egocentric speech: speech focused on the individual.	Brown, Cazden and Belugi: parents respond to the meanings of utterances, rather than whether they are grammatically correct.
Bryant and Barrett: baby talk exists universally across all cultures.	De Villiers and De Villiers: deaf children perform identically in language tests when using American Sign Language (ASL).
Feral children: children who have lived outside of society, isolated, without parents or caregivers.	Schiff and Ventry: one in five hearing children with deaf parents had language issues.
Holophrastic: when a child is using a single word utterance to represent a bigger unit of language, e.g. 'Milk!' = 'More milk please'.	Universal grammar: Chomsky's idea that every human brain is conditioned to learn patterns, helping us pick up the patterns of language.