



Infant: Early Language Support

Title: Supporting Language with Teacher Talk

The teacher in this classroom provides the infants with language exposure and communication support by consistently talking to the infants, describing their actions, and building upon the infants' communication attempts.

Teacher Talk

- The teacher consistently uses language to describe the infants' actions during play such as in the following examples:
 - "You're walking backwards. That is so cool, Anna-Grace."
 - "Look, see. Kimber is playing with the toys. She has a Lego and the phone. And Marley has a block."
 - "Anna-Grace, you have the phone."
 - "Anna-Grace is dancing to her music."
 - "Look. Kimber's making noise. She's banging two toys together."
 - "And Marley is enjoying her block. She's playing."
- The teacher labels objects with descriptive and specific words ("Want a white Lego?" "And there is the blue Lego," "Anna-Grace, you have the phone," "She's banging two toys together.").
- The teacher uses complete sentences when talking to the infants such as in the following examples:
 - Anna-Grace hugs the teacher, and the teacher says, "Anna-Grace, that is just so sweet. That's so sweet."
 - "Where's she going? Wanna come play?"
 - "I think you just want me to get you. Anna-Grace just wants me to tickle her."
 - "Are you gonna walk on the Legos? Oh, let's be careful."
 - "Are you talking to Kimber? Kimber, are you talking to Anna-Grace?"
 - "I think Marley is having fun playing with her block."

Communication Support

- The teacher attempts to involve the infants in several language exchanges by asking direct questions ("Now what are you going see?" "Did you drop it?" "What are you doing?").
- When Anna-Grace hears a musical toy, she begins to bounce while on the teacher's lap. The teacher mimics her behavior and bounces to the music as well, saying, "You like to dance."
- The teacher encourages Anna-Grace to say, "Hi, Mommy," as they play Telephone.

Communication Extension

- The teacher encourages turn-taking and back-and-forth exchanges with the infants by providing words for infants' communication and extending their communication. For example, one infant makes a vocalization or sound, and the teacher says, "You are. You are talking to Anna-Grace."). In another exchange, the teacher extends Kimber's initial

vocalization, pauses, and waits for Kimber to respond. The teacher then extends her communication attempts.

- Kimber: (makes sounds and vocalizes while banging two blocks together)
- Teacher: “Oh, really? You got two toys.”
- Kimber: (makes sounds and vocalizes)
- Teacher: “Yeah, you do! You have a phone and a Lego.”

The teacher in this classroom consistently talks with the infants, narrates what the infants are doing, labels objects, and uses descriptive words when speaking to the infants. She also encourages infants to talk and extends their communication attempts through back-and-forth exchanges.