



# Echo? Echo!

## The Acquisition of Echoes as an Accommodation Strategy

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# What is an Echo?

- (1) A: I'm from Iceland.  
B: Oh, **from Iceland**. [SURPRISE]
- (2) A: It's a nice day, isn't it?  
B: Yeah, **a nice day**. [AGREE]
- (3) A: Go to the left.  
B: **To the left**, okay. [CONFIRM]

# Many Names?

- Echo [1, 2]
- Repetition [3, 4, 5]
- Reproduction [6]
- Mimicry [7]
- Imitation [8]

## Echo's accommodative effects

- Enhancing solidarity [3]
- Ratifying listenership [5]
- Inducing prosociality [7]

- Cultural difference

(4) Amonap (Brazil) [4, p. xiv]

*When I answered, “What are their names?” [the narrator] listed them [...] and had me repeat them until I seemed to know them well.*

- Linguistic difference

(5) Warrongo (Australia) [9, p. 282]

A: banda-∅      yinda!  
    emerge-IMP 2SG.NOM

‘Come out!’

B: ngali-∅      banda-∅.  
    1DU-NOM emerge-IMP

‘[OK,] we’ll come out.’

# Echo — Acquisition

- Peak in 3yo? [1] Increase by age? [2]
- Helps learning syntax [8]

# Echo — Acquisition

- From “automatic” to “meaningful” [1]

(6) Adult: O-namae-wa?  
polite-name-topic

‘What is your name?’

Child: Namae  
name

‘name’

(7) Adult: Banana-yo, kore  
banana-particle this

‘This is a banana’

Child: Banana?  
banana

‘A banana?’



# Research Question

- How is (accommodative) echo acquired?
  - What & when do children tend to echo?
  - When do echoes become accommodative?
  - Cultural & linguistic differences?

# Methodology

- ACQDIV Corpus [10]
  - Child echoes more to caretakers?
  - Mother's attitude to more echoing child?
  - More echoes in some cultures?
  - Echo patterns change as children age?
  - Child's personality & echo patterns?
  - etc.
- Experiments
  - Do children echo to peers and other adults?
  - How do we perceive a more echoing child?

# What We Can Know

- How children learn to echo as accommodation
- How this learning varies individually, culturally, and linguistically
- How we can help children learn it



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