

BaBaBa
BA!

Babbling Babies: Early Language Development

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NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Early Language Development

Session Objectives

At the end of this presentation, you should be able to:

- Describe why back and forth social interactions support language growth.
- Identify the ingredients of everyday social interactions that facilitate language development and later literacy.
- Understand some key stages in language development and how to support them.
- Be able to incorporate at least one new social interaction into daily language activities with children.

Early Language Development

Session Agenda

Here's what we're doing today:

1. Language and the Brain: How the brain learns language through experience
2. Early Interactions: How social interactions during everyday activities support children's language development
3. Steps Along the Way: How to identify and support language development during several key stages
4. Quality Interactions from the Start: Supporting dual language learners

The Language Development Journey

Head Start Early Learning Outcomes Framework

		Domains, Outcomes			
		Approaches to Learning	Language and Communication	Language and Literacy	Language and Cognitive Development
• Approach to Learning	Engagement	Approaches to Learning	Language and Communication	Language and Literacy	Language and Cognitive Development
	Self-regulation	Approaches to Learning	Language and Communication	Language and Literacy	Language and Cognitive Development
• Communication Skills	Receptive	Approaches to Learning	Language and Communication	Language and Literacy	Language and Cognitive Development
	Expressive	Approaches to Learning	Language and Communication	Language and Literacy	Language and Cognitive Development

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Babies Learn Language Early

“Beginning in the 3rd trimester of pregnancy, developing babies are able to hear the sound of their mother’s voice from inside the womb.”

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Language Learning in the Womb

- While they are in the womb, babies listen to their mother’s voice and learn from it.
- Even before a child is born, language learning has begun.

Newborn infants recognize their home, or native language

Adapted from Moon, Lagercrantz, Kuhl, 2012

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Babies are Linguistic Geniuses

Same or Different?

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Babies are Linguistic Geniuses

English

Spanish

Hindi

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Experiences Shapes Language


- At 6-8 months, infants are 'citizens of the world.' They are able to tell the difference between all sounds in all languages.
- By 10-12 months, infants start to become native language specialists, experts at identifying sounds in their own language(s).

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Kuhl, 2010; Kuhl et al., 2006

Language Regions in the Brain Activate Early

The infant brain is connecting and coordinating language regions long before they utter their first word.




Adapted from Kuhl, 2010; Imada et al., 2006

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Early Language Development

From Research to Practice



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Does the Source of Language Matter?

Foreign-language exposure

Live exposure

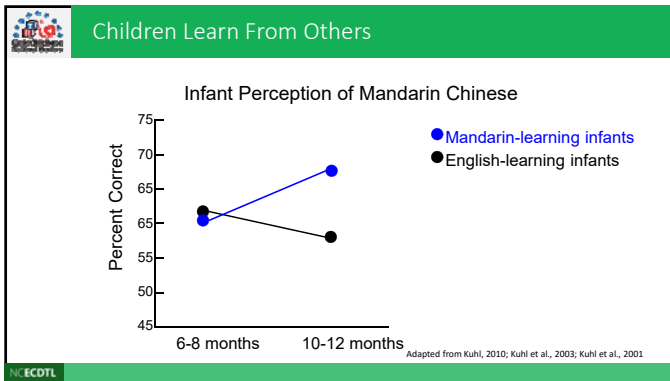


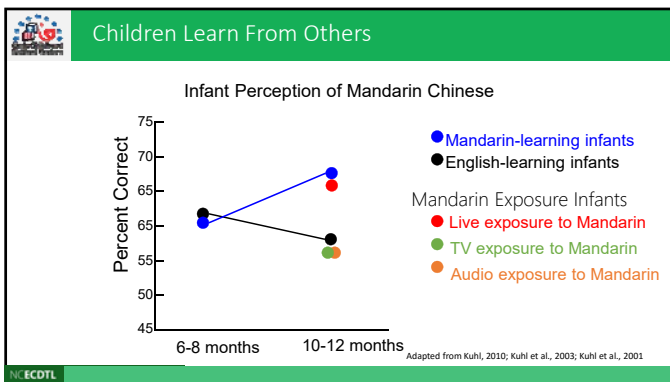
Television exposure



Kuhl et al., 2008; Kuhl et al., 2003

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Early Interactions: Parentese



Parentese: "Ahhh, how do those niice, cleeeean, cloothes feeel?"

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Early Interactions: Imitation



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Early Interactions: Following Gaze and Gestures



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Early Interactions: Sharing Attention



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Factors that Affect Language Growth

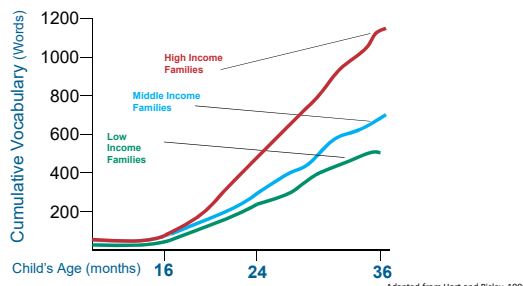
All children learn new words at different rates
Some children learn faster than others
Some children learn more slowly

The ELOF indicates that by 36 months, children should be able to produce about 300 words in their home language.



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Factors that Affect Language Growth



Child's Age (months)	High Income Families	Middle Income Families	Low Income Families
16	~50	~40	~30
24	~400	~300	~200
36	~1100	~700	~500

Adapted from Hart and Risley, 1999

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Early Interactions: Learning From Others




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From Research to Practice

Try incorporating these language learning ingredients into your next face-to-face interaction with a child:

- “Parentese”
- Imitation
- Pointing and eye gaze
- Shared attention



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Steps in the Language Development Journey

Language Sounds → Words and their Meaning → Grammar



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From Listening To Babbling

LA
RA
PA
TA
DA
BA

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Supporting Language: Learning Sounds

- When the caregivers respond to babies' babbles contingently, infants change the way they babble.
- Babies begin making new word sounds based off their caregiver's contingent responses.

Goldstein & Schwade, 2008


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Supporting Language: Early Conversationalists

YUM!
Mama
No!
Night-Night
Doggie
More!

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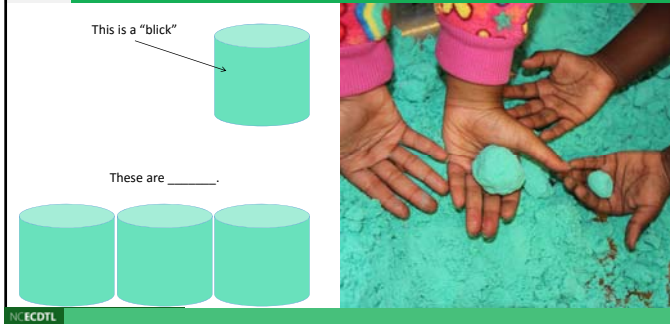
Word Mapping and Mutual Exclusivity



Apple!

Stem
Leaf
Core

Supporting Language: Learning Grammar



This is a "blick"

These are _____

Supporting Language: Bilingualism



Children learning more than one language reach developmental milestones at the **same rate** as children learning one language

Quality Interactions From the Start




Encourage parents to speak the language that they feel they have the most comfort and competence using.

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Early Language Development

From Research to Practice

- Respond to infant's gestures, looks, and sounds
- Listen and talk to children
 - Offer up a new vocabulary word every day
 - Encourage language-based play like songs, rhymes, and finger play
 - Narrate what you do as you go through your daily routines
- Read together



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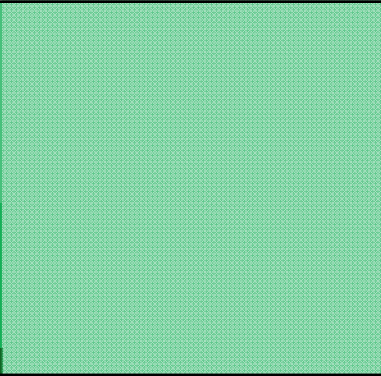
Review and Wrap-up

- Back and forth, social interactions support brain development and early language growth.
- Using "parentese," imitation, gestures, eye gaze and joint attention during interactions with children can boost language learning.
- Early interactions support a child's language learning whether they are learning one language or several.

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Thank you!




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After the Webinar




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Supporting Brain and Language Development

The infant brain is connecting and coordinating language regions long before they utter their first word.



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Supporting Brain and Language Development


- What ideas do you have for bringing this information on brain development and language to the grantees?



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Language Learning is Social

- What are some examples of activities and behaviors that you have seen in the field that do a good job of promoting language learning through social interactions
- How can you help grantees connect the social aspects of language learning with their curriculum and developmentally appropriate teaching practices?



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Language Learning is Social



- What are some strategies that you have used, or could use in the future to help remind grantees to take advantage of these everyday moments?
- How do you use ongoing process consultation to encourage the intentional inclusion of everyday language growth opportunities in the curriculum?

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Language Learning is Social



- What strategies have you used to support programs in helping their staff and families understand that these everyday moments for inclusion of rich language are not just routines but are in fact, effective teaching practices with infants and toddlers?


The Language Development Journey

Language Sounds → Words and their Meaning → Grammar



The sequence shows: 1. A baby babbling 'Ba!'. 2. A toddler saying 'Ball!'. 3. A toddler saying 'Big ball!'. 4. A toddler saying 'Mommy play ball!'. 5. A toddler saying 'I am playing with a ball!'.

The Language Development Journey



- Based on what you have heard today how do you think phonological awareness and other early language skills set the stage for later literacy?
- In your work with grantees, how could incorporating this information about early language development help programs in their work to promote pre-literacy skills?

Supporting Dual Language Learners



Children learning more than one language reach developmental milestones at the **same rate** as children learning one language

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Supporting Dual Language Learners



- Based on what we have discussed today what type of elements should these research-based teaching practices include? What strategies can you use with grantees to ensure they incorporate these teaching practices into their work with children?
- What do you see as the biggest challenge for grantees to supporting bilingualism and biliteracy? What ideas do you have for helping grantees to recognize bilingualism and biliteracy as strengths?

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Share Something You Learned



- What piece of the research that we covered today was most new to you, or something that you had not heard before?
- How will you talk about this new information with the programs that you work with?

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Thank you!

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