

Correlation Between Language Acquisition and Joint Attention in Delayed Talkers

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Abstract

attention. These children may struggle to follow the gaze or gestures of others, making it more challenging for them to associate words with objects and events in their surroundings. Similarly, late talkers might exhibit limited initiation of joint attention, meaning they are less likely to engage others in shared experiences, which further restricts opportunities for language learning [10].

3.1.2. The Role of Joint Attention in Language Acquisition

The relationship between joint attention and language acquisition can be understood through various mechanisms:

3.1.2.1. Social Interaction: Joint attention provides a foundation for social interaction, allowing children to engage with caregivers in meaningful exchanges. Through these interactions, children are exposed to language and can learn the meanings of words in context. When joint attention is impaired, these learning opportunities are reduced.

3.1.2.2. Symbolic Understanding: Establishing joint attention requires the child to understand that the caregiver's gestures, words, or gaze are directed toward an object or event. This symbolic understanding is crucial for language learning, as it allows the child to map words onto objects and actions. Without joint attention, this symbolic mapping process is hindered.