

Language Development: Affecting Factors

Amit Kumar Sharma¹, Dr. Prerana Dubey², Eati Sharma³

^{1,2}Assistant Professor, Department of Computer Science and Electronics, Christian Eminent College Indore

²Assistant Professor, Department of Education, Christian Eminent College Indore

³Programmer, School of Computer Science and Engineering, SVVV Indore

Abstract: *The main aim of this paper is to explore the different factors that influence language growth, development and observe successful intervention strategies. It metaphors home exposure and participation, bilingualism and culture awareness, as well as the significance of early intervention. Coaching features and teaching opportunities are also explored. Language is a trait every person should have the chance to explore, and can be done in a variety of different ways. The term 'language' does not mean to English always; it can be functionalising to most language sand language users. Language is necessary for both, amenable and communicative functioning. Amenable includes the ability to listen and read; communicative includes the ability to speak and write.*

Keywords: language, development, parents, testing, education, intervention

1. Introduction

To understand and determine the characteristics of social influence in education is very important for grown up children. Children play an important role in the renaissance of any age group and regardless of the child's development and his education, progress and growth of human society is not possible. Research on how language/communication growth could clear the way for effective and formative educational environment actuator to the blooming of the child's ability. The purpose of this paper is to study the language development and verbal skills.

2. Language Development: Exploring Different Factors

According to Raymond (2012), students with communicating impairments encompass close to 20% of all students served under the Individuals with Disabilities Education Act (IDEA) and almost half of all play school children with disabilities. This makes communication disorders one of the most prevalent IDEA categories. Any method of signs, symbols, or gestures that is used for communicating meaningfully information between individuals or Human beings we know as Language. It is also a communal tool that is used to communicate specifically designed to convey and get social messages. It is a vital part of learning and thinking.

Language is something each one has the chance to acquire. When a child has a communication disorder, their form of progress is deferred. Due to these disorders, the child may have more difficulty developing both mentally and communally. Parents and educators must be aware of this inconsistency and offer interventions in hopes to catch the learner up with his/her peers developmentally.

The rationale of this paper is to look at the different factors that influence/effect language development and examine/observe successful intervention strategies.

3. Review of Literature

A massive sum of research has been done in the area of language development and the factors that influence it. Development and progress is a regular and continuous part of life. It is vital that a child be uncovered to language early, as well as different contents of it.

Home Environment and Parent Interaction

Typically, a child's home is the first place where they are bare to language or any skill for the same. Home is the place where children are introduced to interactions, activities, involvement and communication. Children whose mothers reported that they frequently read to them, were go to the library and cinema, were concerned in the process of joint reading, and inspired their reading and learning of the letters, and instruct them to the zone of approximative progress to achieved higher scores on the Language Development Scale and told more articulate stories with a text less picture book. These children are getting all of the essentials to prepare them for preschool, kinder garden and most probable be more successful than the other children who did not stimulate in the childhood life. Not only should parents/guardian render their children early and in a variety of ways, but they should also begin their children's phonological wakefulness correctly in a standard form.

A study on Malay families done by Liow (2005), he found that at home, the families speak a non-standard form of language and use inappropriate communication; however the children learn to read and write the standard form at school/coaching. When given a spelling test to children at school from a tape recorder of words verbally stated, the children pronounce words (i.e. vowel substitutions) incorrectly as a result of hearing the non-standard words or inappropriate pronounce at home. Thus, the results confirmed that home language does affect the nature of literacy development and language growth.

Yet the above case study was a lowly exposure of language, adult-child conversations are the most essential component of a child's development. McHale and Cowan (1996) state and proved that conversations/communication with all three

Volume 5 Issue 12, December 2016

www.ijsr.net

[Licensed Under Creative Commons Attribution CC BY](https://creativecommons.org/licenses/by/4.0/)

components- father, mother, and child (Parents and child) are most beneficial. Conversations/communication is the most graceful involvement; they can be done any time when together as like while driving in the car, shopping, or even while cooking dinner. In present era technology has made it probable to have communication with someone that is not physically with us or in the same country.

Culture

Tseng (2002) found that, competency in language use is determined not only by the skill to use language with grammatical accurateness, but also to use language suitably to a particular framework. A primary example is culture. Culture is not just a set body of facts to be acquired by Child, but something keenly created by child through communications that focus on meaning making. This should be highlighted as a significant part in language classrooms. Facilitating a learning atmosphere that support tensions is the only way for tutor to make sure that culture can be learned as a progression rather than as a collection of particulars. If children are cultured on different cultural languages at an early age, they will be able to recognize that the meanings have knowledge of their or other's background.

In 2005 Carter, Lees, Murira, Gona, Nevelle, and Newton found that, there is a growing demand for the consideration of speech and language in clinical and research circumstance in countries where there are few assessments. Due to the nature of cultural dissimilarity and the potential for culture bias, new assessment tools need to be developed or existing tools require adaptations. Awareness of cultural dissimilarity and bias, and supportive efforts to develop and manage culturally suitable assessment tools are the base of effective, valid treatment programs. If this is not done, then a child may be incorrectly diagnosed.

Early Interventions

Ward (1999) studied to test the theory that a group of language-delayed infants detected in the 0-1 year of life, and receiving interference in that phase, would not show verbal communication impairment at the age at which children are generally referred for speech and verbal communication therapy, whereas an untreated group would do so. Lack in language/communication development/progress is the most common single problem in the kinder garden (Ward, 1999). Those that show impenetrability in language continue to show problems in learning, some problems are life-long. If this set back is noticed early, then delays may be prevented or better managed.

In a previous section, Home atmosphere and Parent communication, it was suggested that parent-child conversations was an effective early strategy to support language. True, however, once children hit 0-5 age, small group conversations are more valuable. King and Saxton (2010) found that that group conversations make shared contexts and provide chance for the group as a whole. It also gives individual children a chance to make a part of the conversation. Group conversations/discussion provides the benefit of hearing an answer being modelled by others (King & Saxton, 2012). Sending children to day-care is a chance for learner (Children) to be introduced to group conversations/communication.

Once children enter school, they are provided with never ending chance to learn. Some chances are from their peers; however most are from their teachers. It is very important that early age child teachers attend professional development to maintain their knowledge on educating the youth.

4. Discussion

Different issues discussed have an impact of language development/progress in young children. The 0-5 years of development are when they are exposed to opportunities for the first time. This language is significant, whether is negative or positive, it can be built upon. Language is critical to victory as a learner. The previously a potential student is exposed to language, the earlier he/she will begin to define themselves and begin learning.

The environment that a child is uncovered to and the involvement that child's parents give them while at home impact their language development. Mother's, or fathers or parents, participation should come as early as the day their child is born, if not sooner while they are still in the womb.

Culture is also related with language development. It is not only facts of a different group of individuals; it is the background and meaning of that culture. A child that is bilingual has a boost in language/communication and may show those when registered in school.

Early intervention services are effective for language development/progress. Studies show that when involvement is implemented at an early stage, the individuals are less likely to show a delay.

5. Conclusion

After researching language development, it is obvious how important exposure, type of connection, and education of the subject matter is to development in children. Most of the research focuses on the value of early introduction; others simply give advice on techniques. All information can be beneficial to parents or teachers.

References

- [1] Baruca, R. & Bialystok, E. (2012). Bilingual effects on cognitive and linguistic development:
- [2] Carter, J., Lees, J., Murira G., Gona J., Neville, B., & Newton C. (2005). Issues in the development of cross-cultural assessments of speech and language for children. *International Journal of Language & Communication Disorders*, 40(4), 385-401.
- [3] King, S., & Saxton, M. (2010). Opportunities for language development: Small group conversations in the nursery class. *Educational & Child Psychology*, 27(4), 31-44.
- [4] Liow, S. (2005). Home language influences literacy development. *Innovation*, 5(3), 28-29.
- [5] Raymond, E. B. (2012). *Learners with mild disabilities* (4th Ed.). New Jersey: Pearson Education Inc.
- [6] Tseng, Y. (2002). A lesson in culture. *ELT Journal*, 56(1), 11-21.

- [7] Waski, B. (2010). What teachers can do to promote preschoolers' vocabulary development: Strategies from an effective language and literacy professional development coaching model. *The Reading Teacher*, 63(8), 621-633.
- [8] Ahdy, Hassan. Mohammadi, N. (2010). Theories of language development. *The creation*, Issue 3702, Page 11
- [9] Tfty, M. Mousavi, F. (2005). Examine the relationship between social development and language development Mvzpayh girls first, the *Journal of Psychology and Science*, 37, No. 1, S141-125.
- [10] Chomsky N. A Review of Verbal Behavior by B.F. Skinner. *Language* 1959; 35:26-58.