

# **As you reflect on your daily practice and interactions with children, please ask yourself, “How often do I...”**

*Good evening and let us take 3 deep breaths through nose only and exhale through nose and as you do identify yourself as an instrument in shaping the life and future of every child under your care as a gift of loving responsibility .*

- 1. Reflect on what we covered so far in few sentences.*
- 2. SEL underscores trust, security, attachment and brain internally relaxed to learn every minute making 3 M connections through Adult interpersonal interaction .*
- 3. High emotions prevent focus and attention.*
- 4. Infants have innate capabilities and learn from adult caregivers.*
- 5. Routines are a security and infants love the structure.*
- 6. Language is very important and picked up from adult's rich vocabulary .*
- 7. Follow infant's interest and expand.*
- 8. Prevent survival but work towards thriving.*
- 9. “Parentese” or low volume rhyming rhythmic speech is very important.*



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Early connections last a lifetime

# Expanding Expressive and Receptive Language and Vocabulary

*ZERO TO THREE Critical Competencies for Infant-Toddler Educators™*

- Area 3: Supporting Language & Literacy Development
- Sub-Area 2 (L&L-2)



## Area 3: Supporting Language & Literacy Development

1. Recognize the innate implicit language learning capability in every Newborn.
2. Identify the anatomy /components of the language and language acquisition or learning.
3. Identify and Analyze teaching strategies supporting language and literacy development. Strategies to expand on vocabulary.
4. Identify strategies, knowledge on how to expand the multi language learning capability and encourage dual or Multi language learning

### Sub-Areas

L&L-1. Promoting Communication Exchange

L&L-2. Expanding Expressive and Receptive Language and Vocabulary

L&L-3. Promoting Early Literacy





# RECEPTIVE LANGUAGE TO EXPRESSIVE LANGUAGE – AMAZING 0-3 YEARS

5month old infant how did she decode  
verbal communication?

Implicit learning is amazing!  
Understanding, Mental Frames of  
Vocabulary, Phonemes, Morphology,  
Syntax, semantics to Pragmatics is  
reciprocal interpersonal relationship





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# Welcome and Reflection



- **Share the skill statement you identified and describe the situation you recalled as a good example of your demonstration of that skill.**
- **After you've each had a chance to share your examples, briefly discuss why you think that specific skill supported the child's language learning. In what ways was it helping him or her?**





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# Introduction







## It's easy to miss how astonishing this is!



- In 1 year would you know the meaning of 70 or more different words?
- In another 6 months, could you speak as many as 100 words?
- Then within 6 more months, speak in full sentences?

Remember that we asked activity about verbally express in Miming/Sherrod game, where you have to correctly interpret the message that the other person is conveying nonverbally ?  
Imagine how difficult it is for infants to manage the communication exchange and it is amazing how they catch the language through observation and listening; every moment interests them .  
How does that happen? Strong Motivation to communicate?  
DATA entry is from adults around them! Recognize, make connections, develop interest and understand themes and mentalize!

Remember Paschek- Golinkoff' 6 principles on how children learn language



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# Focus on Children

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# Complexity, Frequency, Comprehension and Expression



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## Activity: You don't say?

 Sample 1

Mandarin

 Sample 2

Arabic

 Sample 3

Gaelic

 Sample 4

German

 Sample 5

Hebrew

 Sample 6

Igbo

 Sample 7

Italian

 Sample 8

Japanese

 Sample 9

Lakota

 Sample 10

Afrikaans

 Sample 11

Portuguese

 Sample 12

Punjabi

 Sample 13

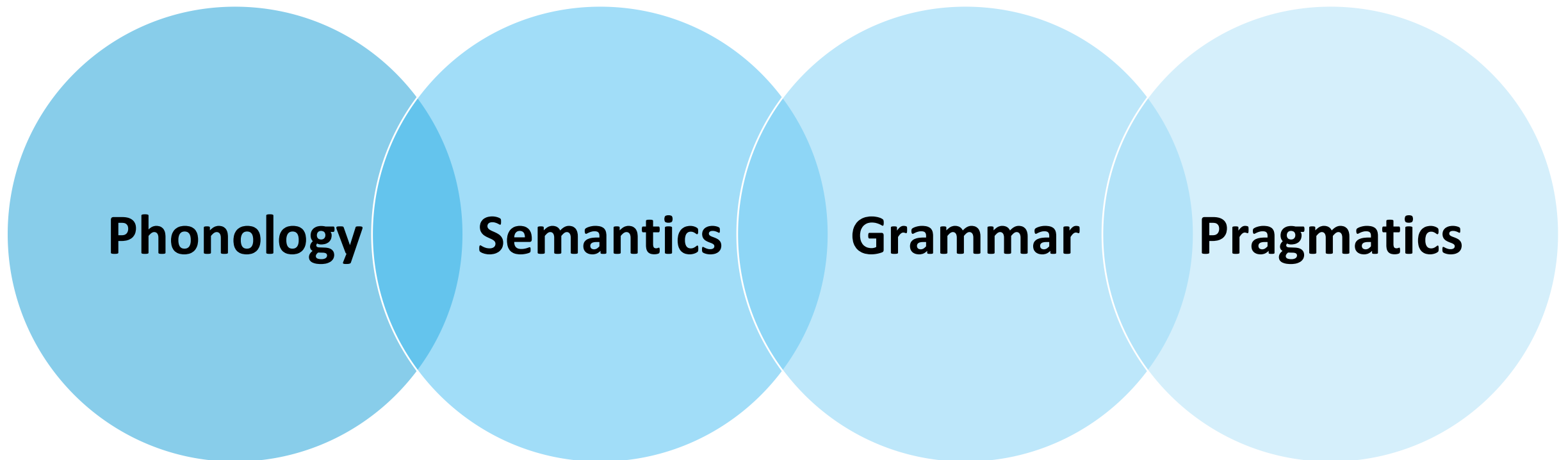
Russian

 Sample 14

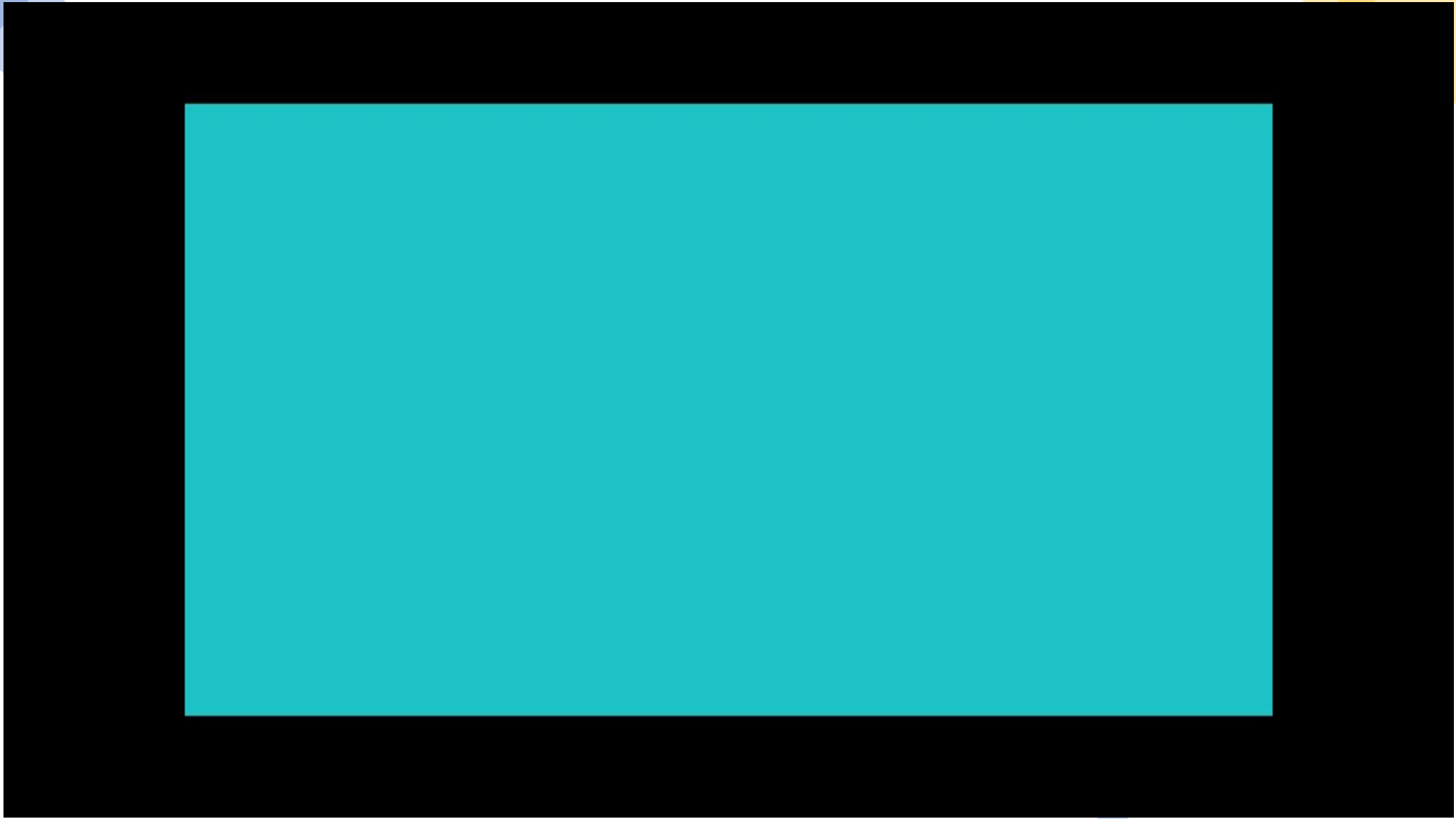
Spanish



# Components of language









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## Phonology: Learning the sounds of language



Photos: iStock/Street Studios

Listen to Dr. Patricia Kuhl as she talks about the linguistic genius of babies as they hear and learn the sounds of the languages they are exposed to. Jot down your thoughts as you listen.





## Although children become experts at hearing...



...the sounds of their own language(s) very early, being able to produce those sounds proficiently is a much longer process because production involves dozens of muscles controlling the lips, tongue, and throat.

### HOLOGRAPHIC SPEECH

“B” for ball, baby

“CU” for Cup

Sounds that connect

Leads to Telegraphic Speech – “Bye”

“GO”, “SHOE” , “LUNCH”

# Semantics and grammar: Learning words and putting them together



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## TELEGRAPHIC SPEECH



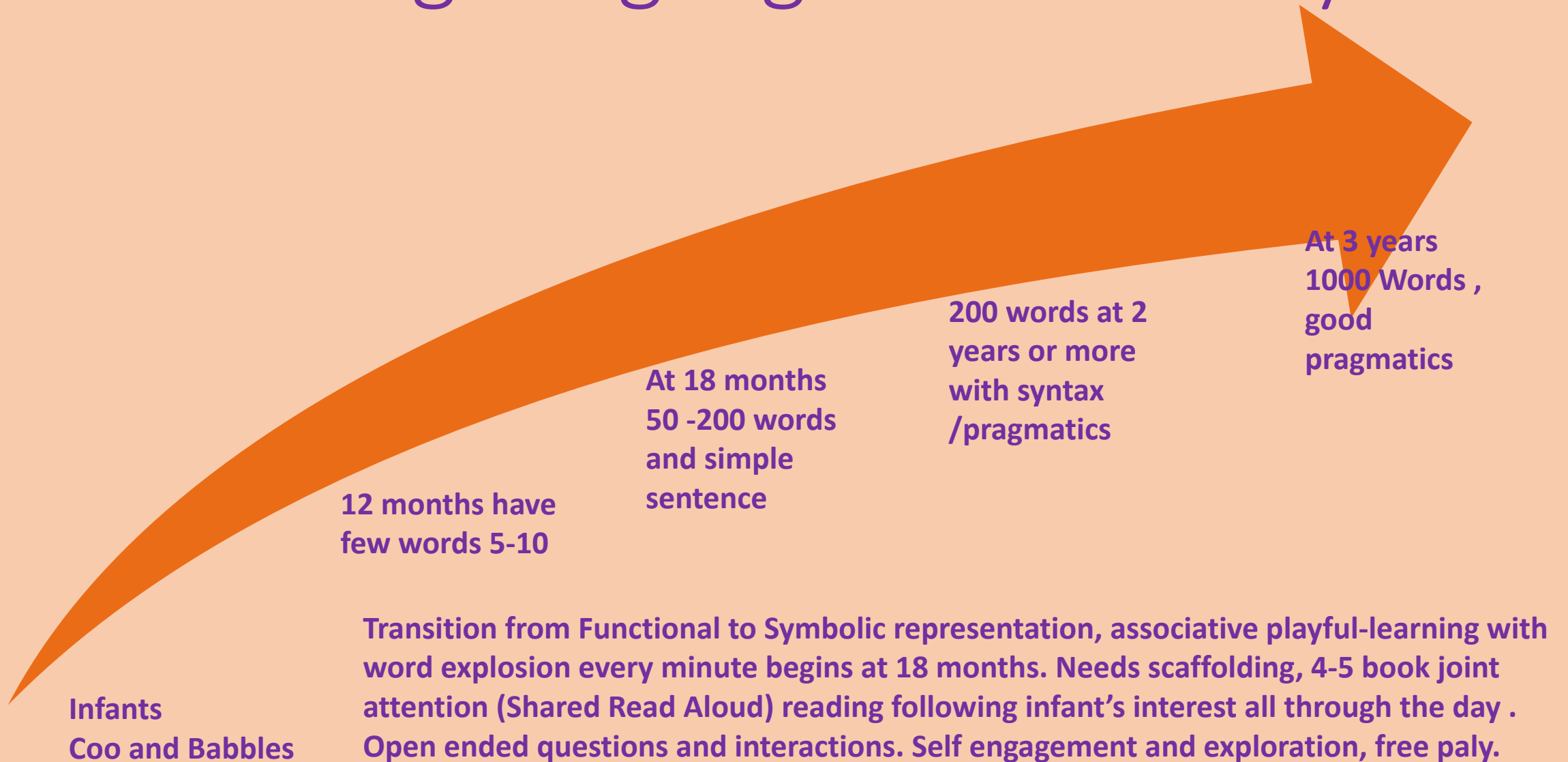
Many children spend much of their second year speaking two-word combinations:

- *My ball.*
- *More juice.*
- *Baby nigh-night.*
- *Daddy home.*

Interestingly, they very rarely get the word order wrong.



# Fostering Language and Literacy

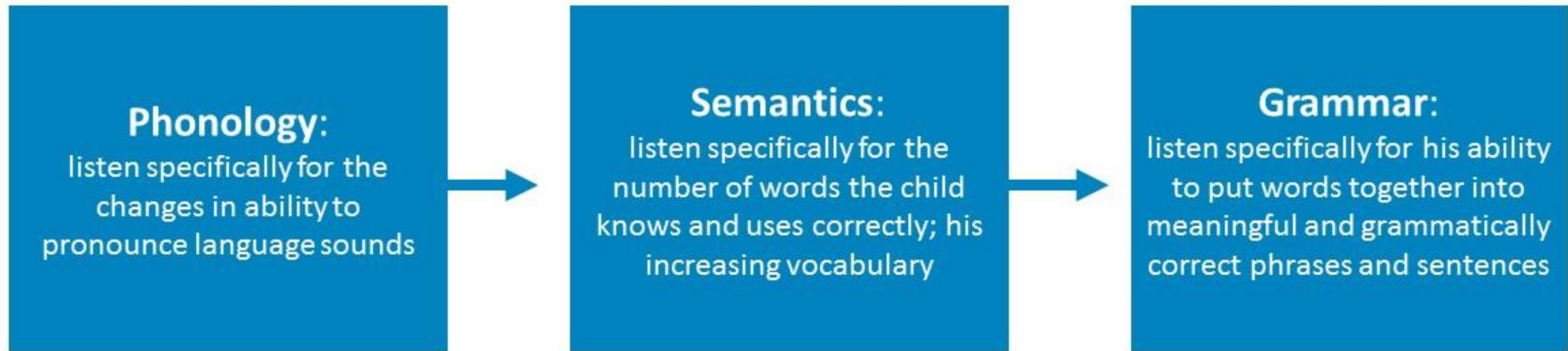


# Pragmatics: How to use language in different contexts for different purposes

Speech Act	Nonverbal	Verbal
Greeting	Waves “hi” or “bye”	Says “bye-bye”
Requesting	Points or reaches	Says “up” or “bottle”
Protesting	Shakes head	Says “no”
Calling	Reaches for person	Says person’s name
Labeling	Touches object	Says name of object
Answering a question	Responds with gesture	Responds with words



## Activity: The sounds of language development





# Sounds of Language with each Transition



Pay attention to the transition from Telegraphic 1 word expression with meaning to a simple sentence and to a n expression with full grammar and feelings-Pragmatics



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# Focus on Educators

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# Exploring the *Critical Competencies* L&L-2 skill statements



Photos © Kwei Street Studios

- **Phonology:** supporting infants' learning of language sounds, phonemes that make up the words used in language, preparing them for understanding words and producing them later
- **Semantics:** supporting development of vocabulary and understanding of how words create meaningful sentences



# Supporting infants' learning of phonology, or language sounds



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**L&L-2g** Use child-directed language, extending syllables, ranging pitch, and varying tone of voice to extend children's attention during language activities and play



# Supporting semantic development and broadening vocabulary

**L&L-2b** Verbally label objects and actions and encourage children to point to and/or verbalize the names of objects and actions by occasionally prompting them to do so; avoid repetitive or intrusive requests for children to label

.....

**L&L-2c** Work in partnership with families of dual- and multi-language learners to support home language development and to learn commonly used and familiar words in the child's home language(s) across settings

.....

**L&L-2e** Use a variety of specific and descriptive words and map these words onto known or familiar concepts

.....

**L&L-2h** Use diverse words from different categories like objects, actions, feelings, and words that identify groups or sets of things

.....

**L&L-2j** Use proper grammar and vocabulary to provide a positive language model

# Supporting understanding of how words create meaningful sentences

**L&L-2a** Repeat and extend children's language(s) by imitating young infants' babbling, expanding children's utterances, adding words, or modeling complete sentences in context

.....

**L&L-2d** Narrate own actions while they are happening and narrate children's actions while they are happening. Describe/narrate interesting events, processes, or patterns observed by children in the world around them

.....

**L&L-2f** Engage children in conversations by using language that focuses on shared experiences or shared attention

.....

**L&L-2i** Speak in complete sentences and vary the types of sentences used throughout the day; extend conversations on a single topic rather than quickly moving from one topic to another

.....

**L&L-2j** Use proper grammar and vocabulary to provide a positive language model





## Activity: A closer look at my own interactions



1. As you review the knowledge about children's early language development that was just presented:
  - In what way was your interaction supportive of the child in your example?
  - What specific language learning were you helping him or her attain?
2. As you consider the other skill statements:
  - What else could you have done or said to further support the child's language development?



## Activity: Expanding children's language in action

**Q1**

Think about the child's current language ability. How would you describe where the child is in his/her receptive (comprehension of) language? How about his or her expressive (production of) language?

**Q2**

Which of the *Critical Competencies* L&L-2 skills did you see the educator demonstrate with the child? With each that you identify, what specific language ability(s) do you think he/she intended to encourage/strengthen?

**Q3**

What was the child's response to the educator's behavior(s)? What evidence did you see or would you look for in the future that would indicate that the educator's interactions had a positive impact on the child's language learning?

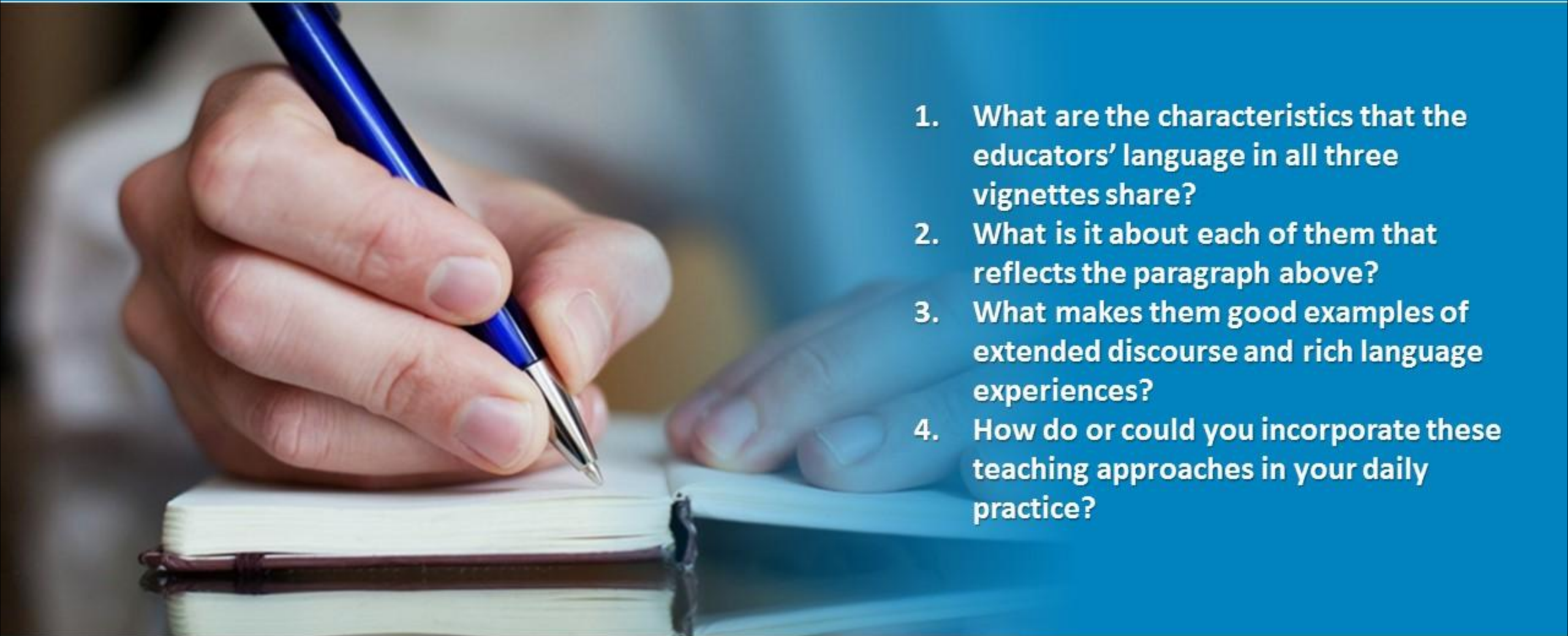
**Q4**

What else do you think the educator could have done, in the moment or later, to further strengthen the child's language learning?





## Great conversation with infants and toddlers



1. What are the characteristics that the educators' language in all three vignettes share?
2. What is it about each of them that reflects the paragraph above?
3. What makes them good examples of extended discourse and rich language experiences?
4. How do or could you incorporate these teaching approaches in your daily practice?



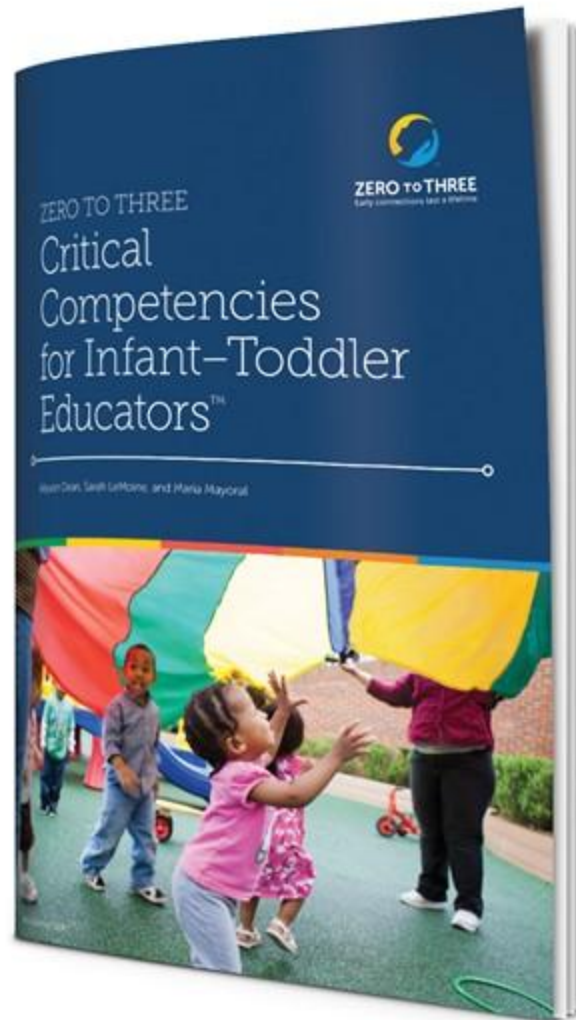


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# Focus on Additional Considerations

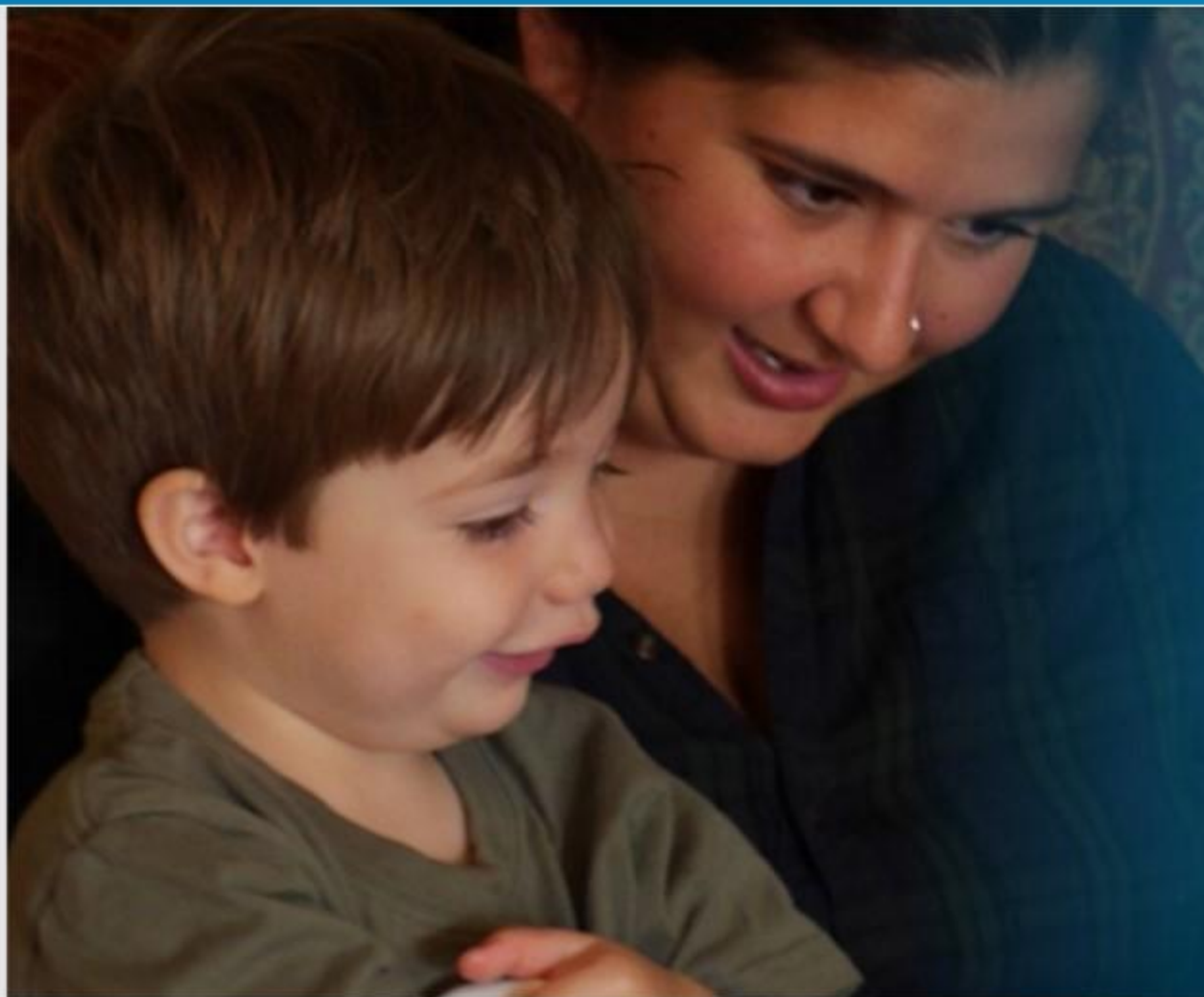
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# Using talk for learning: The foundation of high-quality learning experiences



- Language is a multipurpose tool for educators and children.
- It's especially important that infant-toddler educators consider ensuring children who enter the early learning environment as new English language learners are experiencing rich, meaningful language so they don't miss any of the benefits.

# Language support for children learning multiple languages: Reason 1



**Incorporating words and phrases from each language into daily experiences facilitates understanding of connections between languages, and that each has the same purpose: to communicate between people.**



# Language support for children learning multiple languages: Reason 2



The process of learning more than one language during early childhood has been found to uniquely change brain development in positive ways.

# Language support for children learning multiple languages: Reason 3

“Our language is a reflection of  
ourselves.”

—*Cesar Chavez, Labor and Civil Rights Activist*

“Language is the road map of a  
culture. It tells you where its people  
come from and where they are going.”

—*Rita Mae Brown, Author and Activist*



## Activity: Educator voices

1. What strategies did the educator mention using to support Elon's language learning, and the communication between Elon and his peers?
2. What impact did these supports have on Elon? ...on the classroom as a whole?
3. What else did you hear that was interesting, insightful, or that you are curious about?
4. What did the story inspire you to try in your own program or to learn more about?





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## A growing population



The number of children in the United States who live in a household where a language other than English is spoken has steadily increased over the past decade and is now approximately one in three.

—Child Trends, 2014

# Examples of Communication Exchange

1. Infants - nonverbal NB-6 months
2. Infants – Mobile , Verbal – Holographic speech /Telegraphic Speech
3. Toddlers – Functional Play – Communication Exchange
4. 18 months – Simple sentence
5. 24 month
6. 36 month old
7. All of you think about these and give examples how you are exchanging communication- towards the ned or enter in chat box
8. Use examples of **CODE Switching combining** - words from 2 languages is used in the sentence: ex: “I want Pani” “ I want Neellu”
9. **Code –Mixing** : Mixes Grammar in vocabulary from 2 languages in a sentence ( paani Girred – for Gir gaya; I am neendy ( sleepy for neend )).
10. India “China Fighed India” ‘Russia Fighed Ukraine” – do not correct , instead
11. Reframe right sentence and expand communication.

# HOW DO YOU FOSTER RECEPTIVE LANGUAGE AND EXPRESSIVE LANGUAGE

1. Infants utter sounds, imitate, make a sentence expressing what they are intending. Add more words, expand the contextual concept with rich language.
2. Label objects, feelings, toys, actions, narrate events and ask questions. Ask them to repeat a label but not force repetitiously .
3. In multi language users- build family partnership and learn words commonly used at home.
4. Narrate or describe in context the events happening at the time.
5. Decontextualized extended conversations also enhance memory , and be of interest
6. Use specific descriptive words and link up to daily experiences or extend conversation. EX: Discussion on Mangos while cutting mangos .
7. Expand language on shared interest or activity



# HOW DO YOU FOSTER RECEPTIVE LANGUAGE AND EXPRESSIVE LANGUAGE

8. When speaking with children –I&T, be in sync with their mood, emotion and tone to gain their interest - child directed language in pitch, tone and range.

9. Speak in full adult language sentence on a single topic than divert around on many.

10. Use right grammar and sentence construction.

11. When I &T are speaking wrong articulation or grammar, rephrase sentence with right word and grammar and not correct the infant directly

12. Multi Language learners can be sensitive and withdraw. We learn some home words till the I &T catches up and ease them to communicate.

13. Think about the opportunities to enrich and foster language skills receptive and expressive 0-8 months

9-18 months

18 – 24 months – 24 -36 months





There are assignment sheets attached to this activity from Educator voices.  
Please complete them





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## Wrap Up



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## Reflection on learning, planning next steps





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**THANK YOU!**

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