Discovering Expressive Language Delay in Teaching English for Young Learners

Namirah Arrasyidah[1], Khoirul Huda[2], Buyun Khulel[3]
Universitas Islam Darul 'Ulum Lamongan[1,2,3]
*Corresponding author, Email: mira.arrasyida123@gmail.com

Abstract

This study explores the language development challenges faced by children identified with expressive language disorder, characterized by limited vocabulary and difficulty forming sentences. The study aims to understand the factors contributing to the child's language delay and to develop interventions that could improve their communication skills. The study employed a qualitative approach, involving observations, interviews with parents, teachers, and playmates, as well as direct interaction with the Subject. These methods provided insights into social and environmental factors influencing the child's language development, particularly the impact of limited parental interaction due to work commitments abroad. The findings revealed that the Subject's language development is significantly affected by a lack of consistent and meaningful engagement with parents, as well as limited social interaction with peers. Despite normal physical health, the child exhibited passive behavior and obscure speech, making engaging in play or classroom activities difficult. The intervention, which involved clear communication and simple phrases, showed some improvement in the child's ability to retain and use language, especially when supported by teachers and caregivers. The study underscores the need for specialized training for educators to better support students with ELD and highlights the crucial role of parental involvement in early language development.

Keywords: intervention, language delay, language development

Introduction

Sometimes some children fail to develop language skills for obvious reasons. The lack is typically seen because of difficulties in producing and understanding language for communication, lack of intelligence, or developmental disorders (Sudarjat et al., 2019). Two reasons cause early childhood to have a great desire to learn how to speak. When children can talk and communicate with the other children while they are playing, it will give them pleasure. With the ability to speak, it will be easy for them to socialize and join with the other friends. Children who experience speech delays will face obstacles to communicating in school and even in society. It will be different with the children who have good ability in speaking. Second, by the ability to speak or communicate, they will be able to be independent, therefore they can express everything based on their needs and desires. Since the early childhood is very important (Wang, 2023). Thus, if there is an oddity or abnormality during the growth period of a child it will become a big worry and anxiety in the minds of parents.

Late Talker is known as an infant (18-36 months old) who understands the language well and usually develops play skills, motor skills, thinking skills, and social skills, but the spoken vocabulary of his age is limited. The difficulty of late speakers is peculiar to spoken language and expressive languages. This group of children has all the components of the spoken language, which can be very mysterious, but hardly or at all.

According to (Sudarjat et al., 2019) a late speaker may have problems such as delayed speech or language development. Language retardation refers to a delay in the development or use of speech-producing mechanisms, and a child with a language delay may present with receptive or expressive language delays. Language receptivity is a child's ability to receive linguistic information in verbal and nonverbal languages. This skill is made up of several abilities that exist in children before they have expressive language skills, which means that the first skill a child develops is a receptive language skill, then it develops. expressive language skills. Sometimes children have a good receptive ability but have not been dragged along with a good expressive language ability, it can be said that children still use passive language. Language acquisition skills include nonverbal receptive language and verbal language. Nonverbal language is when a child can understand sign language such as facial expressions, body language, and hand signals (signals). Whereas verbal language, where the child understands what is being described by others, understands simple commands, or even understands more complex commands, understands narration and understands someone's questions. With the above explanation, it can be concluded that children with retarded language acquisition have limitations in understanding the speech of others, whether non-verbally or verbally.

Expressive language is a child's ability to express something through a language that corresponds to the average ability of a child of a particular age (Roberts, 2021). Of course, this skill begins when the child has already reached passive development and has a vocabulary list of at least 50 words. By the age of two, children usually start speaking in simple two-word sentences such as "maumimi" and "mamasini". The older the child, the longer and more complex the sentence becomes, to ultimately make the structure of the language justice. Therefore, based on the above explanation, it can be concluded that children experiencing language delay have difficulty expressing their opinions through written speech.

Late speakers can have difficulty speaking and reading as they get older, but for most parents, lateness is common for children and is naturally inherited as they grow up and grow up. I believe it will exceed that. Slow speakers with receptive and expressive delays are at higher risk of worse results than slow speakers whose comprehension ability is within normal limits. If the infant's age or risk factor

vocabulary is limited, parents should continue to discuss this issue with a speech therapist (Vermeij et al., 2023)

Most children in early childhood started talking and singing, by smart intonation, and a few by correct pronunciation. Although children accomplish the fundamentals of language development by the age of 4 to 5 years, language development does not stop at that time. The means children talk continues to change as children master the last tough aspects of productive phonology, as children's vocabularies grow and alter, as children return to using a lot of complicated constructions and use them with larger frequency (Owens, 2016). Children's speaking produces also change as they become higher and ready to sustain discourse both in speech communication and in monologue and children's speaking and listening skills develop as they become higher and ready to create themselves to understand the messages created by others.

The Subject of this research has a language development disorder in producing vocabulary and sounds of speech. He cannot say some vocabularies that he never heard before. It can be like that because his social environment never talks to him. He has psychological stress because his parents left him with his grandparents, which makes him get an Expressive Language Delay with speech delay and problems in producing vocabulary and sounds of words. Since there are cases of this boy, the researcher is interested in identifying the problems deeper and making some problem-solving by language teaching by theory of Scaffolding from Brunner that can help him develop his language.

Based on the above problems, I would like to investigate the symptoms that may affect the delay in speech and expression. The author chose an 8-year-old boy as the main subject of this study. His name is R (initial name) and he is now 8 years old. He is now the only child in his family.

According to Cankaya et al. (2023) asserted that "A very important idea for children as active learners and thinkers who build their own knowledge by manipulating idea objects". In line with that statement the Subject of the research cannot be an active learner because he cannot interact well because he cannot speak some words clearly. Based on the backgrounds and facts that happened which are described in the background above, the researcher is interested in conducting the research entitled "Discovering Expressive Language Delay in Teaching English for Young Learners: A Case Study of Language Development".

Research Methods

This research uses descriptive qualitative design in identifying the case of the problems of language learning on student in Al Fattah Islamic elementary school which is experiences Expressive Language Delay. Data collection is carried out on conditions natural, primary data sources and data collection techniques from

observation, interviews and documentation. In this research, the researcher utilizes several instruments to gather comprehensive and accurate data on the language development and learning challenges of a student with Expressive Language Delay. These instruments include an observation checklist, an interview guide, and a document analysis framework.

Findings and Discussion

There are some characteristics of Expressive Language Delay that has been described in a fore mentioned chapter, researcher observed by some tests about Subject's language development and the factors that made them acquire with Expressive Language Delay. Research has been done in 2nd grade Al Fattah Islamic elementary school. Researcher found one of the students that has different language ability.

Based on the researcher's observations of the Subject that has a language disorder that is likely to be seen in an expressive language disorder in which the Subject still has very few vocabularies. He should already have a great deal of vocabulary at this age, and the use of the Subject words and phrases that the Subject used when the ability to speak apparently the Subject words and phrases is still unclear and meaningless. Returned to stories and events that subject find difficult as appropriate as his age development. Some children generally lack the courage to clarify the answer to the question.

In this section, the researcher categorizes and describes the data including statements and sentences obtained by observing and directly interviewing subject (S) with Grandmother (GM), researcher (R), grandfather (GF) based on Wiyani's theory (2014).

Data 1:
GM: "Nak... mau berenang?" (Do you want to go to swim?)
S: "benang..mau.." (Yes..I do)
GM: "di mana berenang?" (Where (are we going) to swim?)
S: "ini.." (Here)
GM: "sama siapa berenang?" (With who?)
S: "Mbah Mu.."
GM: "siapa lagi?" (Who else?)
S: "Mbah tung.."
M: "iya sama siapa lagi?" (Who else?)
S: "mai.." (mail)
M: "mail siapa lagi?"
S: "mai.."
M: "siapa lagi berenang?" (Who else swimming?)
S: "benang...benang" (Swim..swim)

M: "berenang dimana?" (Where (are we going) to swim?)

S: "benang" (Swim)

M: "laut?" (Sea?)

S: "aut" (Sea)

Data Description: Based on this conversation between the subject and his grandmother, researcher found that the subject was unable to pronounce "Berenang" and instead mispronounced "Benang". Also, I couldn't answer the question my mother asked about the place (sea) correctly, so I answered "ini" instead. That is, their knowledge of vocabulary was limited, and subjects continued to repeat the answers they had already said and asked.

GM: "Apa namanya itu?" (What's this?)

S: (whining) "ombok" (Chili)

GM: "Ini apa namanya?" (What's this?)

S: "Itan...Bawan" (Fish..Onion)

Data Description: Based on this conversation, the subject could understand and answer the question, but again mispronounced "lombok" as "ombok" and "ikan" as "itan". "Bawang" as "Bawan".

Data 3:

GM: "Nak... mau naik mobil?" (Do you want to ride a car?)

S: "mobing" (mobil) (Car)

R: "apa ini?" (What's this?)

S: "semut" (Ants)

S: (started whining) (babbling)

R: "Boy... makan apa?" (What do you eat?)

S: "kukuit" (Biscuit)

GM: "bagaimana rasanya?" (How is it?)

S: "enak" (Delicious)

Data Description: Based on this interview, subjects did not explicitly answer the first question. Instead, he repeated the last word he was told. It was also shown that the subject mistakenly pronounced "mobil" as "mobing" and "biscuit" as "kukuit", starting with babbling (in this case, randomly saying ambiguous words).

According to the Subject's parents, the Subject has experienced some language developments before the Subject entered kindergarten or school. Previously, the pronunciation of the Subject before entering school was not clearly understood and the vocabulary was still low. However, when the Subject enters school, its speech and vocabulary development begin to appear. Only when the Subject learned that he could not pronounce clearly, he stepped into the company and slowly began to express his emotions. The development of the Subject's language began to manifest when the Subject began to socialize a lot to meet new people / people. The parents of the Subject increasingly believe that the stimulus is very important for the child's

growth and development, as the stimulus given has a positive effect on the child's growth and development.

Table 1. List of Language Development Observation

Type of Ability	Example	Way of test
Vocals (Endurance)	A, I, U, E, O	Spontaneous or repeated by patterns
Consonant (Endurance)	D, G, J, K, L, R	Spontaneous or repeated by patterns
Tagging Images (Isolated Words)	Mother, Father, Apple, Car, Tree, Fish	Spontaneous,
Nursery rhyme	1.	Way to do something
Rapid	repetition	of
(Isolated Words)	Ma-Ma, Pa-Pa, Ba-Na-Na	Repeated

Following the table, it shows that there are some steps of research observation that researcher do for this research. The explanation and results of each step will be explained below:

a) Vocal and Consonant Observation

Speech analysis was performed comparing student who experienced with Expressive Language Delay and normal student. There is significant differentiate in vocal and consonant learning in both of them. This observation has done in Subject's class. As the result:
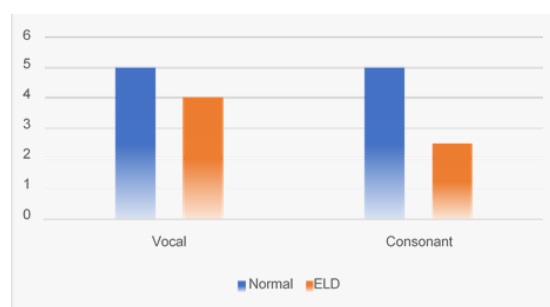

Figure 1 Vocal and Consonant Observation

b) Isolated words Observation

Comprehension of individual words is monitored by comparing utterances of the same content by students with Expressive Language Delay and normal students. A detailed analysis of this method is shown in Figure 1. This observation has done in Subject's class. Here readers could observe the difference in pronunciation between normal children and children with Expressive Language Delay. This difference decreases as the number of syllables decreases.
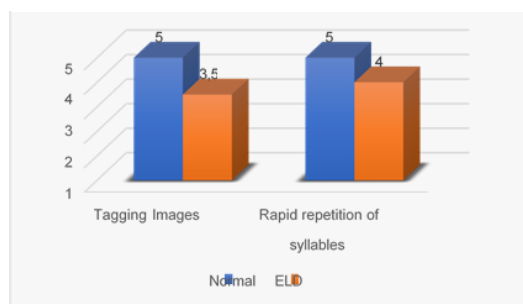
Figure 2 Isolated Words Observation

c) Analysis of Rhymes

Rhyme analysis is performed using the well-known nursery rhyme. There is a change in speech speed during speech, which is interesting to be researched. It is also the degree of adherence verse and rhyme in their language. It means that this observation was observed Subject's way when he intend to say and do something.

d) Analysis of Routine Activities by Using a Sequence of Image

In this case, the degree of variety of expression can be evaluated. Student with severe disabilities could only explain the story of the picture by verbs. Through a simple sentence containing only the Subject and predicate characterizes the less seriously affected Subject's language. For normal children, it is possible to explain the picture in full. Earlier, researcher has emphasized the limits of the possibility of identifying symptoms with observation, but this goal could be considered on the positive side. Whether the performance of a particular Expressive Language Delay corresponds to a classical diagnostic type or not, the possible categories of prior knowledge provide researcher with a set of virtual frameworks for assessing performance. In addition, researcher provided guidelines to investigate. Resolving similarities and differences by the classical identification provides a convenient shortcut for characterizing the significant features of the immediate case. Besides of table of observation above, there is another list to observe Subject's action.

Table 3 List of Acts Observation

NO	STAGE	INDICATOR	SIGN	
			YES	NO
		1. Cry	√	
1	Pre linguistic 1	2. Laugh	√	
		3. Scream	√	
		1. Holding	√	
2	Pre linguistic 2	2. Raise		√
		3. Appoint	√	

Adapted from P.Zlatnik (2007)

From the table above researcher has observed how Subject's action in his daily life. Otherwise, the other side of the observation is non-language observation that has found some results:

1. Getting slow to understand and adapt to change task requirements.
2. Having less attention to simultaneous aspects of stimulation.
3. Memory Disorder

In line with paragraph above, these non-specific cognitive impairment assessments are not specific to Expressive Language Delay and are part of the study conducted by each mind disorder student and will not be further developed in this section. Due to this research focuses to identify Expressive Language Delay in language learning.

From the interview, researcher observed that Subject of this research got some problems in his language development that are not suitable with his age. Because of that researcher held some interviews in other objects of question that will confirm if the student has a developmental Expressive Language Delay seen from some of the language development problems that he experienced.

Discussion

Subject struggle with the transformations necessary for communication activities because this problem is delayed in language development and can manifest his phonologically, semantically, and syntactically. In addition, the obstacles to transformation and symbolization, it is also associated with behavioral disorders. These behavioral disorders have a profound effect on the language acquisition process, including lack of attention and interest in surrounding stimuli, shifts in attention, poor concentration, confusion, and easy giving up (Bishop et al., 2017).

This Subject tends to be less cooperative in the review process. It is very difficult to concentrate and very easy to lose focus. During the test, the questions remained pinned to the table and absorbed by his arm. He also had trouble sitting still, but continued to stand and stare out the window. He needs to be reminded again and again to look ahead and do the task ahead. He will be back for being out of focus soon after. His hands could not stay still. He often picks up things that catch his eye or hit the table. Low work resistance. He gets bored easily and when he gets bored, he irritably asks to stop the test. When he was hit on the head, he went on a rampage shouting and kicking the table. His inability to work with him made the review process longer and more difficult.

The propensity of Subject with mild intellectual disabilities is considered insufficient to carry out teaching and learning activities in public schools. He ought to continue his education at Special School (SLB) for mentally disabled children. This Subject can play a more optimal role when it comes to practicing practical skills rather than mastering complex academic abilities. During the learning process,

teaching aids, practices and applied examples can be used to help students learn. Presenting information in stages and provide new information when previous information is well understood. Repeating the material a lot and maybe use cheat sheets. Establishing a daily schedule and rules, especially study rules, and enforce a strict system of consequences. Spending less time watching TV and playing games, then fill your free time with more productive activities, such as reading, fine motor skills, and household chores. This Subject also needs active support in the learning process to ensure that the child understands the information and performs tasks according to achievement standards.

The form of discipline that parents apply to their children is the type of discipline in which parents care a lot about their children's lives but set limits or have little control over them. Otherwise, in another sense means that the parents really let their children do what he wants, and thus he never learn to control his own behavior and always want his every wish are obeyed (Barton & Hirsch, 2016). Children who are raised with discipline that tends to be weak talk more than children whose parents are harsh and hold the view that children should be seen but not heard (Mackenbach et al., 2014). Whereas in this case it was found that the Subject's parents when caring for the Subject did not use disciplinary methods which tended to be more authoritarian as described in the theory. This type of parental discipline tends to be weak, which allows the child to talk more because the child is not positioned as someone who just listens passively (Mackenbach et al., 2014).

Based on the results of the interview, there are several factors that can lead to delays in conversation at an early age, such as the gap between the child and the parent. Parents of Subject is prone to misrepresenting Subject because parents know nothing about their child's age-appropriate development.

Conclusion

Based on the researcher's observations of the Subject that has a language disorder that is likely to be seen in an expressive language disorder in which the Subject still has very few vocabularies. Through a simple sentence containing only the Subject and predicate characterizes the less seriously affected Subject's language. If the Subject is asked to express their wishes by speaking, all Subjects must be accompanied or illustrated by the closest people, such as teachers and parents. The problem is that the Subject pronounces some letters, and as a result, the Subject pronounces some words and also makes it difficult to form sentences.

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