

Review It and Use It

CHAPTER REVIEW

- A. Write your own theory of language acquisition. (A child learns language . . .)
Compare and contrast your theory with those in this chapter.
- B. Finish the following: Early childhood educators working in group infant care programs who wish to give infants opportunities to acquire language should carefully monitor their ability to . . . (list specific techniques).
- C. Write definitions for the following: articulation, bonding, echolalia, moderation level, infant signing phonation, critical brain growth periods, larynx, and joint attention milestone.
- D. Explain the difference between cooing and babbling.
- E. Finish the following passage: Language is a kind of game infants learn—a game played with precise recognizable rules. To learn the game, it is best to have adults in your life who . . .
- F. Select the best answer.
 - 1. Environmental factors that can affect future language development start
 - a. at birth.
 - b. before birth.
 - c. during infancy.
 - d. during toddlerhood.
 - 2. The tone of a parent's voice is
 - a. understood when a child learns to speak in sentences.
 - b. less important than the parent's words.
 - c. understood before actual words are understood.
 - d. less important than the parent's actions.
 - 3. In acquiring language, the child
 - a. learns only through imitation.
 - b. is one participant in a two-part process.
 - c. learns best when parents ignore the child's unclear sounds.
 - d. does not learn by imitating.
 - 4. Select the true statement about babbling.
 - a. Why babbling occurs is not clearly understood.
 - b. Babbling is unimportant.
 - c. Babbling predicts how early a child will start talking.
 - d. Babbling rarely lasts beyond 1 year of age.
 - 5. How a child acquires language is
 - a. clearly understood.
 - b. not important.
 - c. only partly understood.
 - d. rarely a subject for study.

- G. With a partner, create a parent billboard drawing or other pictorial artwork and relate it to infant language development. Write a clever caption (slogan). Share with the group. [Example: Picture of an infant and father. Caption: “Hey big daddy, that sweet talk and hug are just what I needed.” (Not very clever? You can do better.)]
- H. What is the significance for early childhood educators of current discoveries concerning young children’s brain growth?

STUDENT ACTIVITIES

1. What parental expectations of infants might interfere with the infant’s ability to develop the idea he is an effective communicator? List three or four. Give examples from your own experience if possible. Compare your list with that of a classmate.
2. Observe two infants (birth to 12 months). Note situations in which the infants make sounds and how adults (parents or teachers) react to the sound making.
3. Sit with a young infant facing you. Have a notepad handy. Remain speechless and motionless. Try to determine what moment-to-moment needs the child has, and try to fulfill each need you recognize. Try not to add anything new; just respond to what you think the child needs. Write a description of the needs observed and your feelings.
4. Try sharing a colorful, simple book with an 8- to 12-month-old. What behaviors did you observe?
5. Create a new game, rhyme, or movement word play, and test it on an infant 6 to 12 months of age.
6. Locate three books you think would be appropriate for older infants, and share them with the class.
7. Observe three children younger than 1 year of age each interacting with an adult for one 10- to 30-minute period. Try parks, family homes, or doctors’ waiting rooms. Take notes concerning their verbal ability and conversational interactions. What language-developing techniques were present? Which child would you choose to be if you could change places with one of the observed children? List your reasons why.
8. Read and then pair up with a classmate to discuss and react to the following. Keep notes.

What research actually shows is that infant-directed speech which is high-pitched, sing-song, repetitive and drawn out is the type of speech that infants in their first year of life not only hear better but also the language to which they are most responsive. In the first year speaking to infants in a way that gets a response is far more important than using “proper” adult grammar and words. It’s not so much what parents say as that they say anything at all. Using “baby talk” beyond one year is probably not the best idea. (Ciccarelli, 2006, p. 3E)

USE IT IN THE CLASSROOM

What are presented here are classic games that have pleased many infants over the years. You are urged to try your hand at creating others. Pleasurable features to add to your creations are sound variety, rhymes, noises, emphasized words, and touching and encouraging infant movements.

What Have We Here?

*Here's two little eyes big and round
And two little ears to hear all sounds,
One little nose smells a flower sweet,
One little mouth likes food to eat.
Here are ten little fingers to grasp and
wiggle,
Tickle ten toes and there's a giggle.
Here's a button on a tiny tummy
Around and around—that feels funny!*

Round And Round

(This is a frequently used tickling verse of English mothers.)

*Round and round the garden (Said slowly
while circling the baby's palm)
One step, two steps (Walking fingers to-
ward a tickling spot at neck, stomach,
or underarms, and said a little faster)
Tickle you there! (Said very fast)*

Two Little Eyes

*Two little eyes that open and close.
Two little ears and one little nose.
Two little cheeks and one little chin.
Two little lips that open and grin.*

Baby Rides

*This is the way baby rides, (Bounce infant
on knees; with each new verse, bounce
a little faster)
The baby rides, the baby rides.
This is the way baby rides, so early in the
morning.
This is the way the farmer rides . . .
This is the way the jockey rides . . .*

Little Mouse

*Hurry, scurry little mouse
There he is down at your toes. (Touch
child's toes)
Hurry, scurry little mouse
Past your knees up he goes. (Touch child's
knees)
Hurry, scurry little mouse
Up to where your tummy is. (Touch child's
tummy)
Hurry, scurry little mouse
He wants to give you a mousy kiss.
(Give child a loud kiss)*

Here We Go

*Here we go up, up, up (Lift child's legs up)
Here we go down, down, down (Lower
child's legs down)
Here we go backward and forward (Sway
child backward and forward)
And here we go round and round (Move
child's legs in air)*

What Have We Here?

*These are baby's fingers, (Touch child's
fingers)
These are baby's toes, (Touch child's toes)
This is baby's belly button, (Touch child's
tummy)
Round and round it goes! (Tickle child's
tummy button)*

Whoa Horse

*Giddy-up, giddy-up, giddy-up horsey
(Bounce child on knees—last line, let
child slip over knees while sliding
lower on adult's extended legs)
Giddy-up, giddy-up, go, go, go. Giddy-up,
giddy-up, Whoa!*