

## **Strategies and methods to facilitate the acquisition of oral language in children**

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### **Abstract:**

This article came to explain some strategies and methods to facilitate the acquisition of oral language in children because of the importance of linguistic development in the child and the subsequent gains that result from it, the most important of which are schooling and social adaptation.

The interest in this topic was due to the frequent visits to the speech therapy examination clinic at the university hospital and the confusion and anxiety of parents, so we wanted to shed light on linguistic skills, linguistic development and its characteristics, as well as the factors affecting linguistic development, then a brief presentation of some of the mechanisms and strategies that can ease the acquisition of oral language in children.

**Keywords:** linguistic skill, linguistic development, factors affecting linguistic development, mechanisms and strategies.

### **Introduction:**

In fact, the choice of this topic stems from my field observations throughout my field practice at the university hospital, where I noticed the frequent hesitation of parents with their complaints about delayed language acquisition among their children, or problems when acquiring it.

It is no secret to anyone the importance of language in the life of the individual in general and children in particular because in addition to being the most important means of performing the function of communication and expressing desires, pains and needs, it also represents one of the basic means of future gains, the most important of which is learning and access to school and the world of knowledge. And integration into society.

This is why we notice the anxiety, tension and annoyance of parents when their children are close to school entry and they have not yet acquired oral language. although the lack of language acquisition is often accompanied by emotional behavioral disorders, parents do not pay attention to it because of the intensity of their focus on the language.

For this reason, we decided to address this topic in order to illuminate and guide on one hand and highlight some elements, or as we called them, 'mechanisms', which would help parents; and avoid falling into delays in acquiring some skills, including the language skill of their children on the other hand.

Problematic:

Language is a common subject with many sciences and specializations, such as linguistics, literature, psychology, linguistic psychology, speech therapy, communication science, and others. Language is also the most general and common aspect in multiple societies. Each society develops the appropriate linguistic system for communication and interaction, as it is impossible to imagine a society without language.

Language prevails all aspects of life in society and constitutes a special type of thinking that governs the nature of relations and methods of interaction and patterns of thought in that society, and the importance of language in the life of nations has been researched, studied and analyzed by specialists in different scientific fields where linguists know that language is not only a system of audible evidence, but it also sets the laws and assets of everyone who speaks them unknowingly (and only noticing them when his tongue stumbles) (Al-Tawati bin Al-Tawati, p. 87).

As for language psychologists, they emphasized the processes of acquisition, development, and linguistic production, in addition to the meanings, connotations, and psychological processes associated with them (Anderson: 1990, p. 61°). It is also one of the means of cognitive development and emotional adjustment. (Faisal bin Abbas, 1997, p. 22).

Language appears in different forms such as conversation, listening, reading and writing, and listening is considered the most visible form of language, then conversation, and then accumulates experiences into the written language, and so we find that the formation of language follows a specific order pattern of listening, speaking, reading and writing.

Receptive language is referred to as a child's ability to understand spoken and written symbols, and is also referred to as a solution to linguistic symbols to perform certain mental processes.

Expressive language is the ability to encode or convey ideas and opinions through written or spoken symbols, where language skills develop when the child learns how to convert spoken symbols into visual symbols. The child's acquisition of language is clear evidence that the child's mental structure is evolving from self-centeredness to objectivity and from superficial perception to awareness of the relationship between things (Hanafi Benaissa, 1980, p. 129).

From here, it appears to us clearly that language is of great importance in the life of the individual and society, and its acquisition requires conditions, factors and basics that must be met, as it is linked to the growth of other parts of the body, including what is internal, some of which is external and peripheral, and some of which is familial and some of which is environmental and social, so an important question arises as follows:

What strategies and mechanisms can develop a child's oral language skills?

### **1-Definition of language skill:**

It is the ability of the individual to know the rules of language and its structure, which enables him to deal with it (language), whether in its read, audible or written form, where language represents something necessary and urgent for the child in particular in order to communicate, learn and acquire different cultures and knowledge. It is also the skill of placing the child's ideas and meanings in a correct linguistic context in pronunciation and composition that expresses what is asked of him or wandering in his mind (Mohamed El-Sayed Ali, 2011, p. 03).

### **2-Definition of the child's language development:**

It is the development of linguistic ability; any change, increase, transformation of this energy within the human being since birth, any instinct, and linguistic evolution is the development and growth of vocabulary and pronunciation, sentences and their structure, and semantics and employment and this is what distinguishes between the same age group.

The child's linguistic development begins from the beginning of his life, where he acquires linguistic experiences by living with others or the surrounding environment, the child has the ability to learn with the beginning of his perception of the different senses; and this growth develops during the pre-school years or the so-called early stage rapidly.

The introductory stage is the acquisition of the child's sign language with his motor and cognitive development, and then reaches the stage of oral language with the development of his motor ability, especially in regard to speech devices; to expressive ability. In particular, with regard to this stage, there are some initial acquisitions that

he must develop, such as laterality and temporal orientation. And spatial (David, M. Roulin,).

**3-Characteristics of language development:** The child's language development is characterized by a set of characteristics, including:

- 1) The child's language is dominated by attachment to the concrete, not the abstract, as his perception is based on senses, which requires the use of educational means that achieve this purpose. We urgently need to provide children with different types of interesting materials, objects, furniture, and equipment, to attract the child's attention, and bring him enjoyment as he plays with these materials.
- 2) Linguistic expression at this stage tends towards simplicity and inaccuracy in expression and understanding and the pronunciation begins to improve little by little, the expression is initially a word, a short sentence and then a useful sentence.
- 3) The child's ability to understand far precedes his ability to employ what words he hears and each child has his own concepts and structures in interrogation, exclamation, distress, command, prohibition, hope, threat, denunciation, oath and other meanings.
- 4) The child's vocabulary increases due to his love of curiosity and desire to know the meaning of some words.

**4-Characteristics of child language:** Child language has the following characteristics:

- 1) Self-centeredness: The child's language is predominantly self-centered, as we notice his focus on the first-person pronouns, such as "I" in one sentence more than once. The child's language often revolves around himself. When he speaks, he always focuses on himself and frequently uses the first-person pronoun "I."
- 2) Simplicity and inaccuracy: The child's language is dominated by simplicity, inaccuracy and indeterminacy, he may use the word enter to mean entry and exit at the same time, today and mean yesterday, and he may not be able to use words in different contexts with different meanings.
- 3) Attachment to tangible things: In the beginning, most of the child's language relates to what his senses encounter from the things surrounding him, so he learns names (mother, brother, door, water...).
- 4) Difference in meaning for the child: The meaning that the child intends by the word he utters may differ. Or his understanding of the word he calls it as the elder means it.

- 5) Repetition of linguistic structures: The young child tends to repeat the same words or linguistic structures when speaking.
- 6) The child has his own concepts in speech: The child's concepts about things are formed according to the experiences he is exposed to in his life, which begin to be confused at the beginning of life and then become more precise and clearer as they increase. (His experience).

**5-Factors affecting linguistic development:** Linguistic development is based on several factors, the most important of which are summarized in the following points:

- 1) The child's sensory and health status:  
This means the importance of health, physical, and sensory aspects, as linguistic development is affected by the integrity of the sensory systems, especially the auditory, through which the child is able to receive speech and monitor his speech through feedback, and the visual, which enables the child to monitor the communication of others through gestures, signs, and facial expressions of the individual. And the speech systems. And phonation.  
Cognitive abilities are also an important basis for language acquisition, as the child does not pronounce his first word until after he develops the concepts that enable him to mentally visualize things, actions and events in the world, and the child cannot develop his language unless he has a need for it. Most of what the child speaks is due to two reasons, one of which is the need for things, which he learns from, the order sentences and the second is his love of curiosity, which teaches him interrogative sentences (Zghoul, 2003, p. 96).
- 2) Biological maturity:  
Language skills depend largely on biological maturity, as they require the development of brain areas of speech, which control the mechanisms of linking sounds and ideas and the production of speech, so the child who develops important brain areas of speech and language before other children, surpasses them in language development.
- 3) Mental Ability:  
This means the importance of intelligence in the linguistic development of the child, the child who is characterized by high intelligence exceeds normal children and mentally handicapped in his linguistic yield and is characterized by language acquisition at an early chronological age compared to others.
- 4) Family factors:  
This means the order of the child in the family and the economic, social and cultural conditions of the family, as the only child is richer in his language yield compared to other ordinary children.

**6-Strategies and mechanisms of oral language acquisition for the child:**

In fact, we see that the acquisition of language must receive attention even before marriage, this sentence may surprise some, but after the explanation it will become clear, the Prophet (may God bless him and grant him peace) recommended in a hadith to choose the uncles of the children, because of the characteristics of genes, qualities, faculties and skills inherited to the children, including everything related to language and related to the above, we have passed many cases expressing the existence of cases similar in family to either father, uncle, aunt, uncle or other family members. This leads us to talk about consanguineous marriage and the health and relational problems it entails, as we have noticed many cases of deafness and mental retardation resulting from consanguineous marriage.

- Also, the appropriate choice of the other half, in which there is reassurance, affection, and compassion between the two parties, enables us to create a calm environment for the child in which his abilities grow in balance and in which his psychology and emotions stabilize. We have seen a huge number of linguistic, relational, and psychological problems resulting from an environment full of quarrels, fights, and pressure.
- Another point that is no less important than the points before the birth of the child is the desire to get pregnant, as many studies have confirmed that the unwanted child may suffer from many problems, including problems in language skills, because the fetus is fed as is known from the blood of the mother through the umbilical cord, and from it, all the hormonal secretions of the mother reach the fetus, whether positively or negatively, and this we have also noticed in several cases.
- The child hears while he is in his mother's womb in the embryonic stage, so we recommend the mother to talk to her fetus and let him hear what she would like to make it easier for him to memorize when he grows up, such as the Qur'an, for example, because it is established for him, it has been shown that he recognizes all the sounds that he was exposed to in the embryonic stage after birth.
- All this before birth, but after birth, we always recommend mothers in the examination clinic what scientists recommend the importance of breastfeeding on several levels, including emotion, where an emotional bond is built between mother and son, and this has a great impact on emotional growth and stability and thus normal growth on many levels.

As well as the importance of the level of eye contact, and this is the child's first step in building eye contact and communication in general later (for those who know autism disorder, they know the importance of this element).

In order to invest in breastfeeding time more effectively, we advise mothers to accompany breastfeeding in some kind of tone or lullaby (as our mothers used to do in the past) so that there is a combination of biological, psychological and linguistic

nutrition because at this stage, in addition to the relaxation that this method causes, it activates the sense of hearing and gives him knowledge of the tone and rhythm (the two basic components of language) in the baby.

In addition, breastfeeding has an effective role, according to scientists, in developing intelligence and strengthening the child's immunity.

Of course, we do not deny the existence of cases in which it is not possible to breastfeed the child, but this does not mean that he is also prevented from all the other gains associated with breastfeeding mentioned above, through what we have observed from the behavior of some mothers (knowingly or ignorantly), such as putting the child in his bed with a bottle of milk alone, this behavior, not to mention the physical damage such as the risk of suffocation, can cause severe psychological damage.

- One of the mechanisms that must be noted is not to leave children in front of electronic screens and television screen for a long time without accompaniment, in addition to the damage and danger they pose to the child's health, it may lead to the emergence of epileptic seizures due to the harmful radiation issued by them, as well as emitting harmful electromagnetic charges that may lead to cancers, it makes the child an ineffective recipient (Passive receiver) and this causes a kind of inhibition of the growth of his mental abilities and his interaction with his external surroundings.

Therefore, it is necessary to keep these electronic devices and phones away from the hands of children as much as possible, as for television, if it is necessary, we recommend sitting with the child in front of the TV for specific times interactively by talking to him about all the colors, shapes, people and even events that he watches, so it is preferable for the child to be accompanied by the mother everywhere with talking to him about everything that is going on around him, because the child understands and stores all the information and sounds before he speaks. We do not care if he repeats what we say or not, the important thing is to talk to him and give him the so-called linguistic field (linguistic immersion) and linguistic nutrition, which is also the called motivation that must be varied through different games, different transitions and different stories.

- One of the mechanisms that delay the child's linguistic development is the bilingualism observed significantly in our society, so we find that the child receives in the same family a language from the grandmother and another language from the mother and a different language from the father and this negatively affects the child's acquisition of the language, especially in the early stages of his development because he did not find a sound unified model in his family. Therefore, we always recommend that you talk to the child in the early stages of his life, in a standard, sound language that will have a non-distracting model.

\* From what we have also noticed in repeated cases we have the element of negligence or emotional excess and interest in the child as the exaggeration of attention to the point of giving the child his needs before he utters them is leads the child to lose his desire to express; the same thing happens in the case of negligence and lack of interest in the child and ignoring him. Also, parents sometimes negatively affect the development of the child's language through the linguistic models that they offer him, such as talking to him in what is called childish language. (Baby Language) This enhances the child's survival in speaking this childish style and does not rise to the language of adults since he does not have a model for that in his family environment.

\* Jealousy is one of the factors that often lead to the child's regression and to the unwillingness to develop his abilities so that he maintains incentives and attention like the younger brother, especially when parents stimulate the stability of jealousy in their children with their wrong actions (because we see through our practice that parents are the ones who cause the emergence of jealousy and its consolidation in the child) when most of their attention and all their preoccupation is focused on the newborn and they show it morning and evening, which makes the older child feel as if he had lost his position amid Family and the attention of his parents.

### **7-Mechanisms of oral language development in the child:**

Children love to speak and they need it in order to express what is going on inside them, and when we give them attention and respect, and when we invite them to recount their daily experiences and encourage them, we support them in developing their language skills.

The child acquires his linguistic dictionary from the people around him, so it is very important to talk to him in a grammatically and morphologically sound language, a clear and rich language in terms of using various morphological buildings between nouns, verbs, letters, analogies and descriptions that enrich the aesthetic of the child's language, it is also important to talk to him in a tone of voice that is comfortable to hear, and in a rhythm that is easy for the child to follow.

Therefore, there must be some activities that can be practiced with children in order to develop their speaking skills:

Language games such as 'Completing Sentences' and composing a group story, or retelling a story we told him earlier

- A language puzzle game that relies on rhyme and is loved by children of this age.



- Ask questions to the child without subjecting him to investigation, and by staying away from closed questions whose answer is yes or no, and replacing them with others that encourage the child to think and express, we would invite the child to guide us (can you show me?) and to explain a phenomenon (why ...) or invite the child to think about alternatives (is there another way to....) or remember (did you notice what happened when .....) or predict (what do you think will happen if...).
- Dialogues that parents have at the end of each day as an account of events or as an assessment of what happened that day.
- Providing sensory stimuli around which the child's dialogue revolves, such as pictures, drawings, dolls and various games.
- Encourage children to play pretend or act as they are allowed to express in different expressive ways.

## **Conclusion:**

Through these lines, we have sought to highlight the importance of oral language in the child and its role in his family's social and school life later.

The child's lack of acquisition of oral language is due to several factors, including sensory, mental, physical, relational, psychological and emotional that we tried to highlight to be overcome.

We also discussed a number of strategies and mechanisms that can help the child acquire oral language as well as mechanisms for its development, with reference to some wrong behaviors that delay the development of language in the child and thus avoid and change it in a way that stimulates this growth.

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