

## EXERCISE 2: TAKING NOTES

Quick Fact Chart	
<b>Overview</b>	Students listen to a lecture and take notes.
<b>Academic Skills</b>	Taking notes during a class lecture Weighing the value of information
<b>TOEFL Skills</b>	Writing about what you've heard
<b>Time</b>	10–20 minutes
<b>Answer Key</b>	<i>Answers may vary. Possible answers:</i> A1. gesture; A2. 5; B2. babbling; B3. repeats; C1. 12; C2. vocabulary; D1. words; E1. grammar, more; Professor 1. language; 2. device; 3. facilitate, directed, pitch
<b>Related Pages in Textbook</b>	Organization and Note-Taking, pages 88–90
<b>Extension Activities</b>	This activity can be repeated with any TOEFL-like lecture or listening passage.

1. Give students a copy of the incomplete lecture notes about **Childhood Language Development** on page 75 and 76.
2. Play the lecture about **Childhood Language Development** for students. This is Track 5.
3. Ask students to complete the lecture note outline while listening to the lecture. Students may listen two or three times, or as needed.
4. As a class, discuss the notes students took. Consider distributing the script of the lecture (pages 77–78) so that students can compare the lecture to their notes.
5. As a class, discuss the lecture note outline. Note that the outline is not “perfect.” For example, it contains a Section I, but it doesn’t have a Section II or III. Such gaps are common and acceptable in note-taking, and they should not discourage a note-taker from doing his or her best.

## Lecture: Linguistics

### Lecture Notes

#### Topic: Early Childhood Language Development

- I. Language dev. in infants & toddlers
  - A. First Stage, Vocalization
    1. baby makes noises, face, \_\_\_\_\_
    2. up to \_\_\_\_ mos./age
    3. baby makes sounds
  - B. 6–11 mos.
    1. baby = more sounds
    2. like conversation ➡ “\_\_\_\_\_”
    3. \_\_\_\_ sounds
  - C. 10–\_\_\_\_ mos.
    1. baby makes words, pronunc. unclear
    2. more words = \_\_\_\_\_ explosion = 18 mos.
  - D. 18 mos.
    1. Naming Explosion—50–100 \_\_\_\_/mo.  
1 word/90 min?
  - E. 18–23 months
    1. \_\_\_\_\_, words together ➡ “\_\_\_\_\_ milk”
    2. inaccuracies

Student: Babies learn naturally?

1. Infant brain = easier \_\_\_\_\_ development
2. Noam Chomsky: Language Acquisition \_\_\_\_\_  
Babies learn what they hear
3. B.F. Skinner ➡ "learning theory." Most language is learned . . . not spontaneous. Positive reinforcement. Parents \_\_\_\_\_, "What's that?" or describe.  
Baby Talk = the way adults talk to babies, "child-\_\_\_\_\_ speech," simple, repeat, high \_\_\_\_\_.

## Lecture: Linguistics

*Listen to part of a linguistics lecture about early childhood language development. Partial notes from the lecture have been provided. Fill in as much as you can as you listen the first time. Listen as many times as necessary to complete the activity and understand the lecture.*

**Professor:** Before we move on to consider language development after two years of age, let's just recap the language development process we've been studying in infants and toddlers. The first stage of development, if you recall, is the **vocalization** stage, and it's centered around noises, facial expressions, and gestures. The average infant up to about 5 months of age will react to sounds and watch a speaker's face. The baby also makes noises as reflexes, regardless of whether someone else is talking. From 6–11 months, the infant starts making a wider range of sounds, often in response to a speaker. So even though no actual words are spoken, the sounds may seem deliberate, almost resembling a conversation. These sounds gradually turn into what is known as **babbling**. In this stage, the infant repeats consonant and vowel sounds, like *ma-ma-ma* or *ba-ba-ba*. The infant also imitates sounds heard in the native language.

At around 10–12 months, as the mouth, jaw, and tongue develop, the infant starts to form recognizable words. The average baby can speak a few words by one year, though the pronunciation is unclear. Slowly, more vocabulary words are acquired, until the next phase, which is commonly referred to as the **naming explosion**.

The **naming explosion** is a sudden, rapid increase in vocabulary. It usually occurs around 18 months of age, though it can start as early as 12 months in some infants. In this stage, infants gain around 50 to 100 words per month, sometimes more. In fact, the linguist Steven Pinker maintains that a child in this stage learns one new word every 90 minutes. Most of the words in this phase are nouns, names for objects, which is why it is called the **naming explosion**.

Around 18–23 months of age, what we think of as grammar starts to emerge. Toddlers begin putting two words together, like *more milk*. Soon after, right around two years of age, multi-word sentences begin to emerge, though there are inaccuracies—like missing words or wrong word order—and the pronunciation may still be unclear, except perhaps to the infants' parents or caregivers.

Are there any questions before we move on to look at the next phase? . . . Yes?

**Student:** Yeah . . . so, um, do babies learn language naturally? I mean,

is there something about their brains or their genes that makes them automatically start learning and using language?

**Professor:** Well, researchers probably wouldn't use the word *automatically*—that's a bit too simple. But there is a theory that there is something about the infant's brain structure that's uniquely receptive to language development, and that it helps infants to learn languages easily. The linguist Noam Chomsky calls this structure the **Language Acquisition Device**, or L.A.D. His theory is that babies learn new words and grammatical patterns from the speech they hear around them every day. Other researchers support this theory, arguing that infants are naturally receptive to learning whatever language they're exposed to. They're eager to learn, and they're paying attention to speech sounds and patterns even as newborns.

Another theory is that infants are actually taught language by other people, primarily by their caregivers, and this was heavily promulgated by B.F. Skinner. Skinner came up with the **learning theory** of language development. He argued that what seems like spontaneous, natural attempts at communication, like babbling, is actually learned behavior. The infant's communicative efforts are praised or supported by the caregiver, and so the infant repeats the behavior, hoping to get the same reward. For example, if a baby says *da-da* and points to her father, and the parents praise the baby, the baby will likely make the same sounds again. The baby is learning words and their associated objects or people through positive reinforcement.

Now according to this school of thought, caregivers can actually do other things to facilitate language development. For example, parents can imitate an infant's attempts to vocalize words; they can ask questions like, *What is that?* or they can describe things. All of those strategies may help the baby to make associations between words and things. On top of that, more recently, many researchers support the idea of caregivers purposely using **baby talk** to help encourage language development.

**Student:** Baby talk? Isn't that what we call it when a baby tries to talk? Just noises?

**Professor:** Well, actually, when scientists use the term **baby talk**, they're referring to a way that adults talk to babies. A better term for it, though, might be **child-directed speech**. It's when an adult talks to a baby using simplified speech patterns, repeated words, and a high-pitched voice. And I have to emphasize, baby talk uses actual *words*, not inarticulate sounds. Some research shows that infants respond well to this type of talk, that they recognize and try to imitate the sounds of the words from a very early age.