

BabyTalks: Babbling Babies - Early Language Development

LEARNING OBJECTIVES

Describe why back and forth social interactions support language growth



- Young children learn language best during live, social interactions with adults.
- Even before children say their first word, language regions in their brain are active.

Identify the ingredients of everyday interactions that help language development and later literacy

- Parentese: a sing-song voice that helps babies learn because it exaggerates the patterns of language
- During interactions, children learn from cues like eye gaze, pointing, and imitation.
- Times when you and a child share joint attention with an object are excellent opportunities for language building



Understand some key stages in language development and how to support them

- Responding to babies' babbles in full words and sentences helps children learn language sounds faster.
- When a child uses incorrect grammar, or isn't yet able to identify an object's parts, providing a child with more information, or responding to them using the correct form of the word helps support learning.
- A strong foundation in a child's home language is key to later language learning. Encourage parents and caregivers to talk with their children in the language they feel most comfortable with.



Be able to incorporate at least one new social interaction into daily language activities with children

- Songs: you don't have to be good at singing to engage children with song
- Language rituals: Having conversations while hand-washing, or during story or talk-time
- Games: rhyming games, naming games, finger play games

OTHER RESOURCES

- Head Start Early Learning Outcomes Framework
<https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof>
- Early Childhood Learning & Knowledge Center // Language Development Practice Moment
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/comp/program-design/ee-orientation-4.html#webisode9>
- Early Childhood Learning & Knowledge Center // Planned Language Approach
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach>
- Planned Language Approach // How Caregivers and Teachers Support Oral Language and Vocabulary
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/big5-strategies-teachers-oral-language.pdf>
- Planned Language Approach // How Caregivers and Teachers Support Phonological Awareness
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/big5-strategies-teachers-phonological-awareness.pdf>
- Planned Language Approach // Tip Sheet: Developing Phonological Awareness
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/big5-ts-phonological-awareness.pdf>
- I-LABS // Training Modules
<http://modules.ilabs.uw.edu/outreach-modules/>