



# WHAT ARE SOME OF THE EARLY FOUNDATIONS FOR LANGUAGE DEVELOPMENT

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Infant-Directed speech

joint reference and attention

# INFANT-DIRECTED SPEECH

**Infant-directed speech (IDs)**—also called motherese and baby talk—is the speech adults use in communicative situations with young language learners.

It differs from regular speech in several aspects:

- **Paralinguistic features.** High overall pitch, Exaggerated pitch contours, slower tempos
- **Syntactic characteristics.** shorter MLU , Fewer subordinate clauses, More content words and fewer function words
- **Discourse features.** More repetition, More questions

Research shows adults may **universally** modify the prosody (i.e., stress and rhythm) of their speech to infants .

# HOW DOES IDS AID IN LANGUAGE DEVELOPMENT

- IDs contains **exaggerated vowels**, which may facilitate infants' processing of words containing these vowels in fluent speech.
- IDs **also highlights content words**, such as nouns and verbs, relative to function words, such as prepositions and articles (van de Weijer, 2001), and places these words on exaggerated pitch peaks at the ends of utterances, **where infants are likely to remember them**.
- IDs **exaggerates pauses**, which creates a salient cue to help infants detect major syntactic units in speech.
- using IDs to introduce new words and phrases should **capture infants' attention** and increase the chance that they will focus on the speech they hear.

# JOINT REFERENCE AND ATTENTION

Adamson and Chance's proposed that infancy comprises three major developmental phases with respect to joint reference and attention (Figure 5.4):

**phase 1:** attendance to social partners

**phase 2:** emergence and coordination of joint attention

**phase 3:** transition to language

# PHASE 1: ATTENDANCE TO SOCIAL PARTNERS

## Birth to Age 6 Months

infants value and participate in interpersonal interactions, learning how to maintain attention and be “orga-nized” within sustained periods of engagement.

From birth, infants demonstrate **spontaneous expressiveness with their heads, body, and limbs** to connect with other humans and over the first six months, they engage in rituals of body movement and joint intention with others.

# PHASE 2: EMERGENCE AND COORDINATION OF JOINT ATTENTION

## Age 6 Months to 1 year

Here, infants begin to take more interest in looking at and manipulating the objects around them. During this phase, infants begin to shift their attention between an object of interest and another person.

**Joint attention** is the simultaneous engagement of two or more individuals in mental focus on a single external object of attention. Give examples ?

In fact, children who engage in **longer periods of joint attention** with their caregivers have relatively **larger vocabularies at age 18 months** than those of children with fewer such experiences

# PHASE 2: EMERGENCE AND COORDINATION OF JOINT ATTENTION

Adults may use such techniques as speaking with an animated voice or showing the infant novel objects as they engage in what is called **supported joint engagement**.

caregivers have a **greater** likelihood of maintaining an **infant's attention** when they **follow the infant's attentional focus** as compared to when they redirect the infant's attentional focus.

**Why is joint attention so Important?**

# PHASE 2: EMERGENCE AND COORDINATION OF JOINT ATTENTION

## Intersubjective awareness vs theory of mind

Intersubjective awareness: the recognition when one person shares a mental focus on some external object or action with another person.

theory of mind: understand that others also have mental or emotional states, and to realize that others' mental and emotional states, beliefs, intentions, and perspectives differ from one's own.

# PHASE 2: EMERGENCE AND COORDINATION OF JOINT ATTENTION

**Intentional communication**, refers to the infants' attempts to deliberately communicate with other people. It emerges around age **8–10 months**.

**Indicators of intentionality** include the following:

- the infant alternates eye gaze between an object and a communicative partner
- the infant **uses ritualized gestures**, such as pointing; and the infant **persists toward goals** by **repeating** or **modifying** his or her **gestures** when communicative attempts **fail** (Bates, Camaioni, & Volterra, 1975).

# EXAMPLE OF INTENTIONAL COMMUNICATION

**“picture a mother bathing her infant daughter, Fumiyo, in the bathtub with several toys floating about. to show her mother she is interested in the rubber duck that is beyond her reach, Fumiyo might look at her mother, then at the duck, then back at her mother again. If Fumiyo’s mother does not retrieve the duck, Fumiyo might then establish eye contact with her mother and then point at the duck. If Fumiyo’s mother still does not retrieve the duck after she has tried alternating gaze between her mother and the duck and pointing at the duck, Fumiyo might then kick her feet while pointing at the duck as a way to make her request even clearer.”**

# INTENTIONAL COMMUNICATION

There are **multiple forms of pointing**

- **Imperative pointing** requests to adults to retrieve objects for them
- **Declarative pointing** involves a social process between an infant and an adult

**What's the difference between them ?**

# PHASE 3: TRANSITION TO LANGUAGE

## Age 1 year and Beyond

Infants in this phase shift to engage socially with other individuals and **use language to represent events and objects** within these interactions. the active involvement of parents and other adults is still important during this phase.

Given the importance of joint attention to infants' and young children's developing language abilities, more and more research is examining the implications of young children's interactions with **electronic media, such as television and videos, smart phones and tablets.**

# THE ASSOCIATION BETWEEN TELEVISION VIEWING AND LANGUAGE DEVELOPMENT IN CHILDREN AGED 18-48 MONTHS ( SEMINAR PROJECT ,2015) .

**Table .3 : Group Statistics**

	group	N	Mean	Std. Deviation	p-value
age	case	15	37.40	7.337	.004*
	control	30	29.13	10.278	
Onset of child TV watching	case	14	5.14	2.627	.064
	control	29	7.90	6.800	
time of TV watching alone	case	14	2.3929	2.46653	.052
	control	29	.8503	1.88799	
Time of TV watching with siblings and or parents	case	14	.7971	1.24436	.221
	control	29	1.3534	1.43228	
Total Time of daily TV viewing	case	14	3.1900	2.09046	.159
	control	29	2.2038	2.12127	
parental perspective of other children TV viewing	case	12	3.5833	2.46644	.805
	control	27	3.8800	3.76388	
time spent using the internet website	case	7	1.0229	1.09559	.520
	control	21	.8095	.60799	
time spent using tablets	case	9	1.3133	.95378	.084
	control	18	.7389	.68461	
language acquisition level	case	14	29.4413	17.81368	p-value < 0.001*
	control	30	88.7967	15.69910	

# DAILY ROUTINES OF INFANCY

infants' daily lives consist of several routines that provide a sense of comfort and predictability such as feeding, bathing, dressing, and diaper changing, provide many opportunities for language learning.

although infants are too young to feed themselves, they benefit from hearing the same words and phrases repeated each day as their parents feed them.

# CAREGIVER RESPONSIVENESS

**Caregiver responsiveness** describes caregivers' attention and sensitivity to infants' vocalizations and communicative attempts.

More **responsive maternal language input** is linked **to the time at which infants reach important language milestones**, including saying their first word and producing two-word utterances (tamis- Lemonda, Bornstein, & Baumwell, 2001).

# DAILY ROUTINES OF INFANCY

Weitzman and greenberg (2002) described the following **seven characteristics** as key indicators of caregiver responsiveness

- **Waiting and listening**
- **Following the child's lead**
- **Joining in and playing.**
- **Being face-to-face**
- **Using a variety of questions and labels.**
- **Encouraging turn taking**
- **Expanding and extending.**