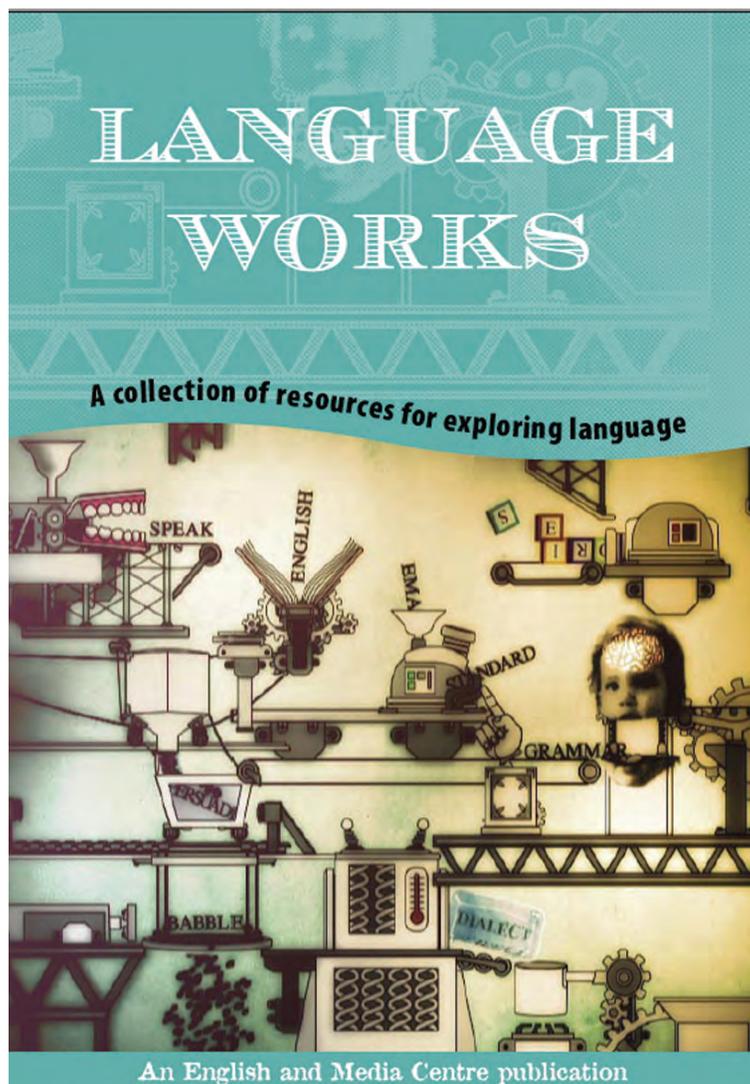


From Language Works: CLA – Mathilda



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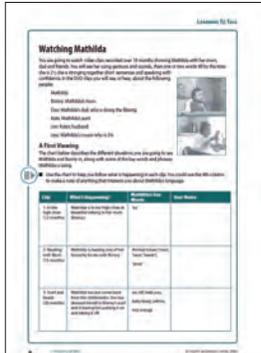
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Stop! Read me!

1. What does this Video PDF include?

Pages 1-13 are activity sheets for you to print out. They look like this:



Activities which use a video clip are indicated with this icon: 

Clicking on this icon will take you directly to the video page.

Pages 14-21 are video pages (like a DVD). They look like this:



These pages include all the video clips referred to in the activity sheets.

2. How do I play the video clips?

First make sure you have saved the file to your desktop.

To play the video clips you need to open the file in Adobe Reader 9 or above.

You can download this free application by clicking here.



Follow the instructions to install the latest version of the Adobe Reader program. Once it is installed and you have agreed the license, open the program.

Go to 'File – Open' and navigate your way to the PDF you have downloaded. **NB: The video files will not display or play if you open the PDF in Adobe Reader 8 or below.**

Move your cursor onto the video image. Click and the video will begin to play within the page.

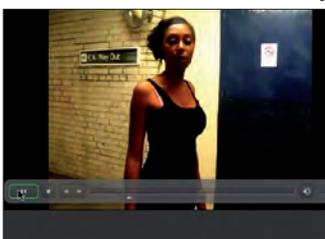
To play the video clips to a class you will need a computer, data projector and screen.

3. How can I play the video clips full screen?

Position the cursor on the video image. On a PC: right click. On a Mac either right click or 'Control+click'.

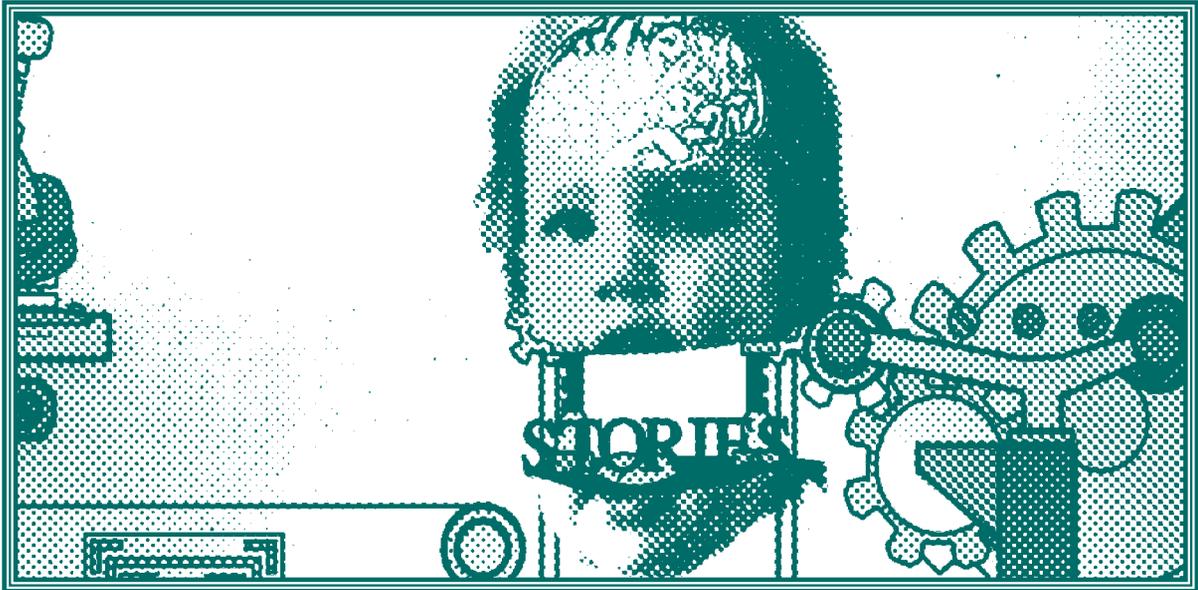
4. How do I stop the video clips playing?

Either move to another page in the PDF or click the Play/Pause button on the control panel, as shown here. **NB: The control panel is visible only when you move your cursor over the video image.**



5. What do I do after the video clip has finished playing in full screen mode?

To exit full screen mode, press the escape button on your computer.



MATHILDA
SPEAKING
LEARNING TO TALK

Teachers' Notes

Video clips

In the high chair – 12 months

Reading with Mum – 15 months

Scarf and beads – 20 months

Sticklebrick car – 24 months

Let's pretend – 24 months

Turning off the light – 25 months

Taking to herself – 28 months

Talking with friends – 2 years, 7 months

Language Points to Draw Out in Each Clip

You might want to select the most interesting points from these descriptions of Mathilda's development rather than analysing everything in detail.

1: In the high chair (12 months)	Responds to speech with gestures, facial expressions and a catch-all word 'iss'. Mathilda listens to what Bonny and Dan say, 'answers' their questions and laughs when they do.	'iss'
2: Reading with Mum (15 months)	Mathilda is reading one of her favourite books with Bonny. She exhibits 'reading' behaviour, turning the pages, and engaging with the pictures by pointing to the animals and opening the flaps. Answers Bonny's questions with the appropriate animal noise. Towards the end of the clip Mathilda shows she is beginning to initiate conversation, naming the bird 'tweet' without being prompted.	Animal noises ('moo', 'iaow', 'tweet') 'yesss'
3: Scarf and beads (20 months)	Mathilda has just come back from the childminder. She has dressed herself in Bonny's scarf and is having fun taking it on and off and announcing when she is doing this. Her vocabulary has noticeably increased. She confidently repeats words. After Bonny asks 'Shall I help you', Mathilda adopts the phrase 'help you' to mean 'can you help me?'. She hasn't yet mastered the difference between using 'me' and 'you' (personal pronouns). She also seems to identify 'help you' as one word so probably couldn't be said to be using more than single words. She later asks for help in the same way without being prompted. She initiates a conversation about the beads on Bonny's necklace, pointing to the small beads, calling them 'baby'. With Bonny she names the colours of the beads.	on; off; help you baby bead yellow; red orange
4: Sticklebrick car (24 months)	This is an interesting clip for several reasons: Mathilda is confidently initiating conversations and using language to make things happen. This is shown clearly in her insistence that the car has 'orange wheels' even when Bonny misunderstands what she is saying. She is no longer simply repeating words and phrases but answering questions independently. Her use of the possessive 'lady's' shows a marked development in her grammatical understanding. She is definitely using two-word strings here.	car; lady's orange wheels yeah; man seat; whoopsie

5: Let's pretend (24 months)	Mathilda is using language to play: she understands the increasing tension of the countdown and takes a full role in the make-believe game. She uses imperatives, uses two words together and is beginning to construct word strings. She refers to herself as 'Tilda' rather than 'I' and Bonny as 'mummy' rather than 'you', even when addressing her directly, so hasn't yet fully grasped the use of personal pronouns.	sleep there; mummy Tilda sleep sofa feet ('weet') night night mummy up
6: Turning off the light (25 months)	This extract reveals a considerable development in Mathilda's language acquisition: she takes the lead in asking a question and answers Bonny's query with a full sentence and with emphatic. She uses intonation appropriately and now refers to herself as 'I'.	light off yes I can reach it
7: Talking to herself (28 months)	In this extract Mathilda is shown talking to herself as she plays, using 'this' and 'that' to distinguish between the toy cars. This is egocentric language – talking aloud to yourself as a running commentary is typical of early language development. She uses possession confidently 'Jon's'. She also seems to be taking pleasure in her ability to use language, repeating the words with different intonations and singing. She also makes a joke based on the connection between her own name (Mathilda Kate Oliver Johns) and those of her Aunt and Uncle (Kate Oliver and Jon).	this one Kate's/ Jon's Kate's house that one Kate Oliver John's house
8: Talking with friends (2 years 7 months) Jess is 3 years 9 months	Although Mathilda and her cousin, Jess, are confident speakers (each taking the lead, using language to express feelings, make demands, get things done), their lack of conversational etiquette is clear: They do not always engage with other or take turns, often carrying on parallel conversations. They do not always follow politeness principles!	we here daddy we wait and Jon come That be big lorry Coming That way I being careful with ironing board All flat I ironed that for her This not done I find it for you I help There you go Jess

Language Development Milestones

This brief outline may help you work with your students on Mathilda's language development.

From:	Babies and children begin to...
Birth:	hear and respond to sounds
1 month	smile spontaneously and in response to someone
1-2½ month	recognise their parents
2-4 months	coo making sounds like ah or eh (vowel sounds)
3-6 months	imitate speech sounds
4-8 months	laugh out loud; babble individual or monosyllabic sounds like ba or ga (vowels and consonants)
5-9 months	babble repeated sounds like babababa, lalalala, etc (vowels and consonants)
6 months	respond appropriately to friendly and angry tones; use intonation in the sounds they make
6-9 months:	follow a one-step command with a gesture (e.g. will respond appropriately if someone asks for an object with hand held out)
6-10 months	understand individual words (mummy, daddy, no)
7-11 months	follow a one-step command without a gesture
7-12 months	use dada and mama to mean dad and mum
9-14 months	say their first word other than dada or mama
10-15 months	point to objects that they want
11-20 months	use 4-6 words other than mama/dada, family names or names of pets; practice inflection; show awareness that speech has a social value
14-20 months	understand a 'two-step' command such as 'Find your shoes and bring them here.' when given without a gesture
16-20 months	communicate what they want using single words such as 'juice', 'more' etc; may overextend for instance by using 'dog' to refer to all animals or 'daddy' to refer to all men.
18 months	use about 5-20 words, mainly nouns; understand about 50 words; repeat words or phrases over and over
16-24 months	use an increasing number of words, experiencing a vocabulary 'spurt' from 50 words to approximately 150-300 words
18-22 months	put together simple two-word sentences. These are usually either two content words to show location, possession or action. They may also use also noun-verb combinations like 'Daddy go'
19-26 months	use pronouns ('me', 'you' etc) although these may be used incorrectly (for example me and I are often confused)
24 months	have speech which is over 50% intelligible by strangers; begin to use 'my' and 'mine'
24+ months	put together sentences with several content words, often strung together without any sense of grammatical order.

24-36 months	master the morphology of language and start adding affixes like 'ing'; use function words like 'the' and 'is' and put together grammatically correct sentences
26-32 months	hold conversations with 2-3 simple sentences put together
27-30 months	understand two prepositional commands ('put the cup on top of the table' or 'next to the book')
30 months	use pronouns correctly
3 years	have speech 75-90% understandable by strangers; have a vocabulary of 900-1000 words; use some plurals and past tenses, although may overgeneralise for instance, using the -ed suffix to indicate past tense for verbs like 'go' and 'think', as in 'go-ed' and 'think-ed'; handle three word sentences easily
3-4 years	name 4 colours
4 years	have speech which is fully understandable by strangers; speak aloud as they carry out activities
5 years	use descriptive words (both adjectives and adverbs); use fairly long sentences including some compound and some complex sentences; have speech which is generally grammatically correct
6 years	have speech which is completely understandable; can tell a story about a picture, seeing relationships between objects and happenings
8 years	relate involved accounts of events, including those which have happened in the past; use complex and compound sentences with ease; use grammatically correct speech with greater ease; can carry on conversation at rather adult level; follow fairly complex directions with little repetition

Sources consulted

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<http://www.asha.org/public/speech/development/01.htm>

<http://www.asha.org/public/speech/development/default.htm>

http://www.medem.com/search/article_display.cfm?path=n:&mstr=/ZZZWKQVIQDC.html&soc=AAP&srch_typ=NAV_SERCH

<http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp#mychild>

<http://www.ldonline.org/article/6313>

<http://www.blankees.com/baby/speech/>

http://pediatrics.about.com/cs/growthdevelopment/l/bl_lang_milesto.htm

<http://www.med.umich.edu/1libr/yourchild/devmile.htm>

Mathilda Speaking

In this unit you will:

- think about your own memories of learning to speak
- watch a series of video clips of one baby beginning to use language
- explore some of the stages children go through as they learn to speak.

Learning to Talk

What do you know about the way you learned to talk? What about younger brothers, sisters or other babies you know?

- In small groups or as a class, share what you already know about the way babies and young children learn to speak.

Included in the boxes below are some of the things you might remember about learning to talk.

- Add any other memories you have. You could also ask people who knew you when you were little. Choose one topic to talk about in small groups.

Nursery rhymes	Listening to stories	Talking to friends	1st words
What you called other people	Quiet or noisy?	Your name for a favourite teddy or toy	A 'secret' language
Your first joke	Words you used wrongly	Talking to imaginary friends	What you were called
Songs with actions	Family words	Looking at books	Words you pronounced wrongly

Watching Mathilda

You are going to watch video clips recorded over 18 months showing Mathilda with her mum, dad and friends. You will see her using gestures and sounds, then one or two words till by the time she is 2½ she is stringing together short sentences and speaking with confidence. In the DVD clips you will see, or hear, about the following people:

Mathilda

Bonny: Mathilda's mum

Dan: Mathilda's dad, who is doing the filming

Kate: Mathilda's aunt

Jon: Kate's husband

Jess: Mathilda's cousin who is 3¾



A First Viewing

The chart below describes the different situations you are going to see Mathilda and Bonny in, along with some of the key words and phrases Mathilda is using.

- Use the chart to help you follow what is happening in each clip. You could use the 4th column to make a note of anything that interests you about Mathilda's language.

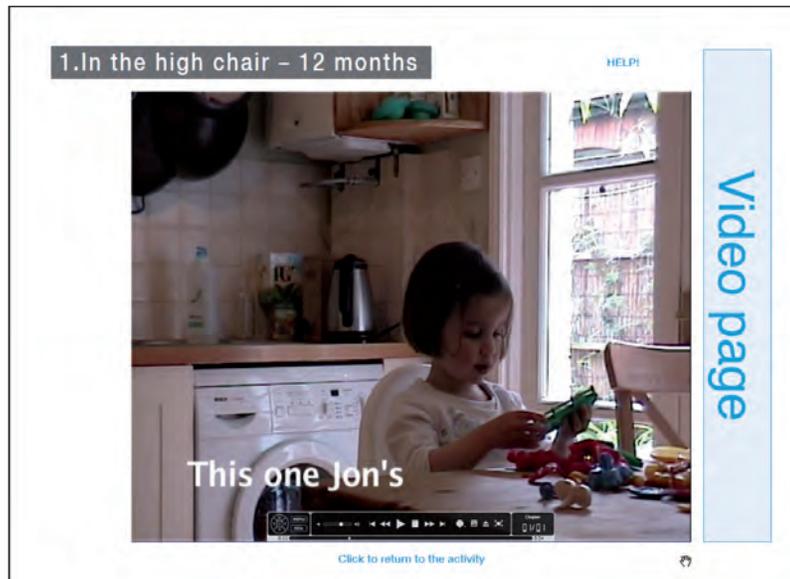
Clip	What's Happening?	Mathilda's Key Words	Your Notes
1: In the high chair (12 months)	Mathilda is in her high chair at breakfast talking to her mum (Bonny).	'iss'	
2: Reading with Mum (15 months)	Mathilda is reading one of her favourite books with Bonny.	Animal noises ('moo', 'iaow', 'tweet'); 'yesss'	
3: Scarf and beads (20 months)	Mathilda has just come back from the childminder. She has dressed herself in Bonny's scarf and is having fun putting it on and taking it off.	on; off; help you; baby bead; yellow; red; orange	

Video pages

The download you are previewing is a Video PDF publication.

This preview does not include the video pages.

In the download video pages (like a DVD) are included at the end of the PDF. They look like this:



These pages include all the video clips referred to in the activity sheets.

For a preview of the video clips included in the Video PDF publication, please click 'Video preview' on the website.

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