Language and Comprehension

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Figure 8.6. It is thought that approximately 5% of children develop linguistic difficulties. That suggests that there will probably be at least one person affected in a classroom of 20 kids. In early childhood and primary education, undetected language impairments are more prevalent. Teachers of all ages should be aware of how such disorders look and how to help. The condition is treatable but not curable

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Figure 8.12. It can be difficult to recognize language difficulties; children with language disorders may just be considered "shy," "silent," or "distracted." Communication and language and communication play an extremely important part in our lives, however. These children can experience childhood, adolescence, and adulthood if language disturbance does not occur. For example, people with language impairments are challenged by social conditions and may retire and isolate themselves

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ADHD	Attention Deficit Hyperactivity Disorder
CNS	Central Nervous System
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EI	Early Intervention
ELLs	English Language Learners
ERP	Event-Related Potential
FM	Frequency Modulation
IFSP	Individualized Family Service Plan
LPD	Language Processing Disorder
NAEP	National Education Progress Assessment
NCES	National Center for Education Statistical Statistics
OSS	Object-Scale Symmetry
PA	Phonemic Awareness
SD	Semantic Differential
SRL	Self-Regulated Learning
TBI	Traumatic Brain Injury

ABSTRACT

The capacity to concentrate and comprehend spoken language of multiple expressions (i.e., listening comprehension) is one of the essential aspect talents in literacy. In this book, the authors assess theoretical frameworks and empirical proof of listening comprehension and development and propose an immediate and mediated model of listening comprehension. A review of correlational and intervention studies indicates that many language and cognitive abilities contribute to listening comprehension, together with operating memories, interest, vocabulary, syntactic information, inference, and comprehension of observance. Despite the limitation in variety, research indicates that those abilities are malleable. Active listening and comprehension form a crucial a part of reading and writing instruction, incorporating these are a couple of language and cognitive abilities. Guidance may further be used to improve modern literacy preparation, along with book reading or studying comprehension.

The contribution of oral language in literacy development is indisputable in terms of concept and empirical evidence. Oral language, nevertheless, is a vast construct encompassing lexical, sentence, and discourse abilities. A lexical-degree oral language skill, vocabulary, has obtained plenty of interest in terms of theoretical ways of analyzing.

PREFACE

Speech development is crucial in kid's improvement. A vital tool to learning for conversation and constructing relations with others, as well as improving language attainment in kids that is top precedence. It is not just the responsibility of these operating with kids to offer support for language development and sustenance of the kid, however, a joint partnership with parents, caregivers, households, and policymakers is necessary. Many parents start conversation with children during pregnancy, communicating with this baby by making touch with the child. At early childhood, babies cry to attract interest and communicate with adults to get what's they want. This cuts across when they may be wet, hungry, in pain, need attention, and adults in turn respond definitely to the infants. From when children are born, they get included within the language of the day with the aid of folks who have interaction with them, like dad and mom and different adults. They respond via meeting with eyes, making sounds and gurgling. This leads the kids through taking part in conversations to end up as communicators. The improvement of language is a strong bridge for a kid's brain and cognitive development. Whilst there exist many options of language to choose from, ingenuity of language utilization abounds, and new methods of speech are generated.

This book mentions speech as the fundamental requirement for human interactions, when youngsters struggle with communication, it causes frustration for the dad and mom and the kid. The improvement of language is a strong bridge for a child's mind and cognitive development. Having a big terminology will increase creativity and helps the man or woman provide new ideas. There are a number of blessings to learn more than one language. In other words, the development of language can't be considered in isolation but largely vital to a toddler's usual development at some stage in the primary years of his or her life, having a friendly environment wherein an infant reads books proportional to his or her age. Parents and other adults find approaches to play and have a laugh with the toddler as this will help accelerate a little one's language acquisition and as a practice for faculty. This might increase normal progress on other improvement milestones and assist additionally in the provision of many extra possibilities for speech development.

Language and conversation make a contribution to the six key regions to studying and knowledge of the kid. They encompass; innovative development, social-physical improvement, verbal exchange, language, and literacy, cognition, analysis, and numeracy, knowledge, and information of the world and private social and emotional improvement. The book stresses the significance of giving opportunities for the infant

to speak thoughts, emotions, ideas, and building up relationship with mother and father, caregivers, and each different. Additionally, the authors verify the significance of promoting helpful relationship with different family members as a key role to establish the youngster's sense of safety, attitude, confidence, and independence, anti-discriminatory roles. Children learn the art of conversation by means of looking at adults, as they take turns to speak, through watching, listening, and taking part.

Chapter 1

Oral Language Comprehension

CONTENTS

1.1. INTRODUCTION

Oral language refers to the system followed when spoken words are used in expressing feelings, ideas, and knowledge. For one to effectively express themselves, they need to have certain skills that will enable them to pass information effectively. Therefore, the development of EL's oral language, one has to acquire both knowledge and skills required in the process of listening and speaking. Knowledge and skills needed in listening and speaking bear a strong relationship to writing and reading comprehension. This means that there is a strong interrelationship between oral language and comprehension. To be able to understand the relationship, we need to understand the meaning of comprehension. Comprehension is defined as the ability to understand. For instance, if it is a written story, then one should be able to understand whatever is written in the story (Figure 1.1).

Figure 1.1. Oral language comprehension influences an individual's reading and writing abilities.

Source: https://www.readingrockets.org/oral-language-comprehension-activities-your-pre-k-child.

With oral language, one used language to express knowledge or feelings. It interrelation shows that one is able to understand whatever is being said. Oral language entails five major components. They include pragmatics, vocabulary, phonological skills, syntax, and morphological skills. All these components are very essential in ensuring comprehension. They are very crucial in communicating and learning throughout the conversation and words spoken. The components are however are different in that they have different implications in literacy instruction (Ahmadi, 2017). Oral language is much related to reading comprehension. The term reading

comprehension refers to the ability for one to read text, process it, and get a definitive understanding of the meaning. The reader is then able to use the acquired knowledge and integrate it. Reading comprehension is really important in that individuals are able to know and understand the meaning of words. This is really important in that they will be able to understand and know the meaning of words. They can then understand words used in the process of communication. This makes oral language successful. Oral language therefore refers to the ability of one to listen and speak with general understanding. Oral language comprehension is a major component of the common core state standards for English language arts and literacy among other bodies that address the different areas of listening, speaking, and language (Figure 1.2).
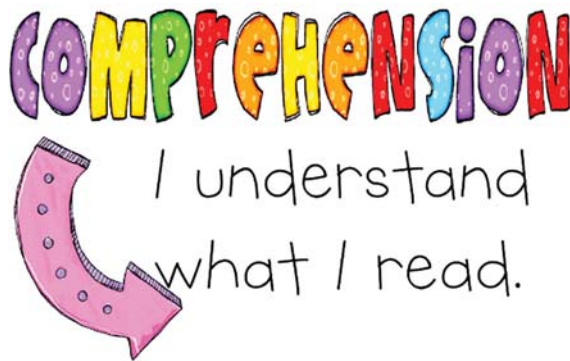
Figure 1.2. Understanding is crucial in both reading and writing.

Source: https://learnleadgrow.org/the-6-pillars-of-literacy-instruction/comprehension/.

Oral language comprehension entail different elements that affect language. Among them include the strategies and skills of collaboration and comprehension such and participation in collaborative conversations on grade-level texts and topics. The oral language comprehension is also involved in the effective presentation of ideas and knowledge, for instance, descriptions of events, people, things, and places, while highlighting very relevant details (Williams, 2015). It is also effectively used in different components of oral language such as vocabulary, conventions, and language. Oral language comprehension is said to be the foundation of future comprehension and extensively explained used in defining one's ability to read or listening to understanding.

It is also used in monitoring the child's oral language development rates. For instance, if a child is able to use the various level components of language to listen and participate in conversations about pets. If the child is able to demonstrate how their skill has been improved hence the parent and teacher can monitor the child's oral language development. In this context, oral language comprehension entails the different primary areas of language development which are the major components of oral language, namely pragmatics, syntax, phonology, semantics, and morphology. Though these components form a major part of oral language; the oral language comprehension is more than these elements. This makes it more comprehensive. As a very comprehensive process, it requires all oral languages areas to be integrated in the process. This is important so as to ensure one is able to listen and speak with purpose and intention.

For children, the learning process helps them develop oral language skills and know-how to integrate them in different areas. For instance, while developing oral language the child is required to develop certain skills in the various primary areas of language such as syntax and after acquiring the skill the child should be able known how to combine linguistic information in all primary areas. By so doing they will be able to take part in meaningful conversations and be able to properly listen. As children grow, they develop their oral language comprehension in various ways. There are three main elements that are very crucial in helping children developed oral language skills. They include oral language instruction, substantive conversation and language experiences. To better understand how children are able to develop oral language comprehension, it is important for us to look at the various components of oral language. The components of oral language entail a variety of skills that should be acquired by children.

1.2. COMPONENTS OF ORAL LANGUAGE AND THEIR RELATION TO ORAL LANGUAGE COMPREHENSION

There are five main components of oral language, namely phonology, syntax, pragmatics, morphology, and vocabulary. They form the primary areas of language. By discussing the different components help we understand how oral language and comprehension are interrelated (Figure 1.3).
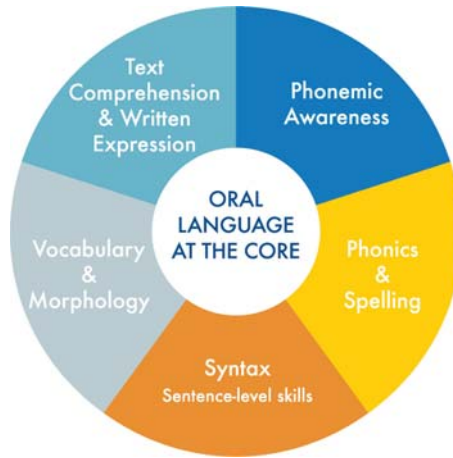
Figure 1.3. All the five components are founded on oral language.

Source: https://www.literacyhow.org/comprehension/.

They are as follows:

1.2.1. Phonology

Figure 1.4. Phonology affects the manner in which people pronounce words.

Source: https://www.dreamstime.com/word-phonology-printed-paper-macro-word-phonology-printed-white-paper-macro-image119071664.

As a branch of linguistics, phonology focuses on the manner in which dialects or languages systematically organize their signs languages, signs or sounds. The term can also be used as a reference to sound systems of

certain language varieties. Initially, the study of this part of linguistics was particularly known to have relation with the study of systems of phonemes in the various spoken languages. With the development of this branch of linguistics is now related to different areas. Among the areas phonology is related to be an area that linguistic evaluation done at levels under the word such as the articulatory gesture, syllable, mora, onset, and rime and articulatory features among others (Villarreal, 2013). The linguistic analysis can be related to phonology if all the language levels have the sings and sounds are structured to relay linguistic meanings. As phonology covers different languages, it has also been involved in the study of sign language. It has been known that the phonological systems used in sign languages is the same as the one used in spoken languages. The only difference may be the fact that for signs, it building blocks are tailored toward location, movement, and the shape of the hand (Figure 1.4). With regards to oral language comprehension, knowledge on phonology is referred to one's knowledge of symbols and sound with relation to a certain language. The basic linguistic unit of sound is referred to as a phoneme. The combination of several phonemes results in the formation of a word. Different languages have different ways of word-formation resulting in the difference in meaning. Phonology plays a crucial role in oral language comprehension. This is because oral language comprehension refers to the sense of understanding. For one to understand what is being said in a conversation, they need to be knowledgeable of the phenomes of the given language (Van Keer & Verhaeghe, 2005). While monitoring oral language development once checks their ability to identify different sounds, know how to pronounce them, and used them in sentence construction (Figure 1.5).

Figure 1.5. Early childhood education involves children being taught the pronunciation of words.

Source: https://www.sltinfo.com/phonology/.

In most learning curriculum, phonology is involved more so in early childhood education. Children are taught on different sounds of the language. For instance in English, children are taught on the alphabetic sounds and how to use them in sentence construction. This brings about the term phonics instruction. The term refers to the act of defining the relationship between the different sounds and the letter representing them. The importance of phonics instruction results in the need for phonological awareness. It is important for the conscious awareness of certain speech sounds to be cultivated in children. While teaching phonology to children, they will be able to acquire literacy skills enabling them to use different symbols in representing sounds of their spoken languages (Sidek & Hasimah, 2017).

For the different spoken languages, there is a certain manner in which a word is pronounced. This is referred to as Prosodic features. For the various languages, the features contain both sound content as well as show. To better know the manner in which sounds are pronounced and used in word construction, it is important for children to be exposed to several conversations. As they listen and engage in the conversations, they learn the various elements of phonology. Oral language comprehension requires children to be knowledgeable of the different phonological skills in order for them to be considered proficient communicators. Oral language comprehension forms the foundation of written comprehension. This is because, by understanding how different words are pronounced, they will be able to correctly write the words and construct correct sentences.

Not only does phonology play a crucial role in oral language comprehension but also good spelling and reading skills in individuals. This makes phonology a major area of focus when teaching literacy. For this reason, teachers ensure that by the end of language lessons, students are able to recognize phonological patterns including alliteration and rhymes, be aware of phonemes and syllables with words and hear several phonemes within words.

1.2.2. Syntax

After learning different sounds and knowing how to combine them to form words, the next step would be sentence formation. This forms the other branch of linguistics that deals with the principles, rules, and processes used in structuring of sentences of a particular language. One of the laws is the word order. For this reason, the term syntax is used to refer to the study of processes, principles, and rules of languages. The main goal of the study

was to establish syntactic rules that apply to all languages. This resulted in several theories of syntax being developed (Schmitt, 2018). They are also referred to as the theory of language. The theories are aimed at trying to explain why there are certain word-orders and why they are different from other languages and cross-linguistically. While trying to develop the grounds of syntax, the main framework used is the generative grammar. Genetic grammar works on the assumption that the central part of syntax is dependent on a genetic structure common to all individuals. This resulted in the discovery of absolute universals after typological research was done on languages. This lead to the conclusion that there is no direct genetics in syntax (Figure 1.6).

Figure 1.6. Sentence construction is important in ensuring effective communication.

Source: https://successforkidswithhearingloss.com/2020/02/11/missing-bits-results-in-syntax-deficits/.

Syntax greatly revolves around grammar. Grammar is really important in sentence structures, and with syntax, there are three main components of grammar that should be taken into consideration. One of the elements is functional grammar which looks into the form-function interaction by conducting a functional and structural analysis. Some of the elements of functional grammar include functional discourse grammar, systemic functional grammar, Prague linguistic circle, and the role and reference grammar. The other grammar component is the generative grammar. This component of grammar is said to involve languages taking the biological structure. The difference noted in the language models used in functional and generative grammar is that in the case of generative grammar, the object part in the sentence takes the verb phrase (Figure 1.7).

Figure 1.7. Though grammar and syntax are not similar, they work hand in hand.

Source: https://keydifferences.com/difference-between-syntax-and-grammar. html.

Typically, generative grammar was meant to be utilized when describing every human language allowing the prediction of any utterance in hypothetical languages and the manner with which it would sound correct or appropriate to the speaker of the given language. Some of the theories used in explaining generative grammar include the minimalist program theory, transformational grammar theory and government and binding theory. Other theories under this component of grammar include the harmonic grammar, relational grammar, generative semantics, Nano syntax, head-driven phrase structure grammar, and Arc pair grammar, among others.

The final component of syntax is the usage-based and cognitive grammar. This component of grammar works on the basis of the generative grammar framework, the only difference being the fact that it adheres to the evolutionary linguistics. This component of grammar takes into consideration the cognitive models that highlight the assumption made in generative grammar in that the object in the sentence should be placed under verb phrase (Sembiring et al., 2018). Some of the frameworks used under cognitive grammar include emergent grammar, cognitive grammar and construction grammar. Syntax plays a crucial role in oral language comprehension in that it facilitates the use and construction of grammatically correct sentences during conversation that make sense to both the speaker and the listener. This allows forth effective communication between the two individuals as they understand what ever is being mentioned. In most cases, if a child in not exhibiting oral language development, the problem is usually a syntax problem. Syntax is also useful in identifying oral language development in children.

1.2.3. Morphology

It is also a branch of linguistics of a Greek origin. The word is a combination of two Greek words, namely 'morphe' which means form and also 'ology' which means the study. This part of language borrows the ideology of children's cartoon known as transformers. In the cartoon show, the transformers are able to morph into different forms by manipulating the different arts. This is the ideology followed in morphology in that individuals are able to manipulate parts of words to generate new meanings or manipulate them to form different words of the same meaning. This means that segmenting of words plays a crucial role in morphology. Words are usually segmented into affixes, origin of words, and base words. It one is able to understand the fact that words are connected by meaning. This also means that these words can be connected through spelling. This enables the expansion of an individual's vocabulary. It is very important to know that there are parts of words that can have different meanings which can morph or transform the meaning of the word (Figure 1.8).

Figure 1.8. Morphology describes the relationship between the smallest units of language.

Source: https://lotschool.nl/morphology-days-in-the-low-countries-8-and-9-april/.

The origin of words plays a great role in influencing morphemes, sound sequence and letter patterns. To be able to fully understand text being read or being spoken, one needs to understand the meaning of roots, prefixes, and suffixes. Parts of speech denoted by words can be affected by the manipulation of affixes. To better understand and apply word structure for vocabulary, spelling, and decoding it is important to have direct instruction of morphology. There are various strategies used in the segmentation and manipulation of words depending on their roots and affixes. This enables easy recognition of unfamiliar words through the identification of affixes and the base word remaining. In most cases, while developing oral language skills in children, words of Anglo-Saxon origin are used. The words used in this case may be one or two-syllable and are of high-frequency.

For children to be able to properly understand the manner in which words are broken down to form words with different meanings, this culture needs to be instilled in the learning process through classroom instructions (Sargusingh-Terrance, 2008). Usually, there are four main instructional strategies that can be used. In the first strategy, morphology is taught and presented as a cognitive strategy that should be learnt. For one to be able to break down words into morphemes, there are four vital steps to be followed. These steps are as follows:

The student should be able to recognize the fact that they have no knowledge. From that they can further go to conduct an analysis of the word checking for recognizable morphemes in the suffixes and roots. The next step is to think of the possible meaning of the word on the basis of the parts of the word. Finally, the meaning of the word is checked against the reading context. For this to be successful, it is vital that students understand how roots, suffixes, and prefixes are used. They should also know the manner in which words are transformed.

There are several benefits of using morphological instruction in the classroom. For instance, people with the understanding of word formation through the combination of suffixes, roots, and prefixes are known to have large vocabularies and have good comprehension who do not have knowledge and skills in morphology. It is also useful to help struggling student improve their vocabulary.

1.2.4. Pragmatics

Figure 1.9. Spoken words need to bear meaning for there to be effective transfer of messages.

Source: http://www.macmillandictionaryblog.com/wp-content/uploads/2012/02/pragmatics4.jpg.

There are a number of rules that guide individual during the interaction process. These rules are socially constructed to ensure effective communication processes. The rules are involved in the process of turn-taking, body language, eye contact, greeting, and the manner in which individuals are reference in the conversation. The rules can be referred to as the pragmatics of oral language. These rules can be taught to students. There are different ways that students can acquire skills. One of the ways in children can understand pragmatics is by being immersed in social situations. There are implicit ways of teaching students' pragmatics. In some instances, explicit ways of teaching can be used in teaching pragmatics of teaching children (Sailors, 2008). This however is dependent on the contexts in question. Explicit teaching involves the learning of social languages and the manner in which the language changes depending on the context. Implicit awareness can be consolidated with explicit understanding. In this context, pragmatics can be viewed in terms of receptive and expressive language within the social framework of listening and speaking. However, it is important to note that the variation in pragmatics can be brought about by the cultural differences (Figure 1.9).

These rules are really important in oral language comprehension as it ensures clarity and good understanding of words in the process of the conversation. This makes the conversation more effective. This makes pragmatics is a major component to be added in the learning process. This will ensure that they are knowledgeable on the different factors related to pragmatics. This is achieved by having children take part in several conversations while in the classroom. Teachers can be involved in the mix why taking part in the conversations. They can demonstrate real-life situations. While engaging in the classroom, teachers are advised to pick their conversation partners who can present a challenge for the discussion.

In order to teach pragmatics, most schools have opted to pick up traditional classroom arrangements that would have children seated on the floor as the teacher seats on the desk. This kind of arrangement makes it easy for students to learn several aspects of communication. Among the common things to be learnt is the IVF pattern. This pattern involves the initiation, response, and feedback pattern of communication. This allows them to learn about the different pragmatic rules used in the communication process. For students to better understand. While taking part in the process, it is important for teachers to give students adequate time as they respond to different challenges. In some cases, children may be required to give direct responses, while other situations call for longer time durations as one has to

think thoroughly before replying to the question. Pragmatics plays a crucial role in oral language comprehension in that there is a need for these laws to be present for conversations to be effective and for comprehension to be achieved. This is because, if two individuals are taking part in a conversation while observing pragmatics, they will be able to listen to entire conversations noting issues highlighted by their counterparts and so enabling them to pick the right words that will result in a suitable response. While in the classroom, there are several ways of instilling pragmatics in children. One of the ways is through role play. Roleplay involves certain situations in different contexts being acted out. The teacher can also have students roleplay how to greet people, complain, ask for something or explain something to others (Rueda et al., 2008). This is also achieved through character interviews and character hot seating. The teacher can also utilize resources such as storybooks that place much emphasis on conflict and models the manner in which the conflict can be solved. Clines can also be used in illustrating the intensity or degree of vocabulary used by children. When having talks, the class should have agreed on certain rules listed as accountable talks.

Some of the pragmatic skills required in oral language comprehension include conversation skills, eye contact, intonation of voice, body language, facial expression, turn-taking, introduction, and maintenance of topics, asking, giving, and responding to information, asking for clarification, using humor, using language if the given peer group and body distance or personal space. People having autism may face a challenge in this context as they usually have a challenge understanding social cues. They may also exhibit a difficulty portraying these skills. In the case of children, they are taught on such cues enabling them to identify them through the identification process may not be as natural as in others. This can be achieved by teachers using visual supports such as symbols or pictures.

1.2.5. Vocabulary

This is the final component of oral language. TheThe interrelation is crucial in that it requires people to have knowledge and skills in their spoken language. It covers two main skills namely listening skills, also known as receptive language skills, and speaking skills, also referred to as expressive language skills. In the case of children, they are learning new vocabulary of different words and are able to know words by recognizing the sounds in the language. They gain most of their language skills by interacting with older peers and adults as they use the language when conversing with them. Adults tend to support children as they use their own language. This forms a

major part of oral language comprehension, which is known to be affected by language experience. As children interact with grownups, they hear and use languages used by grown-ups. This places a major role in the development of early language among children as well as their vocabulary skills. The different languages play a major role in determining the vocabulary and oral language development in a child (Figure 1.10).

Figure 1.10. All languages have their own vocabulary.

Source: https://www.shutterstock.com/search/vocabulary.

Oral language development is usually linked to the child's thinking skills in crucial ways. For instance, as children develop, they increase their vocabulary they can then categorize different things such as bugs. The things they develop with regards to oral languages are useful in oral language comprehension. Children develop abilities such as processing, understanding, and using spoken language. As they develop, they acquire interactive skills such as turn-taking and gesturing during the process of speaking and listening. As they develop social languages that allows them to interact with other children and adults (Rogde et al., 2019). The learning curriculum is tailored in a manner that the academic language is very rich in vocabulary enabling children to participate in writing, listening, reading, and speaking activities. It is very important for children to develop vocabulary, this way they are able to understand whatever is being said during the conversation. They will be able to note the different types of vocabulary used in conversation and understand their relevance in the learning process.

1.3. FACTORS AFFECTING ORAL LANGUAGE COMPREHENSION

There are three main factors that affect oral language comprehension include language experience, substantive conversation and oral instruction. All these factors influence the manner in which children develop oral language comprehension. They are discussed below:

1.3.1. Language Experience

With regards to oral language comprehension, children are able to use language and understand the manner in which they are used by people they live with. The same applies to their surroundings. For instance, while learning in the classroom and the teacher warns the students from using a certain wording in a particular context, then the child will learn from that and will be able to use the word in an appropriate manner. For this reason, if the words are used during a conversation, then they will be able to understand whatever is being said and give a relevant reply. This approach to oral language development takes into consideration writing, speaking, reading, and listening, which integrates all of them through the developing of a written text formed on the basis of first-hand experiences (Reitsma, 2020). For successful acquiring of oral language comprehension skills, teachers are encouraged to support their students to actively document their ideas and experiences through the utilization of expanded and familiar vocabulary. While developing oral language comprehension in children, there is a procedure followed on the language experience approach. Among the procedures in the experience. Under this step, the language experience approach entails individuals sharing their experiences of their daily experiences, general school experience, excursions, hands-on activities, and classroom events. This involves children sharing their personal ideas and experiences.

The spoken language also plays a part in the language experience approach. In this case, while in the learning process, the teacher has to ensure that students are supported while recreating experiences through oral means. This is achieved by helping students rehearse ideas on topics they would be writing on, capitalizing on issues students find interesting and can be used to form experiences, asking the questions that will cause them to tell more about their experiences while utilizing explicit language and prompting students to reflect more in their experiences. This is then followed by the creation of text. Oral language comprehension forms the foundation of

reading and writing. With text writing in the learning process, it is done by both students and teachers. In the learning environment, the teacher plays the role of a model through demonstration of the manner in which words and thought can be well represented through texts as the student will elaborate their ideas. Language experience may be gained through children dictating a sentence, and in some cases, the text will be quite linger as the child will use more words to explain their ideas. As the students write the text, they will receive guidance from their teacher who will encourage them to focus on understanding what they think may be said. As they state their ideas, it may be noted by other students.

For this reason, writing is said to form part of the language experience approach. This is very useful in that writing results in the production and provision of information who may have not been part of the experience. This results in much emphasis being placed in both written and spoken language. To ensure that children are able to further elaborate and extend text, questions are asked among them being who one can write about something they did not participate in. In most cases, text written under the language experience approach is usually a reflection of first-hand experiences though there may be a variation in the format used. The other form of creation of language experience is through reading. Reading makes it possible for children to acquire new vocabulary. Texts play a relevant role in language experience. As children read words loudly, a positive experience is created, which strengthens the reciprocity between writing and reading. In the case where children produce texts on the basis of their experiences, then they usually use a language that s familiar to them so that the reading material created can be read by individuals or chorally.

Some of the examples of the language experience approach in a basics class are numerous. It provides teachers with numerous opportunities in creating texts while utilizing the language experience approach, which helps develop oral language comprehension in children. Some of the ways in which teachers can use the language experience approach is by following discussion and the writing on several experiences and topics, which is then captured, allowing future reference. Basic sentences are made up of repetitive structures that are specially written for children and support both reading and writing. Teachers can also encourage their students to write ideas using complex or compound sentence (Reed & Vaughn, 2012). The language experience approach places much emphasis on the need for one to know the difference between written and spoken language. Language experience plays a crucial role in enabling those learning literacy to know

the difference between written and spoken language. A child's language can be extended as they interact with other individuals who are literacy experts. Oral language comprehension is improved, expanded, and extended through experiences. It is further improved by encouraging students to write these experiences.

The amount of exposure to language there are other undermining factors that bring about the difference in the amount of language exposure exhibited by children from different group. One of the ways language exposure is measured in children is by getting the gross sum of all words they know and the gross sum of unique words. Between different groups of children, there may be a variation in the language exposure depending on the quality of language they are exposed to. When children from different economic classes are compared, it was discovered that for children from low socio-economic status they are mostly familiar with negative words and short imperatives. This is different from children from higher economic backgrounds as their language experience is of high quality and they are more. Such children are exposed to expansive narrations, descriptive language and effective communication through positive reinforcement.

1.3.2. Substantive Conversation

For one to express something, they need to have an idea of what they are talking about. For this reason, talk is views to be grounded on themes, concepts, and problems of a discipline. This means that high order thinking is required. Higher-order thinking involves forming generalization, making distinctions, developing questions, and application of ideas. This places a lower regard for the reporting of procedures, facts, experiences, and definitions. During conversations one shares their ideas. The process of sharing is well demonstrated when those involved in the conversation make direct responses to previous speakers through asking of questions to further clarify what the speaker talked about. This kind of conversation cannot be controlled by a party or be entirely scripted. Conversations are a form of dialog which builds on statements from participants in a bid to foster coherent collective understanding rather than having one individual understand a disciplinary problem, theme, or concept. This is well demonstrated in discussions such as seminars that have been able to integrate participant contribution to a common understanding by having sustained conversations (Figure 1.11).

Figure 1.11. Substantive conversations require speakers to bear all skills need-ed in effective talks.

Source: https://www.entrepreneur.com/article/223629.

Under substantive conversations, we need to look at disciplined inquiry. Substantive conversations play a major role in helping individuals develop oral language comprehension. However, many individuals question whether substantive conversations can be done in written form in the classroom. It is quite hard to give a definitive answer to this question. The answer can be established by trying to explore the relationship between substantive conversations and elaborative communication. The two aspects are regarded as standards under disciplined inquiry. Different individuals have their own understanding and definition of substantive inquiry (Rose, 2017). Disciplinary inquiry is described by Newman as the development of an adequate base of knowledge as well as a proper understanding of the method and content of the given discipline that can be exhibited through ideas being communicated in a complex dimension. In a bid to develop oral language comprehension in children, substantive conversations are held in the classroom. This is achieved by teachers engaging students in dialogues. This is coupled up by teachers refining and extending the understanding capabilities of students. There are three main goals of having substantive conversations in the classroom. They include: cultivation of higher-order thinking, facilitating substantive conversations and monitoring of student progress. While fostering substantive conversations in children, the teachers need to look at the elaborate domain-profile statements. Under this, there are four levels that should be attained. In the first level, the teacher makes use of different strategies to ensure that all students are focused in conversations. This leads to students being able to think of the key concepts of a conversation. In the second level, the teacher introduces a new concept known as wait time. Wait time is crucial in allowing students to take into consideration

the presented ideas and, by so doing, come up with responses. In this level, there is structuring of conversations, acknowledging that students' ideas are of high value and the use of these structures in developing both individual and collective understanding. In this level, children are placed in groups for the purpose of fostering communication. In the third level, teachers put in place conversational protocols which encourage all students to make their contributions and also challenge ideas presented by other students. In the fourth and final level, the teacher develops a structure that creates opportunities for students allowing them to sustain conversations. This encourages both individual and collective understanding in students. In this level, students are granted the opportunity to critique the conversation's intellectual rigor.

When developing oral language comprehension in students, conversations play a vital role. Conversations keeps learner's engaged. While they are engaged in conversations, it is easy for teachers to listen to their ideas and the manner in which they are presented. In most cases, students should be engaged in substantive conversations. This ensures that students' voices are heard. It also helps teachers discover students' ideas. As they engage in conversations, their thinking abilities, interests, and explorations develop (Phillips et al., 2007).

For substantive conversations to be held in classrooms, the teacher needs to ensure that both space and time is provided throughout the day. It is also important that teachers encourage students to hold conversations with other students and teachers. Teachers should show interest in children's thinking by listening to them present their ideas. Documentation of conversations is also important as it can demonstrate improvement in the student's oral language. Conversations are also known to improve thinking language. For children to participate in conversations as speakers and listeners, the teacher needs to possess good speaking and listening techniques. For teachers to develop speaking and listening skills in children, they need to get down to an eye level as they speak with the student. This makes it easier for the student as they will not have to look up when talking with the teacher. The teacher should ensure that they treat students as if they are skilled in the conversation process by giving them complete attention. The teacher should also ask open-ended questions as a follow up on what the students shared. All students should be catered for. This means that all students should be involved in conversations, even those whose language has not properly developed.

Teachers can ask questions on things they do not know the answers to. For instance, the questions could require students to reflect on topics or develop opinions on certain issues. This encourages students to think about what they feel and also share ideas. It is important for teachers to exercise patience as children take time before they can process things properly in a conversation. Some children take a longer time to develop skills useful in conversations. Parents and other adults can also be involved in helping children develop oral language comprehension by teaching and helping children to learn how to listen to others. If an adult demonstrates interest in listening to what children have to say, the child notices it. The adult however needs to demonstrate intent in passing skills to children. Among the strategies that can be used by teachers in developing conversation skills is using props such as objects or stuffed animals. Props help children know whose turn is it to talk.

During group discussions, the teacher should properly limit group time. Time allocated for such activities should be reasonable in that almost every child will get an opportunity to talk. The teacher should take into consideration the fact young children cannot take part in lengthy discussions. This is because their concentration spans is low. If the teacher notices that student concentration during discussions has lowered, it is advisable that the teacher look into other activities. Whatever was discussed should record by writing or audio records so that students can read and hear what was shared during discussions. Teachers should ensure that every home language is valued. This includes sign language for those with hearing impairment. There are several components of successful conversations that should be demonstrated by both listeners and speakers (Pearson, 2014). They include eye contact, pauses, body language, and gestures. This forms a basis for oral language comprehension as it brings about the understanding needed when conversing. Another component of conversations is adjacency pairs which are two sequenced utterances produced by speakers and can take the form of a question and answer or a greeting followed by a response. There is also a repair. A repair is used when an individual says something in a wrong tense or has pronounced it wrongly, and he or she has to rectify what they gave said. This is important in ensuring understanding during the conversation. Repair can be done through words or expressed through body language or facial expressions. In a conversation one has to ensure that they understand what was said by another individual and the other individual understands they are saying. Non-verbal cues are useful in making conversations effective. They are an essential part of conversations as talks are more than just mere

words. The way in which the speaker uses voice, body language and facial expressions will determine the manner in which messages converted are perceived. Posture and manner of approach exhibited by the speaker will determine how the message is perceived. For this reason, teachers need to create awareness on the importance and expensive nature of voice and body language. This will make students to become more aware of non-verbal behaviors. With regards to use of voice, there is a need for proper use of pauses and intonation in conveying attitude and meaning. With volume, the amount of volume used should be dependent on the type of audience, situation, and purpose. There are instances where loud voices are needed. They include assemblies and plays, while in other areas, low voices are required. When speaking to a large audience, one should ensure that their voice is loud enough to be heard by all and the message being passed is understood by all. During plays, the speaker is advised to use varying volumes to draw the attention of listeners. It is also useful in creating drama or emphasis when talking about events, persuading the audience or telling a story.

Intonation is also useful in creating the rightful understanding of statements. For instance an upward intonation shows that the speaker is asking a question while a downward intonation shows that the speaker has finished their statement.

While expressing emotion, it is crucial for the speaker embraces the use of pitch. When one is sad, their pitch lowers and increases when they are excited. There is also a great need for pauses during conversations. Moments of silence between phrases are called pauses. They are useful in separating ideas or drawing attention. Pauses are very useful in ensuring effective formal presentations or storytelling. For conversation to be effective, it is important for speakers to ensure that they carefully pronounce words. This will enable listeners to understand what the speaker is saying (Ortlieb & Norris, 2012). Pronunciation refers to the manner in which words are said. For children, it may be hard to properly pronounce words as there are those that have similar sounds. When handling children, it is important that teachers model words in a meaningful context. Pronunciation of words varies in different regions. For instance, pronunciation of words in British English is different from the pronunciation of words in England. Most schools use the Standard English pronunciation of words.

Proximity between the speaker and the audience is important in successful communication. The amount of personal space between those in

the communication process is referred to as proximity. For those with close proximity, it is much easier to converse with one another. The amount of proximity needed in a conversation is dependent on the personality, situation, and culture. Eye contact is very important for effective communication. During face-to-face communication use of eyes is important. However, the level of eye contact needed is dependent on the type of relationship present between those taking part in the conversation. Listening skills are also important during conversations. It is considered as the most important skill for comprehensible input of the language used. For this reason, it is referred to as a pervasive communicative event as normally human beings are have been made to listen more than speaking. For teachers to teach listening skills, they need to provide an environment suitable for students. This includes scheduling of discussions, demonstrate good listening skills, be model listeners, encourage conversations among students and develop listening skills in them.

1.3.3. Oral Language Instructions

Instructions are a form of guidance given to an individual showing them what to do. Under oral language instruction, skills on oral language are passed from one individual to another. It is considered a form of learning and teaching in a certain context that passes guidelines to children on how language is used and proper utilization of both listening and speaking skills. Oral language comprehension is nurtured in children when adults seek to teach them something. As the child develops, the instructions will replete throughout their lives, and they will be able to use the acquired skills in normal conversations. There are varieties of instructional episodes consisting of short interactions and extended ones. For instance, when a mother is teaching their child how to tie a shoe, she will use both action and talk this way, the child will pay more attention to what is being said. In this case, there is the purpose for listening to the instructions. There are certain words that will be used that are related to the act of shoe tying, such as crossing of laces. Other opportunities where teachers can help develop oral language comprehension in children. Some of the ways in which it is developed is through taking part in group book reading discussions.

1.3.4. Formal Languages Not Being Spoken at Home

For children who are learning in schools that teach English as a formal language, oral language comprehension development may not be good for

children who come from homes that do not speak English. Children from such homes are known to have very minimum exposure to important oral language skills. They may not know how to construct grammatically correct sentences, properly use discourse, vocabulary, and pragmatics. As these children's language is not well modeled while at home, it also creates a challenge for them in the classroom (Ness, 2006).

1.3.5. Background Experiences

A child's background will determine the level of oral language development. For instance, children from low social-economic societies are restrained in that their background does not allow them to expand their knowledge and experiences. In most cases, exposure to knowledge and experience is mostly through reading books, first-hand experiences, and conversations.

1.3.6. Parent's Education Level

The level of education of the parent will also be a determinant of the level of language they are aware of. This is because the level of the parent's education will determine the type of vocabulary they used.

1.3.7. Disruptions and Transitions Through the Child's Life

Student mobility rates will determine the kind of language used. If students stay in school for longer durations of time. However, the high rate of student transfers in school negatively affect students and schools.

1.3.8. Exposure to Print

Exposure to print refers to children being exposed to books that are not white and black. This factor is influenced by the kind of background from which the child is from. Children from good financial background get access to several books of their languages and other languages. This means that they are exposed to reading and print concepts, allowing them to identify certain sounds. They are also aware of the manner in which words are printed and read in books. There are those read from left to right while in other the book is read from front to back (Moore, 2016). For children from low social-economic status, this may not be the case as they are not exposed to such books.

1.4. DEVELOPING ORAL LANGUAGE COMPREHENSION IN CHILDREN

When handling oral language comprehension in children, it is important to understand that oral language forms the foundation of literacy. Therefore, one needs to take into consideration the age of the child. Children in pre-kindergarten might not be able to read written text, but they are still developing their comprehension skills by listening to conversations between adults or their peers, active read-aloud and pretend plays as the child has a dialogue with the parent concerning the book. There are numerous activities that parents can do with their children to develop oral language comprehension, such as having dramatic plays where children play imaginary roles, listening games, playing, and singing rhyming games, sharing oral stories, reading books together, and having daily conversations.

- **Having lively conversations:** Research shows that it is very important for parents to hold conversations daily with their children. These conversations are given much emphasis. These conversations may take different forms in that it may be direct and brief. For parents they are required to establish an open-ended conversation on a daily basis. This means that their conversations should be active. The conversations should be on a two-way basis in that it goes back and forth. This could be referred to as a multi-turn conversations. As the parent is teaching their child turn-taking during speaking and listening, it is crucial for parents to show that they place a high regard for their ideas and thoughts Altin & Saracaloğlu, 2018). Parents are advised to ask their children questions that require them to give an explanation. With this regard yes and no questions should be less used. Questions such as "Why do you think that happened?" "Why would you say that?" "What is the next step?" "How do we improve the situation?" These questions require children to give answers openly.

- **Reading together on a daily basis:** Children practice their oral language comprehension by reading aloud. Children are able to grasp new words by reading them aloud. It is an important way to help students get more information on the world while making connections between what is recorded in their personal life and their personal life. This help the child develop empathy. As parents read aloud with their children, they bond and are able

to share the reading experience and discover new words together (Figure 1.12).

Figure 1.12. Parents need to make conversations with their children a normal occurrence.

Source: https://www.pbs.org/parents/thrive/how-to-talk-honestly-with-children-about-racism.

- **Introduction of non-fiction:** As the child develops, the parent can then introduce informational and non-fictional books to the child. The most common books bought include the DJ Eyewitness series. These books introduce children to the real world, and in most cases, they develop an interest in such books as they are learning more about their environment and would want to share it.

- **Exploring the world together:** It is important for parents to bond with their parents. One common way in which parents bond with their children is through neighborhood walks or trips to the grocery store. These activities are good learning experiences. As they visit new places they learn about new things. It is also a good way to ensure the child is able to relate to some of the things they read in stories. For instance, if they visit a park and see some wild animals, they may be able to relate what they saw to what they read. Such personal connections enable children to develop strong comprehension skills.

Some of the oral language comprehension activities done at home include:

- **Walking and talking:** Parents are encouraged to take their kids for walks. As they go for these walks, they should allow

their children to point out the various thing they see. They should encourage them to talk about what they have seen. The parents are required to show different reactions to whatever the child observers. Open-ended questions should be added to the conversation (Morley, 2001). The parent should also highlight their own observations to foster a lively conversation. While talking the walk, the parent can stop and aka the child questions about the sounds in the environment and the various components of the environment. They could also ask them to spot some of the things in the environment.

- **Acting out:** There are numerous storybooks that can easily be acted out by parents as they read stories to their children. Some of the stories include three Billy Goats Gruff and the three bears. These stories can be acted out using varying-size stuffed animals. It gives parents an opportunity to highlight various concepts of objects such as large, medium, and small. Parents can also conduct outdoor activities inside the house. For instance, the parent and child can conduct a scavenger hunt in the house. The scavenger hunt could involve the finding various objects in house. Afterwards the child could further classify objects depending on their sizes. The parent could as whether the child know synonym of both large and small.

- **Singing:** To further improve a child's vocabulary, the parent can create songs that are filled with vocabulary. They can also learn songs used in school. If they have to make up songs, they could borrow concepts for their normal everyday routines. As time goes by they could incorporate new words in the song (Figure 1.13).

Figure 1.13. Children learn new vocabulary through songs.

Source: https://www.shutterstock.com/video/clip-596524-happy-parents-children-singing-dancing-karaoke-on.

- **Listening games:** With children, one has to use creative ways to teach them. Games are one other ways in which children can learn new things. One of the games parents can play with their children is "I spy." In this case, the game should involve children using various words that can be used in describing objects. The game should involve things available in the surrounding. Other games include "Simon says," "Red-Light Greenlight" and "Mama Puedo." These games require listening, taking, giving, and following instructions.

- **Literacy on the grocery store:** Under this category, we focus on words used on a daily basis. These words are referred to as position words. To help children improve their vocabulary, they can do a grocery store literacy. This involves parents helping their children practice their vocabulary by using things found on the grocery shelf. The parent asks the child to identify the objects on the shelf, or they could state the name of an object and the child picks it out. The same could apply to the identification of body parts or other items that are not groceries. However, with groceries, there are more advantages as the child could be tested on their use of superlatives. This includes words that further describe objects based on their size and shape. For instance, the activity could involve a child identify a big orange, bigger orange and the biggest orange (Allen & Petersen, 2011).

- **Kitchen conversations:** Daily activities provide a chance for parents to improve their child's vocabulary. One of the areas in the kitchen. For instance, in the kitchen, the parent may ask the child to identify the utensils used in preparing certain meals. They could also engage the child in conversations on food being cooked, its texture, taste, and color. They could talk on the source of food, the type of food the child likes and those they do not like, clean up duties. During the process, they could teach the child on different prepositions. For instance, the position of objects lie the spoon is in the counter or it is my cup.

- **Adventures:** One of the methods children learn is through adventures. The parent could ask the child to sketch a map of a place that is real or imaginary. Once drawn the parent and child explore the area. The parent should encourage the child to share more about the setting of the area and creatures that already live in the area. To make it more lively, they could play dress up and

pretend to set out for the adventure. The child should share their journey and experiences. If the child is willing, then the family can take part in the imaginary journey (Figure 1.14).

Figure 1.4. Adventures are a way of introducing a child to a new environment and experiences.

Source: https://befamilytravel.com/family-travel-quotes-to-inspire-your-family-adventures/.

- **Reading actively:** It is important that the parent develops an active reading culture in their child. This can be achieved when the parent reads to their child. During the process of reading, they could talk about some of the issues in the story. This may involve taking short or long breaks to give room for discussions or for the parent to explain complex words. Parents have to play a crucial role in helping children develop an image of the story. This is achieved by asking the child certain questions such as what they feel about the character in the story, what they think will happen in the story and the moral of the story. It is useful in developing the child's comprehension as well critical thinking skills.

- **Family stories:** It is usually a wonderful experience when family members get together during picnics or snuggling together at home. During such times, parents can share stories with their children. The stories could be those passed down in the family or the story of the parent's childhood (McIntyre, 2015). While narrating the story, the parent should vivid language and give precise details about things, people, and places. The parent should try to express emotion and add humor while narrating the

story. It is very encouraging if the child asks questions as it shows that they are listening. If the child is able, they could be the ones sharing the story (Figure 1.15).

Figure 1.15. Family stories are a good avenue for children to learning new words.

Source: https://fyi.extension.wisc.edu/news/files/2014/11/family-stories.jpg.

- **Recap:** After having read-aloud sessions, the parent should check if the child understood what was said. One of the simplest ways they can do so is to ask the child to give a summary of the book they read using their own words. If they say something that does not make sense, the parents can ask questions to give further clarification. This will encourage them to give more details.

1.5. ORAL LANGUAGE COMPREHENSION STRATEGIES IN THE CLASSROOM

These are some of the ways teachers can actively involve children in the classroom while modeling oral language comprehension in them. They are as follows:

1.5.1. Creating an Environment Conducive for Conversations

Teachers provide an avenue for students to practice their oral language comprehension by creating numerous avenues for social interaction. The teacher should be actively involved in the social interactions so that they can guide some of the students who may need help with conversations. The teacher should take advantage of every opportunity to start a conversation with students. They can give prompts, rephrase answers given by students or ask questions which will encourage the student to take part in oral conversations (McKeown & Beck, 2015).

1.5.2. Modeling a Syntactic Structure

Children may not be completely knowledgeable on oral syntax used in informal speeches. However, this should not discourage teachers from incorporating oral syntax in classroom conversations. The teacher should help the students through the process. For instance, if the students are only able to use fragmented syntax, the teacher can help by giving them a complete modeled syntax. This helps develop their oral skills and is a form of helping students practicing written language.

1.5.3. Eye contact

Eye contact is very important during conversations. For this reason, the teacher should ensure that they incorporate it during conversations and also encourage their students to do the same. By teaching learners at a young age, they will be able to properly gauge their audience, get their attention, properly use volume, adjust their language and also properly organize their speech. This ensure that they are well understood, can clearly communicate and also successful use non-verbal cues.

1.5.4. Encouraging Students to Speak Loudly and Clearly Articulate Words

While talking, teachers should encourage their students to feel their speech muscles. They should also keep tabs on the articulation and volume. Teachers need to ensure that students know that when speaking to large groups of people, they need to be loud enough and also clear. This ensures that opinions and information are passed effectively.

1.5.5. Subtleties of Tone

Among the various elements of speech, an important component is tone. Tone affects negotiations and conversations both positively and negatively. For instance, in school, there are numerous cases of students getting into an argument in the playground as a result of common misunderstandings. In most cases, one of the students used loud voices when talking to others. It is, therefore, important that the teacher talks to students about the use of tones (McKay, 2012). Some of the elements under the study include rhythm, pitch, speed, and volume. Students need to know that these components can influence the manner in which messages are perceived. If not properly used, it can result in misunderstandings of attitudes and motives. Therefore, students should be mindful when trying to pass messages and should be careful on how they use pitch and volume.

1.5.6. Tackle Listening Skills

Listening skills in children are usually developed by teachers. They need to ensure that consistent cues are used during conversations to ensure that students are listening to what is being said. During the conversations, the teacher may use reminder statements so that the student remains focused. If possible, the teacher could print reminder words on the board.

1.5.7. Using "Question of the Day"

It may be beneficial if the teacher introduces a concept of question of the day. As school activities begin, the teacher could pose a question to the students to encourage conversations between them and also in the classroom. The question could be written on the board. Once read by the students' they begin looking for answers to the questions. At the start, the question could be if simple structure such as one-part questions. The teacher could give students an opportunity to try and they can the teacher can model a complete sentence to show them how it should be answer. Once the students have fully mastered how to answer open-part questions, the teacher can proceed to ask two-part questions.

1.5.8. Compilation of a Class Booklet of Students' Phrases

During classroom conversations, teachers should allow students to complete their sentences after which, the teacher should ask each student to contribute prepositional phrases that complete the sentence. For instance, if the student

statement was, "I fell yesterday." By adding a prepositional phrase, the statement becomes, "I fell yesterday in the park." As this goes on, the class could proceed to create a class booklet. The booklet will contain illustrations and writings of their phrases. Each page containing the phrases are combined to form a booklet which can be a useful resource for students. The can use it in practicing long sentences (McElhone, 2009).

1.5.9. Questions for Comprehension

In most literature books, once the class has read a story, there are follow up questions. The teacher can also come up with their own questions which can be asked before or after reading assignments. This strategy has proven to be effective in improving children's oral language skills. It encourages them to think about what they are reading. Through this, children are able to absorb more words. Some of the strategies that can be used during comprehension include:

Students reading and answering purpose-setting questions at the introduction of a passage or story. There are several questions that can be asked, such as, "Where is the origin of the story? What kind of oral narrative is this? Why do you think so?" The teacher should then encourage students to predict outcomes. The class should then proceed to read the story. Once completed, the teacher should as students whether their predictions came true. They should also be able to identify areas where the conclusion begins. Students should be allowed to ask questions if any. The class proceeds to make a summary of the story.

1.5.10. Never Make Assumptions

Teachers should never make assumptions that students have understood their instructional talks. Though oral language is used in a daily basis in learning and class discussions, teachers should know that there are some students who may not have understood what they were saying. The teacher may have given an instruction, but the students may have misinterpreted it. This is why teachers should try to discover any form of disconnect between them and students.

Chapter 2

Reading Language Comprehension

CONTENTS

2.1. INTRODUCTION

Understanding reading is comprehending literature, understanding its meaning, and connecting with what the reader knows already. Know the meaning of words, capacity to comprehend a word from the context of discourse, capability for following and identifying antecedents and references in the passage, ability to draw conclusions from a passage on its components, capability to identify a key thinking in a passage, the fundamental skills required for an effective reading understanding are knowledge, capacity in a passage to answer questions, ability to recognize and define the tonalities of literary instruments or propositional structures used in a pass, understanding situation-based mood (agents, objects, time, and space points of reference, informal, and deliberate interference, etc.) and finally the capacity to determine written statements, etc. (discourse-semantics) (lvermann & Earle, 2003) (Figure 2.1).

Simple View of Reading

Figure 2.1. The overall objective is to enable children to read freely, fluently, and learning from what they read when we educate them to read.

Source: https://www.garfortheducation.com/reading-comprehension/.

There are numerous reading tactics to increase understanding of reading and inference, such as strengthening one's vocabulary, study of critical text (intertextuality, actual events versus event narration), and deeper reading practice. The ability to understand literature depends on the ability of the reader to digest information. If word recognition is tough, pupils use too many of their skills to read particular words to prevent them from understanding what they read. People develop understanding skills by learning, and some learn from firsthand encounters. A good reading depends on how quickly and smoothly words can be recognized. The cognitive growth of an individual, which is "the building up of thought processes," is also determined. There

are particular features to depart from the success of a people's understanding of text, including previous knowledge of the subject, well-established language and the ability to derive information from rigorous questioning and monitoring such as: "Why is this important?"

Learning for understanding technique frequently entails supporting students first through social and imitation learning; where teachers explain genre types and model up and down, as well as students acquire the complexity of understanding the text necessary (MacKay et al., 2021). Following the contiguity interface, the second phase involves a gradual disbursement of responsibilities, during which teachers take individual responsibility for the student's use of the acquired procedures autonomously, and thus assists in the control of errors. The last stage entails bringing pupils into a self-regulated learning (SLR) situation with an increasing level of practice and appraisal and ultimately to over-learning. The teacher, as a reader, is an example for a student to show what it means to be an efficient reader and what it means to praise one.

2.2. DEFINITION

The degree of comprehension of a text/message is reading comprehension. This understanding derives from the interplay between written words and the ways in which information is triggered beyond the text. Understanding is a "creative, diversified process" which relies on four linguistic skills: pragmatics, semantics, syntax, and phonology.

2.3. LEVELS OF READING COMPREHENSION

The reading comprehension includes two processing stages, low (low) processing and high (high) processing. Processing in depth entails semantics, which occurs when we encode the significance of a word and associate it with like terms. Shallow processing requires structural and phoneme detection, processing, and associated sounds of the phrase and text structure, i.e., first-order logic. Fergus I. M. Craik and Robert S. Lockhart initially identified this notion (Lin, 2008). Levels of understanding are observed using methods such as functional magnetic resonance imaging (fMRI). FMRIs are utilized to determine the brain pathways of activation in two terms, understanding of the story and understanding of the sentence. Images have shown that activation of the brain region during sentence-level understanding is reduced, suggesting a shared dependence on the pathways of understanding (Figure 2.2).
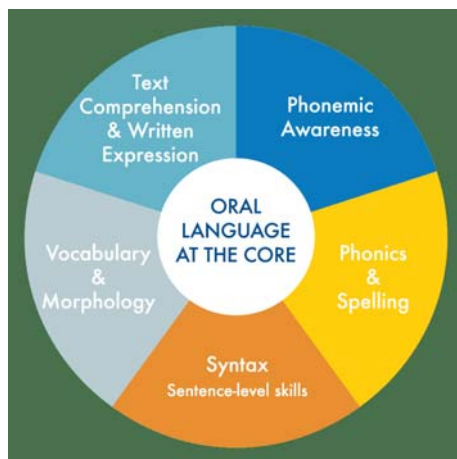
Figure 2.2. The vocabulary of the class and text is academic language, sometimes known as academic or standard English.

Source: https://www.literacyhow.org/comprehension/.

During storytelling level tests, the scans also demonstrated that this technique stimulates the location and the space processing. In general, neuroimaging studies show that the reading involves three overlapping brain systems: visual networks (Angular gyrus) and semantically (Broca's and Wernicke's area's anterior temporal lobe). These neural networks, however, are not discrete and have various different functions. Broca's field of management assists the reader to differ in depth in the understanding of reading and in textual engagement in line with the objectives of reading.

2.4. RELATIONSHIP BETWEEN COMPREHENSION AND VOCABULARY READING

The capacity to decode or identify and pronounce words is obviously crucial, but it is important to know what the words imply that you know what a particular paragraph means while skimming reading material. Students having a lesser vocabulary have been demonstrated to understand less what they read than other students. It was indicated that to improve understanding, enhance word groupings, complex vocabulary such as homonyms and words with various significances and those that have figurative meanings such as idioms, similarities, collocations, and metaphors are good exercises.

Before reading a book to students, Andrew Biemiller claims that teachers

could also give out topic-related words and phrases; teaching includes topic-related word groups, synonyms of words and their meaning in context, and he also claims that students should be familiarized with sentence structures in which these words commonly occur (Leu et al., 2008). According to Biemiller, this intense method allows students to examine the topic outside its discourse, allowing them to expand their mental horizons. However, there is no proof that this strategy is superior. Although it has been proven to be an unreliable approach for enhancing comprehension, incidental Morphemic analysis of words – roots, suffixes, and prefixes – is also regarded to promote vocabulary understanding, it is no longer utilized to instruct children (Figure 2.3).

Figure 2.3. You can test reading skill by reading lists of true and irregular words by a child. Some kids memorize a word without sounding.

Source: https://comicphonics.com/2014/02/01/assessing-reading-comprehension-by-using-multiplication/amp/.

2.5. HISTORY

Initially, most comprehension instruction focused on instilling specific skills for each genre that, when combined, allowed students to become strategic readers. However, since the 1930s, empirical data has never seemed to support alternative techniques of testing. The technique known as SQ3R, which was established by Francis Pleasant Robinson in his 1946 book Effective Study, is one such tactic for boosting reading comprehension. A variety of "strategies" for teaching pupils to use self-guided ways for enhancing reading comprehension were developed between 1969 and 2000. Due to the sharing of "cognitive secrets," Anthony V. Manzo created and found empirical justification for the ReQuest, or Reciprocal Questioning

Procedure, in the traditional teacher-centered approach in 1969. It was the first way to integrate cognitive modeling between teachers and students to turn core theories like social learning into instructional strategies (Leu et al., 2008).

Since the turn of the century, comprehension courses have typically consisted of students addressing the questions in the classroom or writing responses to their own queries or the teacher's prompts. This detached whole group version only assisted students in responding to segments of the text and improving their writing skills on an individual basis. Evidence accumulated in the last quarter of the twentieth century that academic reading test methodologies were better at assessing rather than conveying comprehension or providing a realistic perspective. Rather of employing the prior response registering approach, investigations have reported that teaching novice readers a bank of "practical learning styles" or tools to interpret and evaluate various categories and genres of text is an effective strategy to teach comprehension.

2.6. STRATEGIES OF READING

Reading is taught through a variety of ways. Reading comprehension strategies are essential. They differ depending on the difficulties, such as new concepts, foreign terminology, long, and complex sentences, and so on. Attempting to address all of these issues at the same time might be unrealistic. However, techniques should be tailored to the learner's ability, aptitude, and age. Group work, reading aloud, and more reading activities are some of the tactics used by teachers.

Reciprocal teaching: Under the 1980s, in a practice named reciprocal teaching, Annemarie Sullivan Palincsar and Ann L. Brown learned to forecast, to summarize, to make clear, and pose questions for segments of a text. Using tactics such as summing up after each paragraph is recognized as useful strategies for understanding kids. The premise is that if the teacher gives them clear mental tools for deconstructing the text, pupils will build their skills to understand reading (Figure 2.4).

Figure 2.4. For children to read proficiently, they have to recognize words instantly, including words that they cannot hear.

Source: https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/reading-issues/6-essential-skills-needed-for-reading-comprehension.

Comprehension through discussion: "Teaching" or comprehending through discussion creates greater opportunity for pupils to think about the material by encouraging critical and esthetic thinking. Class talks encourage pupils to produce fresh ideas and questions, according to Vivian Thayer. "What is another way to say that our questions are our most significant intellectual instrument is all of our knowledge," stated Dr. Nil Postman (Brevik, 2019). The teacher should focus on several types of issues: memorizing; testing; applying or resolving; inciting or producing synthesis, and evaluating and assessing. Teachers could practice this kind of question before, during, and after reading a material through "think-aloud." If a pupil can relate a paragraph to an event, a different book, or other world facts, they 'relate' it. Making links helps pupils grasp the intent of the author and the tale of fiction or non-fiction.

Text Factors: Factors are found to facilitate readers' understanding of the written content once it is discerned. One is the genre, such as folklore, fiction, biography, and poetry. Each genre has its unique text structural features that the reader can understand once it has been understood. A plot, figures, the environment, point of view and topic are all composed

of a story. Information books give pupils with real-world knowledge and include distinctive elements like: headers, maps, and an index. The most frequently utilized verses are rhyme, haikus, free verse, and stories. Poems in various forms are written. Poetry utilizes the following devices: alliteration, repetition, rhyme, metaphors, and like. "They are better able to construct such textual variables when children are familiar with genres, structural patterns and text characteristics in the books they read." Another is to arrange the text for the age of the reader, according to perception span and the text presentation.

Imagery that is Non-verbal: Media which uses schemes to build relationships more typically utilized within settings such as: a passage, an experience, or an imagination, whether deliberate or not. Some famous examples are mockery, emoticons, un-cropped, and cropped photographs, and recently mockery pictures intended to induce comedy and understanding.

Visualization: Visualization is a "mental image" produced in a person's head when reading material that helps increase reading comprehension by "bringing words to life." Students will improve their visualization skills by asking sensory questions. When students are reading a page of a picture book aloud but not yet viewing the picture, they can practice visualizing by imagining what they "taste, feel, smell, hear or see." They can share their visualizations and then compare them to the drawings to see how detailed they are.

Reading with partners: Partner reading is a technique designed for two people to read together. For the students to read, the teacher selects two relevant novels. The students and their companions must first read their respective books. They are then given the opportunity to jot out their own detailed questions for their companion when they have accomplished this. Students exchange books, read them aloud to one another, and ask each other questions about the novels they have read (Brasseur et al., 2015). There are various levels to this. There are many that require further assistance in recording techniques. The next levels are ordinary, but they will still require assistance. There is a nice level where the children are competent and do not require assistance. Finally, they have reached a very high level, where they are a few years ahead of schedule (Figure 2.5).
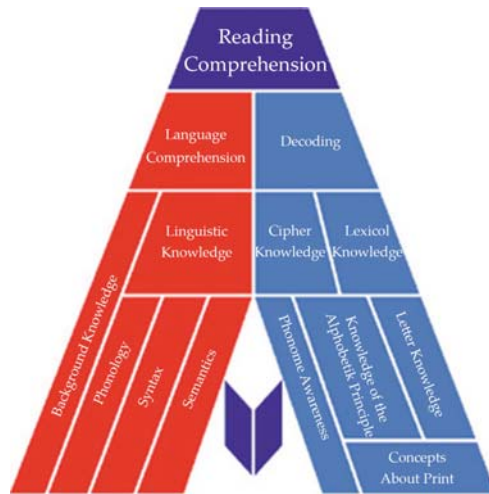
Figure 2.5. The capability of reading (or just reading), from the cognitive standpoint of learning to read, is the ability to generate linguistic significance from written language representations.

Source: https://sedl.org/reading/framework/overview.html.

This technique:

- By providing positive feedback, it serves as an example of fluent reading and aids pupils in learning decoding abilities.
- Allows a teacher to wander across the classroom, monitor students, and deliver individual remediation.

2.7. MULTIPLE STRATEGIES FOR READING

The reading programs and educators propose a wide variety of reading methodologies. In contrast to native speakers, effective reading practices could differ for second language students. The National Reading Panel only identified beneficial benefits for a fraction, especially synchronized questions, answers, surveillance of understanding, graphic designers, and cooperative learning. The panel also highlighted the possibility of a combination of policies utilized in recurring teaching. Appropriate comprehension strategies with infrequent feedback have been demonstrated to promote reading understanding across all ages, specifically those who have a mental disability. Their use provides guidance for building and maintaining understanding ability.

The employment of various reading methods and approaches is necessary for reading different kinds of materials. Reading as active, observed process can be quite useful for hard-working readers. In order to acquire an understanding of the material before them, a good reader engages with the text. Certain good reading methods include prediction, connection, submission, summary, analysis, and criticism (Lamping, 2015). Educators and teachers can help with reading strategies in certain curriculum areas and disciplines using different tools and activities. Graphic organizers, responding to the text, anticipatory guides, double-entry notebooks, interactive studying and note-taking guidance, chunking, and summarizing are just a few instances.

When studying to increase reading comprehension, it is critical to employ effective comprehension tactics. These tactics give step-by-step directions for improving and maintaining comprehension skills in people of all ages. The use of approaches to achieve overt phonemic awareness (PA) combined with intermittent practice has been shown to promote reading in young children, particularly those with mental disorders.
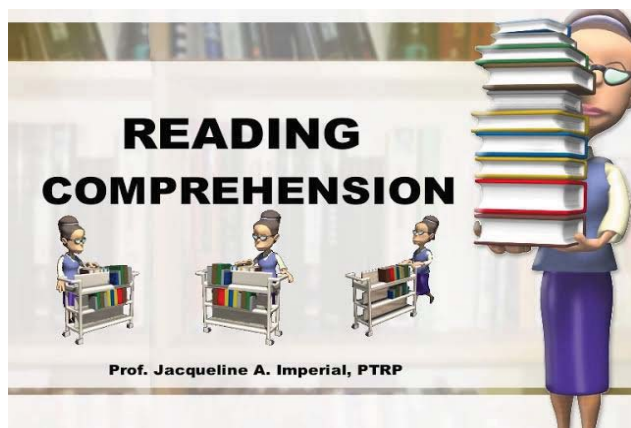
Figure 2.6. Strategic application means that readers must continuously monitor how well they understand their significance and produce any information they have on the subject, words, and phrases while reading the text.

Source: https://www.slideshare.net/jovamson/reading-comprehension-11703629.

PA is a subgroup of phonological consciousness where listeners can hear, identify, and handle phonemes, the smallest sound units which help to distinguish meaningful units. The National Panel found that the knowledge

of phonemics increases the reading and reading of words of children and helps youngsters to learn to spell. The foundations for teaching phonics are PA. PA is commonly confused and phonological awareness is interdependent. The ability to listen and alter individual phonemes called PA. This is part of a phonologic awareness, but also the ability to perceive and manage huge sound units, such as syllables and rhymes (Figure 2.6).

The PA instruction has been demonstrated to promote second language English and foreign language learning. English is seen as a second language. A direct PA training research by Johnson and Tweedie (2010) was used to teach rural Malaysian young people how to learn English as a foreign language (EFL). The direct PA instructed youngsters obtained far more test results than the control group. In this example, PA has advanced the acquisition of the appropriate literacy and digital abilities (Block & Lacina, 2014). The results revealed that direct PA training could help to bridge current alphabetical gaps in urban and rural youngsters. Direct PA instruction may also assist adult English language learners (ELLs). Despite the researchers' fears that adult ELLs would see PA education as a "childish" approach, a study of Arabic-speaking ELLs in English for Academic Purposes (EAP) program found significant gains in vowel recognition and increased C-test scores after PA tuition.

2.8. APPROACHES OF COMPREHENSION

Extremely competent readers use a variety of tactics to comprehend various sorts of texts, according to research studies on comprehension and reading, strategies that can also be adopted by less proficient readers to increase their comprehension:

- **Creating inferences**: We call this "reading between the lines" in ordinary language. It entails tying together disparate elements of texts that aren't directly related in order to arrive at a logical conclusion. The reader makes assumptions about the links between the texts, which is a type of assumption.

- **Monitoring and planning**: This method is based on the reader's emotional stability and capacity to use awareness to regulate their comprehension. By previewing text (through outlines, headings, and other methods), one might set a study goal: "What do I need to obtain out of this?" Context clues and other evaluation procedures are used by readers to clarify texts and ideas, allowing them to keep track of their knowledge.

- **Asking of questions**: To enhance knowledge of the text passages readers inquire about the writings, the reasons behind the character, the relationships, etc., and build their own opinions. This method requires that you may be totally objective in order to find several meanings in the text (Kim & Pilcher, 2016).

- **Determination of importance**: Identification of essential ideas and signals in the text. Readers are instructed to identify and summarize their pertinence, direct, and indirect concepts.

- **Visualization**: The reader forms mental and visual pictures of texts with this sensory-driven method. Being able to visually relate to the content enables emotional responses to better understand it.

- **Synthesis**: In order to attract results and create comparisons across different texts, this strategy includes combining several ideas from diverse sources with the aim to comprehend how they all fit altogether.

- **Creation of connections**: A functionalist perspective known as "reading beyond the lines" that entails (A) establishing a personal connection to reading, such as individual perspective, initially read writings, etc., to try and establish a better understanding of the text's context, or (B) thinking about consequences that are unrelated to the text's theme (Figure 2.7).
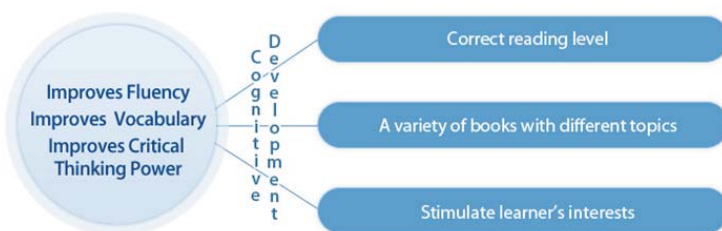
Figure 2.7. The language understanding of children is one of the numerous facets of reading that is often disregarded during teaching.

Source: http://www.readingoceans-empreser.com/Pages/ReadingOceans/ExtensiveReading_01.asp.

Assessment: Formal and Informal evaluations are conducted to check the ability of an individual to understand and employ understanding techniques. Observing and utilizing tools like storyboards, word kinds, and

interactive composing are often informal evaluations. Many teachers utilize formational evaluations to determine whether a student has a master's degree. As in a Think-Pair-Share or Partner shares, formal assessments may be verbal. Formative evaluations may also be door tickets or digital summarizers. Official evaluations include district or state evaluations that evaluate important abilities and concepts for all pupils (Ko, 2012).

Running records: There are records in a popular evaluation carried out at many primary schools worldwide. Running records are a useful tool to understand reading. The application helps teachers analyze particular patterns and arrange suitable education for student actions. Teachers are able to gain an overview of pupils learning and reading skills over a period of time through running records. To keep teachers working correctly, they have to sit next to a student and make sure the situation is as pleasant as possible so that students don't feel pressured or frightened. It is better if the running record evaluation is performed whilst reading, so distractions are not present. Another solution is to ask a training aide to keep the record of jogging in a different room for you throughout teaching and monitoring. Watch pupils quietly during this period reading and recording. The most teachers grasp a particular code for recording.

After the pupil's reading is over, ask them to tell the story as well as possible. Once this has been completed, offer them extensive questions to test their knowledge of the text. At the end of the evaluation, add you're running record score and submit the evaluation (Klapwijk, 2015). Once the running record evaluation has been completed, plan tactics that increase the capacity of pupils to comprehend and understand the material. Overview of the procedures used during the evaluation of a running record (Figure 2.8):

- Choose the wording you want to use;
- Introduce the text to the audience;
- Make a running tally;
- Request a recounting of the story;
- Inquire about everything;
- Make sure you're fluent;
- Examine the information in the file;
- Plan ways to help pupils improve their reading and comprehension skills; and
- Organize your findings.

Figure 2.8. The US is confronting a crisis of literacy. In the United States, about 36 million adults cannot read, write, or do basic mathematical work above the third level, according to ProLiteracy.

Source: https://resilienteducator.com/classroom-resources/reading-comprehension-disabilities/.

2.8.1. Complex or Difficult Content

- **Texts for reading difficulty:** Some writings may seem harder to read, as in the fields of philosophy, literature, or scientific inquiry, because they have a previous knowledge and tradition or tone, like critical or parodied. The philosopher Jacques Derrida articulated his views on complicated text: "Any time, one should make a pedagogical expenditure, which is simply not acceptable to hope from every book, to unfold implicitly in so many talks. The task in this field must be shared, communicated, and understood, and the job must be made readable." Nevertheless, other philosophers think you should be able to make information comprehensible to a large audience if you have something to say.

- **Hyperlinks**: Hyperlinks included in papers or websites make various reader demands from conventional text. The internet can have an adverse effect on attention and the understanding of reading, authors like Nicholas Carr, and psychologists such as Maryanne Wolf claim. Some studies suggest increasing demands for hyperlinked text reading in associated with cognitive load or the quantity of knowledge that is actively kept in mind (also see working memory). One studies have indicated a reduction in the knowledge of college students (measured by multiple-

choice questions) of renewable energy materials from around 5 hyperlinks per page to roughly 11 per page document (Jacobs & Ippolito, 2015). This can be due to every hyperlink's decision-making process that can reduce understanding of the surrounding content (deciding to click on it).

In contrast, other studies have indicated that, while the mouse cursor is hanging over the link's contents, it improves understanding of the material. "Navigation tips" on which links help in comprehension of language. Finally, the reader's previous information can partly impact the understanding effect of hyperlinks. In a study of understanding with individuals who knew about or were unfamiliar with the history of art, texts that were hierarchically connected to each other were easier to comprehend for newcomers than texts that were semantically hyperlinked. Those who were already knowledgeable on the subject, by contrast, also comprehended the substance of both styles of arrangement (Figure 2.9).
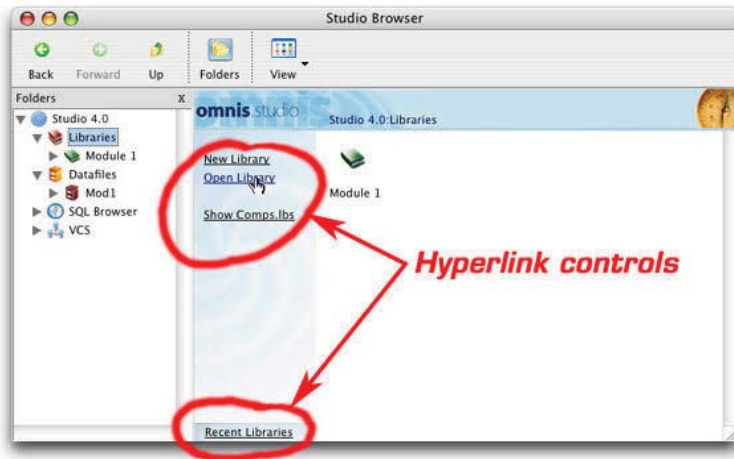
Figure 2.9. A hyperlink or a link in a computer is a connection to data that may be tracked or taped by the user.

Source: https://www.omnis.net/developers/resources/support/newsletter/041304.jsp.

It may be interesting to highlight when evaluating these findings that the above research were all conducted in closed-content contexts, not on the internet. In other words, the used texts are connected exclusively to a certain number of other, offline texts. In addition, the participants were specifically

informed in a restricted period of time to read a certain subject. These limits may not be present in reading text on the internet.

2.9. DEVELOPMENT PROFESSIONALLY

The national reading panel observed that it is difficult to teach teachers and students understanding strategy, especially because they have not been taught like this and it is a rigorous work. They stated that professional development may boost the desire of teachers/students to employ reading strategies, but recognized that there remained a great deal to be done. The guided listening and thinking activity provides teachers with a strategy that helps pupils to learn how to unread and understand. For new pupils, it is also challenging. When considering the connection between reading fluency and reading understanding, there is typically considerable dispute (Hock et al., 2015).

There is proof that proficiency and understanding contribute to a greater knowledge of the written material throughout the years. In an evaluation of US students' achievement in grade 12 from both private and public schools, only 37% of students have skills, the National Assessment of Progress in Education revealed. Most of the pupils were only 72% or more in fundamental skills, and disturbingly 28% were less in basic skills.

The National Education Progress Assessment (NAEP) is the largest continual and nationally representative evaluation of the knowledge and capacity of US students in several areas. The national center for education statistical statistics (NCES) in the US Department of Education Institute (IES) is a congressional mandated project. NAEP is a congressional project. NAEP's first national government was in 1969. A separate, bipartisan board establishes NAEP policies and works to develop framework and test specifications. The National Assessment Board of Directors is composed of Governors, elected officials, state, and local school personnel, instructors, company representatives, and the public at large, whose elected officials are ordained by the U.S. Secretary of Education. The 26-member Governing Board was established by Congress in 1988.

The findings of NAEP are intended to offer group-level data on the accomplishment of students in different topics and are published as a National Report Card (Figure 2.10).

Figure 2.10. Ongoing professional growth means that your professional abilities are learned and developed throughout time in one field.

Source: https://pmtips.net/article/how-to-do-continuous-professional-development.

For each student, classroom or college, there have been no results. For several population groupings, including ethnicity, social, and economic position, and gender, NAEP presents the results. Evaluations in mathematics, reading, science, and writing are most common. Other topics such as geography, economics, municipalities, and arts, technology, and engineering (TEL) and American history are periodically evaluated. In addition, NAEP also studies pupils, instructors, and school administrators to help give contextual data in regard to evaluating pupils in several subject areas. Asking about the ethnicity and race, academic expectations, and attendance at school of the participants contributes to a better understanding of the outcome by policymakers, researchers, and the general public.

Teachers, directors, parents, decision-makers, and scientists all use NAEP findings in order to measure the country-wide progress of students and to develop methods to enhance US education (Hock et al., 2008). Since 1969, NAEP has supplied student performance data. NAEP utilizes the selection method to make an assessment reflective of US schools and pupils' geographically, racial, cultural, and socio-economic variety. Data are also provided for disabled students and English learners. NAEP tests are conducted with the help of the identical testing booklets and methods for participating children except accommodation for students with disabilities, and hence NAEP findings are utilized to compare the states and urban

areas that engage in the examination. Two NAEP online sites are available: the NCES NAEP new website and the Nation Report Card. The first site provides holistic details on the NAEP program, while the second site mainly focuses on the individual data releases.

2.10. LEARNING THAT IS SELF-REGULATED

SRL is one of the self-regulation fields and is strongly connected with learning objectives. In broad terms, it relates to learning led by metacognition, strategic action (assessment, monitoring, and planning, of individual development against a standard), and motivation to learn. A self-regulated learner "monitors, directs, and regulates actions aimed at gaining information, increasing expertise and improving self-information." Self-regulating students are aware of academic strengths and shortcomings and have an overview of the techniques to address daily academic challenges.

Incremental ideas about intelligence (in contrast with entities or fixed views on intelligence) and their achievements or failures are attributed to their controlling factors (for example, effort to work, successful utilization of methods). Finally, autonomous students do difficult assignments, practice their training, gain an in-depth comprehension of the topics and strive to achieve academic achievements. These features can somewhat assist explain why self-regulated students tend to be very self-effective. These attributes have been connected to school success in and beyond the educational psychology literature.

Because they have control over their learning environment, self-regulated learners are effective. They exercise control over their own actions by directing and regulating them toward their learning objectives. In three stages of learning, SRL should be used (Hall et al., 2020). The first phase is when they are learning for the first time, the second phase is when they are debugging a learning problem, and the third phase is when they are attempting to teach others. Self-regulation evolves across "four sequential, flexible, stages of recursive cognition," as per Winne and Hadwin. These phases involve perception of tasks, goals, planning, implementation, and adjustment:

- During the task awareness stage, students collect and customize data on the task in hand. This step comprises determining motivational conditions, self-efficacy, and environmental knowledge.

- Then pupils define objectives and plan how the task is to be done. Various objectives can be defined regarding explicit conduct, cognitive involvement and changes in motivation. The goals are determined according to how the pupils see the task.

- The students will construct their plans by applying their learning skills and other beneficial approaches in their learning strategies repertoire.

- The final stage is an adaptation in which students assess their achievement and consider how their plan might be modified to obtain greater results in the future. You can adjust your objectives or plan; you can also choose not to try again with this specific activity. All academic tasks cover all these four stages, Winne and Hadwin say (Figure 2.11).
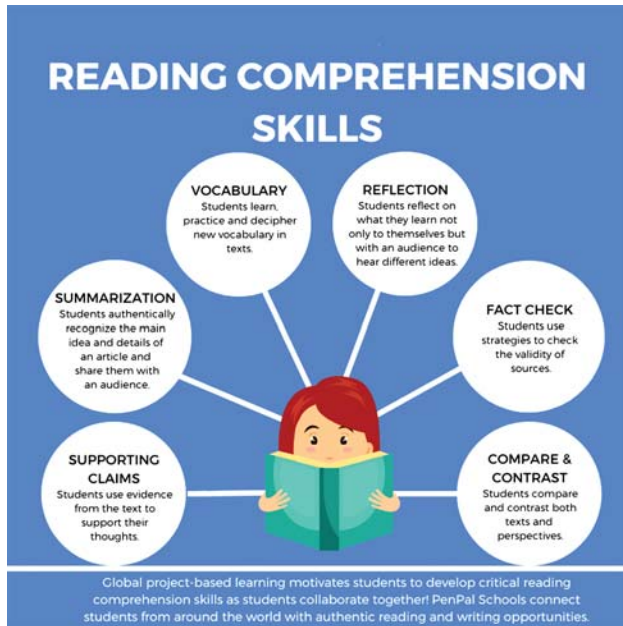
Figure 2.11. In order to increase understanding skills, students need to engage readers. One of the best ways of getting pupils involved is to supply books that really matter.

Source: https://www.penpalschools.com/how-to-improve-reading-comprehension-through-global-connections.html.

Zimmerman postulated three levels of SRL:

- Thought, students are planning work prior to their study performance.
- In the learning process, the volitive control, also known as "performance management." It involves the attention and willingness of students.
- Self-reflection occurs at the last stage of students' achievement toward ultimate objectives. At the same time, it is equally efficient to focus on their learning tactics for their end results.

Baba and Nitta (2015) have shown that Zimmerman can extend cyclical processes of self-regulation to lengthy durations, and self-reflection has close relationships with the growth of second-language writing. From a theory of complex and dynamic systems, Wind and Harding (2020) demonstrated that the cyclicality of self-regulatory processes could be negatively affected by attractive conditions.

2.11. CONNECTION OF KNOWLEDGE AND LANGUAGE COMPREHENSION

"Even the finest phonics-based abilities program will not convert a kid into a strong reader if the child has little linguistic expertise, a poor vocabulary, and inadequate knowledge of crucial subjects," Davis (2006) said. Three elements of language comprehension must be taught so that students can use them strategically (rather than reflexively) while reading. Students must strategically utilize their prior knowledge, vocabulary knowledge, and comprehension of the language structures that occur between words and inside sentences as they analyze the meaning of texts.

Consider first how understanding reading is usually developed. Recall, in this textbook reading comprises the "capacities, talents, knowledge, and experiences" of the readers, which comprises the process of at the same time drawing and building meaning through interaction and involvement in the written language. According to the initial half of this description, it is assumed that after children are taught sounds and letters and mixed together to decode text, coupled with vocabulary studies, they will be able to read text successfully.

A surface examination of the published teaches' handbooks from the lecture programs will show that many understanding skills and their appropriate tactics are usually taught in each grade level (for example, finding

the meaning of the text, summarizing it, and using graphic organizers). The capacity to read is complicated and multifaceted; it consists of understanding the vocabulary of a text, knowing the unique theme and understanding its language patterns (Flores & Ganz, 2009). Remember that understanding the language entails interaction between knowledge of the history, vocabulary, linguistic forms such as grammar, verbal thinking, and literary knowledge (e.g., genres). Language comprehension is a capability to grasp and interpret spoken language more generally than listening (Figure 2.12).

Figure 2.12. When parents look for understanding programs online, they should concentrate very strongly on those that gradually build skills.

Source: https://www.time4learning.com/homeschool-curriculum/reading-comprehension.html.

The language understanding of children is one of the numerous facets of reading understanding that is often disregarded during instruction. For example, if the kid has overall trouble understanding the language of an ocean-like "language" – its words and phrases – the students who are Maritime Biologists can actually understand a text about sharks and reeks fairly well if their parents are Marine Biologists. The ensuing text regarding the ham radio operation or the Appalachian Trail may not be understandable.

Successful understanding of reading depends often on a text's language, because the more familiar the language and information the pupils have, the greater their understanding. Students with poor backgrounds often have difficulty reading, but they are able to decipher correctly and read smoothly.

They are often thought to have a poor understanding of the reading when the issue is actually the lack of understanding of the language resulting from less general knowledge which is due to fewer experiences in harmony with language in school and school materials (Chan, 2015). Strategy for reading understanding Education that teaches students to understand or remember written documents through conscious mental action requires instruction, for example, in questioning, visualization, and summarization. However, it cannot replace a lack of information by teaching youngsters how to apply these skills when reading.

In the earliest stages, automatic word recognition is not a key tool for understanding reading because it is impossible to understand a word without the words being read or recognized. It is a matter of surprise. However, the major component in reading understanding turns the kids into a linguistic understanding once they get more adept in word recognition. The reason for this is one word: awareness. Utilizing their entire experience and knowledge (prior knowledge), experience, and understanding of words (vocabulary) and understanding of how words fit together to produce significance, students may read the words and extract meanings (language comprehension). This information collection can last a life and never actually be "completed." In fact, knowledge is so vital to take into account the fact that there will be a quick commentary on his contribution to understanding the language before the three elements in the braid of Scarborough (2001) are discussed, which lead to understanding the language.

The phrases "knowledge" and "background knowledge" have delicate differences. "Knowledge" is widely defined in this chapter as the whole sum of facts and information obtained from previous experience (it is also called general knowledge). Knowledge consists of thoughts, ideas, and factual knowledge that finally come together in diverse contexts to contribute to an understanding. You will need ideas and concepts (e.g., time-lining of historical events, editing papers for mechanical mistakes, reading a map), but they are even more critical when participating in situations or conditions requiring a large amount of information to be synthesized (e.g., writing an exhaustive essay on a subject, comprehending a book-reading message by the author). 'Background knowledge,' on the other hand, is a word used for a certain sub-set of knowledge in education that is necessary to understand a given circumstance, lesson or book (sometimes referred to as 'previous knowledge') (Figure 2.13).

Figure 2.13. Retelling entails narrating a tale that the kids have read orally. It demands that students learn how stories operate and apply it to fresh reading.

Source: https://www.learner.org/series/teaching-reading-3–5-workshop/building-comprehension/.

Students use their understanding of dog behavior (previous) background, dog speech, training features, and so on to understand the texts when reading a document about training dogs. In this particular case, they do not have to use their understanding of outside space, photosynthesis or baking (any overall know-how). For every text that kids encounter as they advance through their school years, educators cannot learn the requisite prior information. But they can supply the next best – an extensive basis of general information that can be used for problem solving and meaning as background information.

Knowledge derives through years of books, journals, scholastic curriculums, TV programs, encounters, and dialogues. It cannot understate its worth. Willingham (2006) outlines cognitive science research concerning the importance of knowledge in education in this manner: It is easier to find out to anyone with a rich base of factual information – the affluent grow richer. Factual information also improves cognitive processes, such as problem solving and thinking. The wealthier the basis of information, the smoother and more efficient those cognitive processes – the ones targeted by the teachers – are. The smarter, the greater the amount of knowledge students gather (Duffy et al., 2010).

Both CCSSO and the NRC urge for a rise in substantial content understanding for students today to be able to reach their college, profession,

and citizen level, as well as a new student's National Research Council's Committee for Defining Deeper Learning and Skills (NRC; 2012). As per CCSSO (2013), pupils must also be prepared to "prove their opportunity to utilize this information through higher education, including analytical analysis and sophisticated problem-solving, collaborating, and effective communication and learning."

A deficiency of generic knowledge is attributable to difficulties in understanding complicated materials found in the university and careers. Schweizer (2009), a professor at Duke University teaching freshmen composition seminars, talked about an event of eye-opening that he experienced during his class. After presenting a four-page essay on global warming from a renowned colleges anthology of writings to both its remedy and the cognitive development (See McKibben, 2006), he observed that his students' understanding of the article was "flat, weak, and literal instead of profound, rich, and associative (Figure 2.14)."

Figure 2.14. Understanding the structure of phrases may appear like writing. Thus it could be linked between ideas and between sentences.

Source: https://www.readingrockets.org/article/strategies-promote-comprehension.

He came to sobering conclusions after his students questioned the broad knowledge in the text – factual information, figures, places, and vocabulary and common terms. In the class of remedy, Gandhi was only identified by one student, none knew Ernest Hemingway, and two knew Job was the Bible character. Four out of 15 pupils in the most up-to-date class

acknowledged Gandhi and Hemingway and knew the word "quixotic," and few could understand specific terms (e.g., "something's in the offing") and their reference (e.g., "Kilimanjaro snows are ready to become Kilimanjaro rocks.")

Focusing on this absence of word and worldwide knowledge's literacy implications, Schweizer pointed out that his students "were not only impeded by the absence of factual information, but also by issues relating to language and literacy." It is interesting to know and understand the value and significance of these phrases and phrases in order to understand this paragraph only: the Duke University attributed to it, the "eye-opening occurrence," corrective action, anthology, "a sobering conclusion" and allusions. A lack of understanding of these words will undoubtedly hinder your understanding of the language! (Duke et al., 2021).

2.12. BACKGROUND KNOWLEDGE IN COMPREHENSION OF LANGUAGE

Background knowledge is one of the three elements needed to understand the language. As indicated above, knowledge of the background is a specific subset of knowledge that is required to understand and learn from a given circumstance, lesson or book (e.g., world events, persons, words, and words). Young readers start to utilize their past knowledge strategically in order to understand the meaning of a book. Take the following line for a little example: "Initially Richard was angry when the police told his office he had found bugs, but he agreed to leave them to remain before the investigation was finished to prevent prosecution. To grasp the phrase isolated or in a whole text, you have to know that bugs are spying devices, realize that people may get unhappy when they realize it is spied on and conclude that Richard has developed a cooperative arrangement with the authorities. The author's true message could be misinterpreted with insects without understanding of the background.

What is the importance of background language?

Learning becomes easier when information leads to additional knowledge (Willingham, 2006). Consider a scenario in which students are reading a narrative about a youngster who is upset because he was not chosen for the football team. "I really didn't want to play football anyway!" the boy insists. "Sounds like a case of sour grapes to me!" says his mother. Students who are familiar with Aesop's fable "The Fox and the Grapes" will recognize

the use of the term "sour grapes" in this story and all subsequent texts, as well as the subtle shades of bitterness that result from rejection. A pupil without fable experience may think that the boy doesn't really want to play soccer and doesn't comprehend why the mother is speaking about grapes. The significance is incomplete (Fuchs et al., 2020). Historically, readers can discern the author's significance strategically with far less effort. It is so much easier to draw inferences from a book if you know what the author is talking about previously (Figure 2.15).
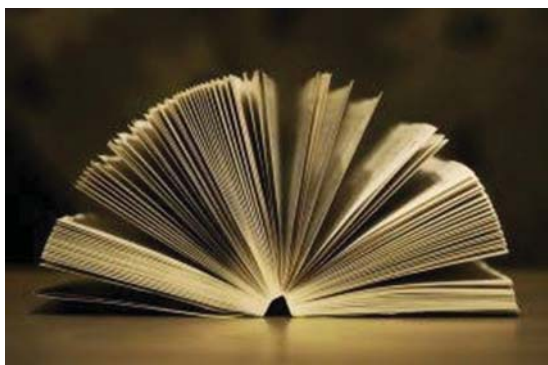
Figure 2.15. There are endless advantages to well-developed comprehension skills. Reading comprehension skills helps your child in all field of academic study, not simply in the English.

Source: https://blog.agradeahead.com/post/importance-comprehension-skills-learning/.

Willingham (2006) outlined some results in psychological research about how pupils understand what they have studied and what they have read. Most obviously, as illustrated in the case of sour grapes, the background knowledge of a text makes it essential to pause or read for clarification in fewer situations. The point of the author is immediately understood. Unclear, previous knowledge makes the arrangement of sequences for occurrences in texts easier to study, understand, and remember, in connected, meaningful units or sequences.

Words and phrases in a text are easily disconnected, unrelated, and random sequences without underlying knowledge. For example, picture a small passenger who doesn't have any background or technological skills. The pilot asks the passenger to read the preflight checklists. This passenger the articles appear arbitrary and irrelevant because of a lack of technical

expertise. Tens of new words and terminology (e.g., throttle 2000 RPM, magnetos max drop 175 RPM, press-to-test announcements panel, electric fuel pump off, furnace pressure controls) are practically meaningless, and if requested following the trip, the traveler is likely to not remember them (Engel, 2018).

In return, if the next traveler has background information concerning the way mechanical stuff work and is requested to read the same checklists, his understanding and reminder would be increased, given the familiarity and meaning of the items on the list. Some items were recognized to be related to the engine speed, others to the fuel system and kept in memory since this passenger would assign them significant sequences and categories. The encounter would not just be better understood by the second passenger's background knowledge, but would also allow more store and reminder of most of the events. The second traveler would have learned more and more (Figure 2.16).
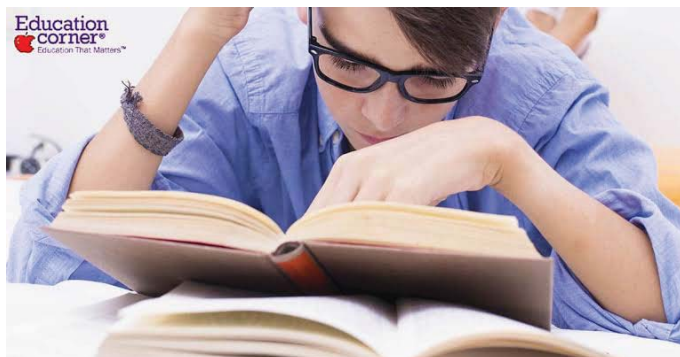
Figure 2.16. Students go to college often without knowing how academic success requires solid reading abilities.

Source: https://www.educationcorner.com/reading-comprehension.html.

The often referenced DeGroot studies (1946/1978), Chase and Simon are comparable to how meaningful classifications (or "pieces") relate to memory and learning (1973). In both research, differences in background (by means of experiences) between novice and master chess players and in how this information influenced their recollections were explored. Chess masters who have encountered thousands of games with chess and had more understanding of the background in a small exercise were opposed to novices.

For just a short time, photographs of chess boards were displayed by chess masters and novices where the pieces were set up in advanced levels match situations. The images were not set arbitrarily on the boards; they were realistic. After watching the photos momentarily, players rebuilt each element in an actual panel (Engel, 2018). Masters almost completely duplicated positions, while the beginners successfully placed approximately half the pieces. The precision of the remembrance was due to the ability of the masters to categorize information and chunk knowledge or to combine several relevant groups. The novices only could recall single-piece locations whereas the masters saw sets of works that had meaning in familiar play arrangements. They were familiar with similar arrangements.

Figure 2.17. It is vital to have strong comprehension and reading skills. It enhances reading pleasure and effectiveness and contributes not only to the academic but also to the professional and personal lives of a person.

Source: https://www.mathgenie.com/blog/importance-of-reading-comprehension.

An experimental film with Chess Grandmaster Patrick Wolff (Simons, 2012) explains his strategy for the reconstruction of the Placements Board. Wolff says he noticed where the pieces congregated and highlighted the logical links. He acknowledged the important parts. Colvin (2008) remarks on the experiments by chess players in a book, "instead of merely seeing 25 pieces they can just see 5 or 6 groupings of pieces," on how practice and effort contribute to talent. Only individuals with information and

background experiences may build meaningful chunks in any sphere, to understand what is. Some pieces guard others in specific strategic positions in the case of chess players. For expert readers, certain writings can be read quickly and accurately in long sentences, and certain words and concepts are meaningfully interwoven, allowing them to grasp the message of an author. Meurer (1991), who wrote on reading schemes, provides an example of how words and ideas work meaningfully in order to understand them (Figure 2.17).

Schemes are models that arrange information in our minds as we read. Meurer explained that readers have schemes for different concepts like if something is "breaking." They have sub-components and notions that are connected to "breaks" along with the understanding: objects that can be broken, ways things can break and what it means to be broken, just to name a few. He next gave the illustration of a statement: "The champion of karate smashed the block of cinder." The originator of this phrase does not tell the reader specifically what the champion used to break the cinder block. The "break" and "karate champion" schema of the reader enables him or her to conclude that what broke the cinder block was not the hand of the hammer or chisel but of the karate champion. Without the ability to automatically combine and activate different words and ideas, reading will suffer.

New materials that have familiarity is more readily learnt in any subject, location, or condition since they are easy to understand and because they are supported and associated with the well-known. Background information is beautiful and of use in providing familiarity, which is necessary for linkages, which both create new learning and allow new learning to be recalled (Engel, 2018). As instructors, since it develops from many personal experiences, we cannot teach the "great umbrella" of prior knowledge. We can, however, offer or activate it and proposals are outlined below for both.

Provision of background knowledge

Significant contexts from a rich curriculum including numerous areas of content are appropriate to provide background knowledge which will shape future study. Many courses are created purposely to offer a rich, interesting intercultural sequence covering history, science, music, visual arts, math, language arts, and more. Knowledge from each of those fields which may arise in books in later grades can still be supplied without such a program.

In the oldest classes, the information and ideas building on background information are typically produced by teacher reading aloud of a wide range

of texts, like child rhymes, rhyme poetry, fables, and fairytales of a variety of different cultures as well as fictional texts, for example. In addition, students are allowed to read them individually. Children's stories and other printed information sources represent an abundance of real information about every conceivable subject, which can be used at all levels to develop understanding (Stanovich & Cunningham, 1993). Children's novels contain rich concepts and a high level of singular and complex vocabulary (Cunningham & Stanovich, 1998; Hayes & Ahrens, 1988). Reading several novels or stories to pupils with similar subjects and fields (e.g., weather, currency, music, cultural variety, seasons, and farms) offers a repetition of words and concepts that build precious background knowledge.

When students hear several versions of the comparable topic or are instructed in a certain field again, freshly obtained knowledge of the information will lead to better understanding (Cervetti, Jaynes, & Hiebert, 2009). Davis (2006) advises 20 to 330 readers for acquiring background knowledge (e.g., from a variety of children's books, chapters, brief articles, poetry); only two short readers a day can cover 10 to 15 fields in one school year (see also Hirsch, 2006). Although read aloud are usually performed in elementary years, acquiring background knowledge in the older grades is probably also beneficial (Figure 2.18).

Figure 2.18. Information material is generally denser in terminology and concepts directly relevant to the background of students.

Source: https://www.middleweb.com/34094/background-knowledge-12-ways-to-set-the-stage/.

Besides giving background knowledge, existing background knowledge can also be activated. Enabling background knowledge already held by pupils is often a focus of understanding. The benefits of activating background knowledge are understood by educators, and hence many tend to use a number of tactics at the expense of imparting knowledge. Before the third grade, there is not much study on teaching numerous understanding techniques, mainly because early readers can easily decode.

There may also be too much focus on teaching skills for reading understanding, especially if it is easy to understand the text (Stahl, 2004). For young children, understanding strategies still have to be worked on, especially if employing complicated texts, but the decoding limitation can be impeded. In subsequent classes, students cannot instantly learn science merely by adopting understanding strategies like visualization or prediction. If students want to understand science literature, they need to know about science. If pupils speak and read on things about which they are aware, they do better. Although isolated facts are vital and necessary, they are not sufficient to allow meaningful understanding unless knowledge of the background is built-in a meaningful context.

2.13. VOCABULARY KNOWLEDGE

After reading about background information, it will probably be easy to comprehend how vocabulary, understanding of the significance of words in a text, greatly adds to text building. Vocabulary knowledge provides an important predictor of reading insight and is shown by its links to background information and language structures as a vital thread in language acquisition in the simple reading view. Whenever a baby learns to hear and babble, the language of a child develops at a young age. Oral language experiences, such as in-person talks, dialog on TV, or listening to language in children's books are the main tools for building up vocabulary. By two years of age, children normally talk about 200–300 words and understand more, and when they go to school, they learn about 3,000 words a year (Williams, 2015).

It is crucial to guarantee that pupils are learning new words every day to achieve this rate of word learning. This is particularly true for many less-favored youngsters who are in their first three years exposed to millions of fewer words than students from wealthy homes. This discrepancy leads to pupils from wealthy households who know thousands more words in school, benefiting from their capacity to understand, participate, and enjoy the language of learning which is prevalent in US schools.

As already indicated, the level of the vocabulary of a youngster is a powerful predictor of understanding reading. This looks evident because it is difficult to understand the meaning of words in a text. "The words themselves are not as great as the understandings, as Adams (2010) clearly puts out. "What makes language significant and vital? It is because they point to knowledge from which to build, interpret, and reflect on the sense of text. The reasons we need to know the meanings of words are."

The vocabulary teaching should start by thinking about the various "knowledge" levels. We may say, after we hear one word, (a) we've never heard of it, (b), but we don't know it, (c) we know it, or (d) we both know and can use it. We've heard it. The deeper we know a word, the more likely we are too comprehensive when we read, hear, and apply it when we say or write. Ideally, education makes it so that when pupils talk, write or read, they attain the level of knowledge and use language.

Vocabulary education occurs unintentionally or purposely (words are learned by experience and exposure) (words are directly and deliberately taught). The bulk of words in our vocabulary are learnt through accident or independent reading. This suggests that most vocabulary development is not done by formal instruction, but by opportunities in the environment for finding new words and resolving them. In addition to acquiring words, children who have learnt to read independently benefit from the ability to find new words independently, and to infer their meaning when reading. Incidental vocabulary education is increased through rich and diverse oral and speech dialogue, as well as independent reading.
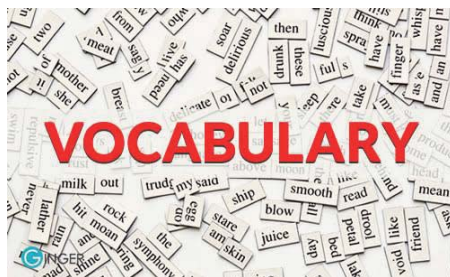
Figure 2.19. Without working hard to enhance language, nobody can communicate better.

Source: https://www.gingersoftware.com/content/improve-your-vocabulary/.

Though "accidental" learning results from certain activities without explicit instruction, accidental learning frequently still entails a degree of intentionality by teachers. Teachers should deliberately use rich, unique terms in their daily teaching language to learn by the way. A word-rich classroom fosters awareness of new vocabulary and an appreciation for new words (Figure 2.19).

Installing discussions with complicated terms should not simplify languages to students: "Why do you not mix here, Jordan, and allow me to gaze over it," "this third-grader is generating quite a disturbance, please shut the door! What a hell!" "You've got such wicked eyes on your t-shirt, oh my, Jake! I'm scared!" Dodson's (2011) 50 Nifty Speaking and Listening activities provide a resource to develop language schools to increase spoken language, vocabulary, and understanding. Although it is not a statistically supported intervention, it gives pupils from school to 5th grade a variety of listening, speaking, reading, and writing tasks that follow a sequence of language development. Many words, sentences, and words require deliberate education. The terms which are crucial for the understanding of texts, those which can be found throughout various texts and those which are especially difficult to understand are those that should actively be taught.

Text Talk is a vocabulary-based intervention (and understanding) based on evidence that may simply be integrated into everyday read aloud. Teachers read the given material before picking between three to five words of "Tier 2." Tier 2 is complex, often utilized in conversation and printing and is employed in numerous fields and contexts. The Tier 2 words examples are distinctive, practical, striking, and miserable.

Tier 1 words are basic words and do not require training in school for English speakers (e.g., fun, water, wall); Tier 3 words are low frequency words specifically for domains or regions of subject (e.g., Constantinople, photosynthesis). In a Text Talk read aloud, open-ended questions about understanding are asked. Open questions require an interactive answer rather than a single-word answer. The open questions are "How do you believe the boy felt that?" and "Why did the fox agree to give his food?" The question is open. An extensive, multi-word answer is needed to answer each of these questions.

For instance, "Is the kid mad?" are close queries that require a single word answered. And "What did the fox share in food?" Interactive extended responses and conversation encourage the development of oral language and allow teachers to track the use and understanding of terminology. The teacher

uses a basic, child-friending (e.g., "to entice someone implies to use your words to make anything") to describe the preselected Tier 2 language word after the reading aloud or during the second narrative reading (Villarreal, 2013). The definitions of the words are explained within an account of the story, e.g., the instructor gives examples of the phrases in various contexts (the teacher gives instances that "when my mother becomes elderly I had to persuade her to join us for holidays"). Finally, students are encouraged to use their know-how and use their vocabulary in a personal context to make sure they understand their meanings properly ("Jared, can you relate a moment when you were coaxed?").

Moreover, it is useful to read the text before showing the pictures in the reading aloud to prevent the graphics from interfering with concentration and understanding. This approach helps pupils pay attention to the words they read, and thus helps them to understand the story's language. It encourages their capacity to understand decontextualized language, which is "outside" and contributes to an understanding of language and text without depending on images. Teachers usually read child books every day aloud. Changing the read aloud a bit to incorporate the ideas encourages rich vocabulary of level 2 and a clear understanding of language through open questioning and calling attention to vocabulary and significance in words.

Chapter 3

Improving Language Comprehension in Preschool Children with Language Difficulties

CONTENTS

3.1. INTRODUCTION

Language comprehension is an important aspect in the development of a child, but sometimes there are those that have difficulties at a tender age. Children with language comprehension are normally faced with numerous challenges in the society. Not only do they face social problems but also educational problems. Consequently, in their adult life, they are faced with the challenge of not being able to secure employment due to lack of educational skills (Van Keer & Verhaeghe, 2005). This is something that the parents of the young souls would be very worried about given the fact that it is every parent's dream for their children to have the best in life. As such, the need to introduce strategies that will help children with language comprehension difficulties in the preschools (Figure 3.1).

Figure 3.1. A toddler communicating with the mother. It is always the joy of a parent to have a communication with their child.

Source: Raising Children Network.

According to what researchers claim, language skills are considered as an important aspect in the development of a child and is important in their educational success. Furthermore, it helps them in their participation in the social activities and further be able to relate well with those he or she is working within the improvement of their lives. This shows that difficulties

in language comprehension can act as a barrier in many areas of an individual's life from learning and social interaction, career opportunities and employment opportunities in their adult lives. Studies that have been done in recent times show that a language comprehension normally depends on a number of things, including knowledge, structure of sentences, vocabulary knowledge and morphological knowledge (Sidek & Hasimah, 2017). All these aspects are known to work together hand in order to make the process of language comprehension a success. It is normally between the age of two and 6 years that language comprehension is normally noticed. At this point, parents, guardians, and teachers are able to notice a language variation on children, a growth in language comprehension, and the various skills that are components of language comprehension. Language comprehension can be described as follows:

3.2. LANGUAGE AND COMPREHENSION

During the development of a child, language skills are very important, and they can influence the child's success in school and how they socialize in school. All a child understands is measured by their language comprehension and language skills. A good example is how well a child understands what adults are saying to them or how well can the child understand in a story that they are reading. Between the ages of two to six, the growth in language of a child is exponential as they grow very rapidly. This age bracket is the best time to intervene or as it is well known to use therapy programs that will essentially focus on the child's skills in language comprehension.

A research study was conducted so as to test the effects of therapy programs for preschoolers who had poor language comprehension. His study was conducted over a period of 30 weeks and was conducted by the children's regular teachers who had already been trained in the program. So as to test whether the program could work, the children were split into two groups. For the first group who were receiving the therapy program, they met with their teacher two times in a week for a period of not less or more than 30 minutes as a group and also once a week for 15 minutes for every individual child in the same group. In the second group, which was also referred to as the control group did not receive any intervention or therapy program as they continued with their regular preschool activities (Figure 3.2).

Figure 3.2. A teacher with a group of students reading a story.

Source: very well family.

The therapy program was designed in such a way it would improve a wide variety of language skills that would in turn help the child in language comprehension. These interventions included; vocabulary skills which means they has to understand the meanings of a number of words, narrating skills which meant how well would a child narrate a story and active listening skills which meant how well does the child understand the different words that have been used rather than just listening to the person speaking.

During the intervention process it was mainly divided into two; shared reading and direct instruction. In the first instance, the teacher or the caregiver would read to the children short stories that were age-appropriate to them. In the stories, they had varied themes such as, food, emotions, travel, and animals, vocabularies that were different, and they also contained opportunities for the children to try to guess what happened next (Schmitt, 2018). After the teacher had read the children, a story he/she would then ask them questions based on the story they had been read and the teacher would help them in coming up with conclusions so as to explain to them the reason as to why something that happened in the story happened. The teacher would also describe the different vocabularies that had been used

in the story. In the second instance, direct instruction, the teacher held lessons that contained various activities with the children involved. These skills involved activities that would help the learners in their vocabulary skills, narrating skills, and grammar skills. The exercises included placing words into various categories, sequencing a story so as to know whether the child can understand and remember what happened next in a story, listening activities (Figure 3.3).

Figure 3.3. A teacher involving students in a learning activity.

Source: University of Canterbury.

The children were then tested immediately and seven months after the therapy program. It was noted that the children who had received the intervention had improved in their comprehension skills as compared to those who had not received the intervention. In their tests that were carried out immediately the difference was immense and the tests that were carried out after seven months the difference was still the same which simply showed that intervention or therapy programs is essential to a child's learning and in their language comprehension. In their conclusions, the researchers found out that the interventions by teachers could be a practical approach for the improvement of language comprehension for students who were struggling. This meant that both parents and teachers could incorporate the idea of therapy program in the storytime of their children and make it a learning experience, especially when the children are at home.

The researchers in their conclusion especially advice parents to; 1) read age-appropriate stories to their children. These stories should include new words and changes in the stories for the children to become creative

and come up with their own conclusions. 2) To ask the children questions based on the stories they had read to them and to especially focus on what happened and why it had happened and lastly 3) help the child understand the meaning of new words and by using the words in examples that the child understands (Ahmadi, 2017).

In conclusion, we come to understand that there needs to be classroom interventions that will make the learning process interesting and exciting, there should also be a cost-effective way to improve the children's skills in language comprehension. It also means that parents can easily help in the improvement of their children's skills in language comprehension in ways such as including the book reading routines to involve their children (Figure 3.4).

Figure 3.4. A teacher using signs/gestures to explain different vocabularies.

Source: UNCG's speaking center.

In the broader perspective of language comprehension, the studies in this area take three main approaches and these include; focusing on actively involving children in reading the second is teaching the language comprehension skills directly ad lastly the third one which combines the first two both book reading and vocabulary instruction exercises. When trying to comprehend language, the children have to be able to have different capacities, skills, disposition, knowledge, and processes that are used to derive the difference in meaning from spoken, written or sign language. As one is trying to derive meaning from spoken language, it involves much more than just knowing the different vocabularies that have been used and

understanding what was being meant when those words were being used and put together in a particular way. There are different categories that can help an individual try to understand what a person is saying and what they mean in what they are saying; communication awareness; this involves knowing that language that has been spoken has meaning and a purpose, secondly the way the words have been spoken, i.e., their intonation, how loud the person has spoken them, the gestures the person has used while speaking those words, the stress patterns to those words, the facial expression of the individual speaking those words, the stress patterns and how the individual poses all contribute to the meaning of the different words, thirdly the context to which the words are being spoken so as to interpret well the meaning of the words used, fourth, it is easy to misinterpret what the other individual is trying to communicate, fifth, it takes more than just listening to interpret what the other person is trying to communicate and it requires effort to interpret.

Auditory and hearing process; when another person is speaking, it is assumed that the other person's utterances are adequately heard by the listener, and the words that have been spoken are correctly perceived as phonemes in the language the person is speaking, e.g., English. Phonemes are the smallest units that are basically found in spoken language, and they can bring about difference in meaning (Sembiring et al., 2018). In essence, what this means is that the auditory processing of the language will include the ability to integrate the separate words so as to come with the intended word into the perception that has meaning and brings about a meaningful word and in extension, a collection of words that bring about meaning.

World knowledge and word knowledge; In this instance world knowledge involves understanding the realities in the world, i.e., the objects and the attributes, the actions of people and their attributes, the different kind of relationships, the different types of people to which the different words refer to and in turn describe. A good example is when a person or individual does not know what a computer is this means it is impossible for that individual to know the name computer.

Word knowledge involves knowing the different meaning of words, i.e., understanding the words when they have been spoken, and this will include the multiple meanings of words that are deemed to be ambiguous. When an individual knows the meaning of the word, it simply refers to more than the meaning of the specified word. This may include the specified word being in a large set of associations to bring about the different meanings an

individual may be speaking about, e.g., a horse, which to many refers to an animal. The horse could be of different types, of different sizes, and it also has many different parts and they also have different attributes. When an individual is trying to understand various spoken words, an individual has to have a vast knowledge in vocabulary and different meaning of words.

Grammar or syntax refers to the rules that are used to govern how words have been organized in a sentence. In order for someone to comprehend, what the person is saying or the meaning of a specific sentence then one needs to decipher the meaning from how the different words have been organized. "Roger fed the cat" and "the cat fed rogueer" these are two sentences with the same words, but they both have different meanings (Altin & Saracaloğlu, 2018).

Discourse; as it is well known there are rules that are used to govern how speakers are supposed to put their words together in a sentence in order to communicate and pass across the intended meaning, there are rules that are also used to govern the organization of sentences so that they can be put together and come up with stories, describe different objects, describe people, to influence people's beliefs, to explain different events and such like things. All these are referred to as rules of discourse.

Pragmatics and social knowledge; pragmatics refers to the rules that are used to govern the use of language in different contexts, i.e., for the purposes of trying to maintain a flow in conversation and sending and receiving different types of messages and the individuals have to adhere to rules that apply to specific social contexts and different interactions (Figure 3.5).

Figure 3.5. Facial expression that are used by teacher to help learners understand emotions.

Source: parenting science.

There is also cognitive function that help to support in language comprehension. These include; attention, in order to comprehend language that is spoken requires the individual to have the ability to focus their attention on the speaker as well as their behavior which is not limited to facial expressions, gestures or even their body posture and be able to shift their focus when the topics of the speakers change. Secondly, working memory, this will individual to hold pieces of information in their brain at the same time. Speed of processing, because the information from the speaker is continues and come in rapid succession for one to comprehend they have to process the information they have received very fast. Organization; this requires that the person has to organize the information they have received together with the comments the listener may be having and arranging them in an orderly manner to come up with the intended meaning and not to misinterpreted. Reasoning, his involves the listener coming up with abstract reasons and not coming up with rash decision that may come from misinterpreting what the speaker may have said.

With all these skills, an individual will need to be very acute in listening and comprehending what has been spoken, but this is sometimes hard for some students and to some who have had traumatic brain injury (TBI).

Depending on the age of the child or the severity of the brain injury, there can be varied strengths and weaknesses in terms of language comprehension and how they will express themselves. In most cases, basic language knowledge that had been acquired before the injury will be recovered after the injury, but in most instances, children are mostly affected in areas that are very delicate (Sargusingh-Terrance, 2008). Children at the ages between 5 to 9 are learning vocabularies that are related to their success in the classroom, i.e., they are learning words that teachers normally use when they are giving instructions, and at this stage they are also learning vocabulary related to success in their social life which may include language used in peer interaction, complimenting, and teasing each other. This means that when a child gets a brain injury at this point of their life, it will disrupt the process of learning and will cause problems with comprehension of language both in school and their social life. This shows why students with (TBI) have depression and have to be taken to special schools.

In order to help the students, there are several interventions that can be brought about to help them cope with their conditions and end up living a normal life. The first thing is to understand their problem. After identifying the problem then, the support for the student can be targeted to the problem.

There are several environmental compensations that can help in direct teaching strategies and they include;

Understanding, the parents, teachers, guardians, and/or caregivers should all understand the nature of the children understand in relation to language and comprehension and his/her weaknesses in the particular field. This will enable them to make the necessary adjustments in the way they speak so that they may not end up offending or appear to be condescending.

Adjustment in the rate of speech, this will involve an individual speaking in a manner that it is clear and audible enough and with a reasonable which is not too slow that may appear you are making fun of the individual. A person should also give enough pause time for the child to process what has been said.

Adjustment in the amount of speech, they should be given adequate amount of information that could easily process. This will allow them to summarize and be able to make out what has been said and process it carefully and come up with a reasonable conclusion.

Visual supports, these are important for this type of learners as it gives them a clear picture of what the teacher is trying to say hence they can easily come up with tangible conclusions. In some instances, there can be some experimentation which will include a mix of both spoken language and visual supports.

In instances of language comprehension, it becomes easy when the teacher or caregiver has first understood the child or the learner. This simply shows that anyone that is around the child can influence his or her language comprehension. This is because they speak to them, and as the child's brain is developing, they pick up what they have been told (Sailors, 2008). For example, when a child hears a word or two from home, they will go and brag to the others in the morning while they attend school. This shows their level of retaining information. For individuals to understand what needs to be done to improve language comprehension, one should fully understand the language difficulties that hinder children from being socially available from their peers.

3.3. CHILDREN LANGUAGE DIFFICULTIES

Children that face language difficulties may face challenges of getting their message or expressing themselves to others, or on the other hand, they may be facing a challenge with comprehending the messages expressed

by other people. Expressive language disorder is a term used to refer to children with difficulties in expressing themselves, while receptive language disorder refers to those with the inability to understand messages coming from other people. Moreover, there is the speech sound disorder where a child with language difficulty is having a challenge in mentioning words clearly. The child may be unable to mention the syllables make a word correctly thus may end up saying words that have different meanings. The childhood on set fluency disorder is another language difficulty where the child experience stuttering. The challenge if not managed at early childhood may progress to last throughout the life of an individual. Lastly is the social communication disorder where a child has challenges with verbal and nonverbal communication. This is however not caused by thinking limitations. Language difficulty in children may be as a result of various challenges such as developmental aphasia, developmental dysphasia, delayed language, specific developmental language disorder; SLI, as well as communication disorder language disorder. The challenges in language are however not relate to hearing challenges (Rueda et al., 2008). The problems are mostly experienced with children at a tender age, mainly about 10 to 15% of children below the age of three years, according to a study conducted by the University of Mississippi Medical Centre, after which the language becomes more stable.

Figure 3.6. Developmental Delay, language difficulty in children may be as a result of various challenges such as developmental aphasia, developmental dysplasia, specific developmental language disorder as well as communication disorder in language disorder.

Source: healthline.com.

This allows for the language to be tested more precisely in determining whether the challenge is bond to continue. Boys are said to be more frequently experiencing language difficulties as compared to the girl children. Most patients with language difficulties have other mental health problems, according to researchers (Figure 3.6).

The symptoms that are generally checked to by parents or guardians in identifying challenges with their children speech may include the use of "um" and "uh" by their children often as they would not quickly remember the right word or statement to put across. Additionally, the parents might notice reduced use of certain vocabulary as they compare with the children of a similar age in their children. The child may also not have the ability to formulate correct sentences that may aid him or her in putting his or her message across. He or she may have difficulty in giving the details about something or explaining by the use of words and correct sentences. The child with language difficulties may experience difficulties in engaging with a conversation because he or she tends to leave some words out, or he or she may say the words in a wrong order as he or she tries to formulate a sentence. Moreover, the child may be seen to be most of the time repeating a question asked so that he or she may be thinking of an answer in the process. This is because the child has language memory difficulties. In other instances the children facing language difficulties may experience a challenge with choice of tense used while making a conversation.

Although some of the symptoms discussed are part of any kind of normal language development of any child, if the symptoms were to persist, then the child would have a language disorder. The American family physician recommends that a child who is more than 18 months and cannot follow a one-step direction should seek medical attention. An example of such an instruction may be "come here." This is an equally language difficulty as the child have difficulty comprehending another party's sentiments. This may translate into following rules, instructions or guidelines at school and home environments. At 30 months old, a child should be able to respond to questions either orally or through gestures such as nodding or headshake (Rogde et al., 2019).

Given that language develops naturally for most infants and children right from birth, in developing language, one should be able to hear, see, understand, and have memory retention so that he or she can remember. The physical ability to form speech should also be depicted in children from an early age failure to which the child is more likely to develop a challenge in

language. The challenges are mostly as a result of developmental processes of the language. While receptive language difficulties are experienced or realized when a child is at the age of four, the condition may be misdiagnosed as a developmental disorder. Some of the difficulties in language in a child are caused by circumstances such as the brain injury. The damage of the central nervous system (CNS) that may lead to language disorders in children is called aphasia. Delayed language in children is different from language disorders. They can both be termed as language difficulties though they have different meanings. With delayed language, a child takes more years to first developing speech as compared to her peers although he or she develops the language in the same manner that his or her peers developed the language while in language disorder, the speech development does not develop normally as others would normally. The child may have developed some language skills while leaving out some such that the way the language skills development are occurring in a child's life are different than the expected normal manner.

Children with receptive challenges of language difficulties have the symptoms of mainly understanding what another person says, challenges in identifying directions given to them, and challenges in organizing the thoughts. On the other hand, children with an expressive disorder have challenges in expressing themselves verbally, not able to construct clear sentences easily, delay in speaking, low level of vocabulary use as compared to children of their peers, use similar phrases repeatedly forming clichés and have a challenge identifying the correct tenses to use in making a communication. The tenses mixed up are such as past tense to present or future tense. Children with language difficulties often have challenges with socializing or forming relationships. This cause them to avoid social settings. They may develop challenges such as depression as they avoid speaking to others due to their associated challenges. This may cause other behavioral problems such as the feeling of inferiority complexes in children.

Past studies have revealed that most children with language difficulties they would have a relative who had a similar challenge. The speech or language therapist carries out the test that are used to confirm whether the child has a standardized receptive or expressive language tests. Some carry out other tests in a child in case they notice the language disorders or difficulties, such as the hearing tests, which is also called the audiometry. This is mainly done so that the child can be ruled out of deafness category of patients. Deafness is one of the causes of language difficulties, according to medical scientists. Speech and language therapy is used mainly by

health officials in treating the disorder in children. The related emotional or behavioral problems are diagnosed mainly through the talk therapy in the counseling sections (Reitsma, 2020). Here the patients are able to be counseled so as they do not get into another form of mental illnesses, especially depression, for they can see themselves different from other people. The outcomes of continuous therapy are often successful though gradual improvements happen with time. The language difficulties caused by brain injury or other structural problems are however more difficult to be reversed. The children who mainly have language difficulties have been reported to have challenges in their academic learning at school, and this is however reflected in their performance. The children may experience difficulty in writing as well as in reading (Figure 3.7).

Figure 3.7. A child with speech or language impairment, or expressive disorder has challenges in expressing themselves verbally, not able to construct clear sentences, delay in speaking, and low level of vocabulary.

Source: The conversation.

Caregivers concerned or in charge of children who have speech, delay should be able to seek medical attention at the early developmental stages of a child's speech for early diagnosis. They should be referred to a speech therapist for better treatments and in especially identifying the root causes of the condition. The parents with no clarity on how language difficulty maybe should consult their doctors in case of signs such as at the age of 15 months a child does not look or point at about 5 to 10 people or objects when they are named by caregiver. Alternatively, at the age of 18 months, does not follow simple instructions, such as "get your toy." Other symptoms of difficulties in

speech or language development may be evident as the child grows in age. The cause of language difficulties in children is not known. Some researchers have concluded that the genetics make up and nutritional aspects have played a role to children acquiring the disorders. However, past studies indicate that delays in language development in children may be as e result of hearing sickness, brain injury, or damage in the CNS. the challenges in language may accompany other disorders in children such as hearing loss, autism, and learning disability (Allen & Petersen, 2011). Language difficulties experienced by children do not translate to intelligence inadequate. Children with language difficulties are better treated or assisted by the collective efforts of their parents, teachers, speech-language pathologists as well as the efforts of other health professionals. The health professionals may help detect the extent of the challenge and aid in identifying other illnesses that may be caused by the development of the language disorder, such as sensory impairment. Speech-language therapy is a common treatment method that may be used in reliving a child of the language difficulty challenge. The therapy may depend on the age, the cause and extent of the challenge of the child. Caregivers are often advice to seek early health medication so as to increase the chances of a child who is experiencing language difficulty a successful outcome.

At home setups the caregivers could be able to create an environment for the children with language difficulties towards improving their situation. Firstly, they are supposed to speak slowly with clarity while address a child with language difficulty, especially while asking a question or enquiring something from the child. The caregiver should also wait patiently so that the child have enough time to formulate the response with much relaxed atmosphere with no pressure or anxiety. This will allow the child's speech to improve with time. The parent or guardian may also assist the child with a language difficulty by asking for explanations of an instruction given to the child. The child would then explain the instruction using his or her own words and the extent of his or her understanding may be evaluated. The parent is thus able to know on how best to assist his or her child. The frequent speech interaction with caregivers and teachers at school is known to translate to better results in dealing with language difficulties in children.

In conclusion, language is the root of all communication and imperative in forming relations are work, school, and in other social settings. Therefore, if a language disorder is left unaddressed in children, the challenge would come out eventually as long-term consequences that may be coupled with depression or other behavioral problems in adulthood as the persons would

not be able to hold conversations. Children are advised to work closely with speech language pathologists during their young age so as to deal with language difficulties as well as to prevent any form of language disorder (Rose, 2017).

Given the fact that this is an aspect that is very worrying to parents with children with language comprehension difficulties, there are those that consult with doctors and therapists to help their children to get back to where other children are. This is however not the best approach given the fact that there are those parents that have no capacity to afford a therapist. In light of this, research has been done on the same to try to help all children equally. It is with no doubt that anything that involves healthcare is quite expensive, and as such, researchers are trying to come up with solutions that can be implemented in the classroom. This is quite a relief to those who are in no capacity to afford a doctor or a therapist (Figure 3.8).

Figure 3.8. A child with a therapist. Language comprehension difficulties is making other parents take their children to therapy.

Source: Welcome to the Scene.

One is Meta-analyzes that we're able to summarize the effects of the various interventions that target language comprehension and the skills that are related to the same. The studies that were conducted that were in line with this approach took three dimensions. The first was the dialogue book reading. This involves involving children to actively participate in book reading. This has been implemented in the classrooms. In most cases, the

children who have difficulty in language comprehension tend to be shy when they are pointed out to read aloud in the classroom. Even when the educator gives an order that all the students in the class have to actively participate in the same (Phillips et al., 2007). The issue that normally accrues in this case is that, when such children read in a manner that is not usual, they are laughed at by the other students. This is where an advice to the parents come in. Parents should observe their children, and in case they notice such in their kids, they need to be able to inform the teachers so that they can be able to know how to go about the same. Taking for instance, she can ask the classroom not to laugh when other children are reading. Furthermore, the teacher needs to applaud the child in the case where he or she has read so that the other children can be able to imitate the same.

Reading to the young ones is an important aspect and in addition to this, how we read to these young souls and the frequency plays a major role in their language skills. In most cases, when an adult is reading a storybook to the children, they normally take over the reading, and the child is left to listen. In dialogic reading, this is not the case given the fact that the children need to be involved too. In this case, the adult is normally tasked with the job of helping the child become a storyteller. This means that the child needs to read to all the other while the adult is tasked with the responsibility of listening and asking questions. In short, the adult plays a role in being the audience for the child. Taking an example of piano playing to clearly drive this point home. In playing the piano, no one in life can learn just by observing and listening but should also be involved in the piano playing process. What makes the dialogue approach to be a method that can be adopted in the schools is the fact that through the use of this method, there is able to engage in a technique described as PEER where the adult is seen to Prompt the child to say something about the book and even ask question. The second aspect is that the adult is able to evaluate the responses of the child. In this case, the child has the capacity to listen keenly knowing that they need to respond to questions that are going to be asked. In this case, the adult has the capacity to actually know how the child is faring on with the language comprehension process (Pearson, 2014). The adult can further promote the child by further Expanding on the responses that have been provided by the child. By rephrasing, what the child has aid and adding information to the same. The last thing is that the adult Repeats the prompts to ensure that the child has fully understood what the adult has expanded from the same. One example includes when a parent and child are looking at a book together with a picture of a fire truck. Here the parent will ask the

child what it is. The child answers a truck and the parent follows by saying that is right but adds to the same by saying that it is a fire truck (Figure 3.9).

Figure 3.9. Father and some looking at a picture book. The father can point out an object and ask the child what it is.

Source: Metro.

There are a number of ways in which one can be able to prompt a child. One is the completion prompts where the adult leaves a blank at the end of the sentence expecting the child to complete the sentence. In this case, the adult needs to provide some critical information before such a conversation. Taking for example a case of a conversation that one has about small things. The adult can start by prompting a child with a conversation. I actually love how small the norms are. It actually make them cute. They are short but not too ____. The child is left to complete the sentence with the word tiny.

The other way of promoting a child is by using recall prompts where the adult asks questions about a book that they have already read. This normally works for typically any type of book except the alphabetical book. Taking for instance, asking a child what happened to Cinderella's slipper when the clock strikes 12. Such recall prompts normally help the child to actually understand the story well, and further, they can be seen to be describing the sequence of events that took place in the particular book. Such prompts can be asked after the book has been read, in the middle of the book, or even in the beginning in the case where the child was asked to read the book before the actual meeting (Figure 3.10).

Figure 3.10. Children and their mother reading a storybook. The mother can then prompt the children by asking them questions regarding the story.

Source: Bilingual Kidspot.

Open-ended prompts is the other way. This normally focuses on the pictures in a particular book. These kinds of prompts are normally seen to work well, especially when using books that have detailed pictures and illustrations. In such a case, when a picture has an illustration, the parent may actually ask what is actually happening in the particular picture. Apart from developing their language, it has the capacity to increase the expressive fluency of the child. Wh-prompts is the other way. In this, the questions that are normally asked normally begin with a what, when, where, why, and how. In a way, it is almost similar to the open-ended prompts. Taking for instance a book that has pictures, the adult can ask what is this while pointing at the object in a book. These normally help the children improve on their language skills and teach them new vocabularies. This is because, in the case, the child does not know; he/she will be able to express such concerns and will be told what it is.

Last but not least is the distancing prompts. With this, children are normally asked to relate what they have actually seen or read about with their normal lives. Taking for instance when looking at a book that is talking about the life of a farmer that has animals and crops (Ortlieb & Norris, 2012). The parent can ask when we went to Uncle John's farm, what are some of the animals you saw. This not only helps them with their language fluency but also helps the children to relate what they learn to the society that they live in.

Dialogue reading is a technique that has been able to work in the home environment, and there are actually differences between the children that have been exposed to the same. As such, to make the process beneficial to all the children, including those from poor backgrounds that do not possess books at home, the technique needs to be introduced in schools, especially in the preschool, in order to involve the young kids. Preschools that have used this technique have been able to see a difference in their schools. Parents that have children with language comprehension difficulties need to be also informed of this method so that they can apply the same for their kids so that the child can be helped while still at a tender age (Figure 3.11).

Figure 3.11. Children from poor backgrounds. These children need also to be helped; hence need to introduce language comprehension strategies in schools.

Source: Unsplash.

Another approach of training language comprehension involves direct teaching of language comprehension skills, often with emphasis on training vocabulary. This normally involves the case where the teacher provides the students with a direct and explicit instructions involving the comprehension strategies that can help in improving the students' comprehension, especially in reading. This normally involves the use of vocabularies. In this method, the teacher is normally tasked with providing an explanation to the meaning of a particular aspect that has been introduced to the children. Such explanations are aimed at helping children make sense to a particular vocabulary. This

strategy involves a number of aspects including, summarizing, paraphrasing, asking, and answering questions and finding out the main idea behind a particular aspect.

The strategy is known to include certain teacher activities that are known to demonstrate and improve a child's understanding about a new aspect. Take, for instance, when a teacher is explaining about locomotive objects such as cars, buses, trains, airplanes, among other things. When explaining about a train, the teacher involves the children by asking them to make a straight line where they need to touch each other's shoulder and move in a wavy manner (Ness, 2006). The children are then given tie to do the same on their own. After that, the teacher can then decide to make charts involving the same and then the following day asks the children to describe the pictures of the same. Direct and explicit teaching means that the instructor needs to model and provide explanations in a manner that can be easily understood by the kids. Afterward, the children are then involved in the learning process where the teacher can ask questions about the same and are also granted a platform to ask the questions. Most children are naturally inquisitive and, as such, should be promoted where other children are not allowed to laugh at the other or else face actual punishment. The educators are normally given the full independence to choose the strategies they use to teach the kids, given the fact that whatever is considered comfortable for the teacher will be easier for the children (Figure 3.12).

Figure 3.12. A toy train. The teacher can also decide to use toys that children play with at home to explain new vocabularies.

Source: Play Trains!.

In order to fully implement a strategy in the teaching process, there are a number of things that the teacher needs to be understand. The first is that, when teaching a particular vocabulary, the teacher needs to choose the text carefully. Furthermore, he/she needs to choose a strategy to use in teaching the particular vocabulary. There are some strategies that may apply to a number of vocabularies, but the instructor needs to choose one that is unique to a particular aspect. Furthermore, she needs to summarize the content in a manner that will be enjoyable for the children and easy to understand. The second aspect is that the teacher needs to show the children how the vocabulary can be used in a particular sentence. Afterwards, the children are given assignments to come up with a number of sentences that use the particular word and informed that they will present the same to the class the following day. This will help widen the minds of the children and further improve on their language comprehension skills. They should be taught about the appropriate way of using a particular word, which will be very helpful when they are constructing their sentences.

The other thing, which is actually important, is that the teacher should choose a vocabulary that fits the class level of the children that she is teaching. When the vocabulary is difficult, then it makes coming up with a strategy that can help in explaining the particular vocabulary difficult. Furthermore, the children will be faced with some form of confusion, which will destroy the confidence of a child even in language comprehension (Moore, 2016). A happy and cooperative child is normally one who feels like he/she gets what the teacher has taught and is able to tackle the task on their own. This can however only happen when they have the confidence about using a particular word. As such, instructors need to begin with vocabularies that are eases and then to the difficult ones later on in their lives. In addition to this, the instructor needs to provide appropriate amounts of guided practices as is needed. This means that until the last child in the classroom has been able to fully comprehend the new aspect and courageously presented to the class, the teacher should not move to another aspect. Before moving to something else, all the kids need to have understood what they are talking about. In teaching, the teacher needs to fully make the students understand that the goal of all that the teacher has done is to ensure that the student has been able to grasp the concept. The goal at the end of the day is understanding the vocabulary and to all the activities that the teacher was involved in making them understand.

Finally, yet importantly, the last approach that can be used in improving a child's language comprehensive skills is a broader approach that combines

book reading, vocabulary instructions and other exercises that are language comprehension related (Figure 3.13).
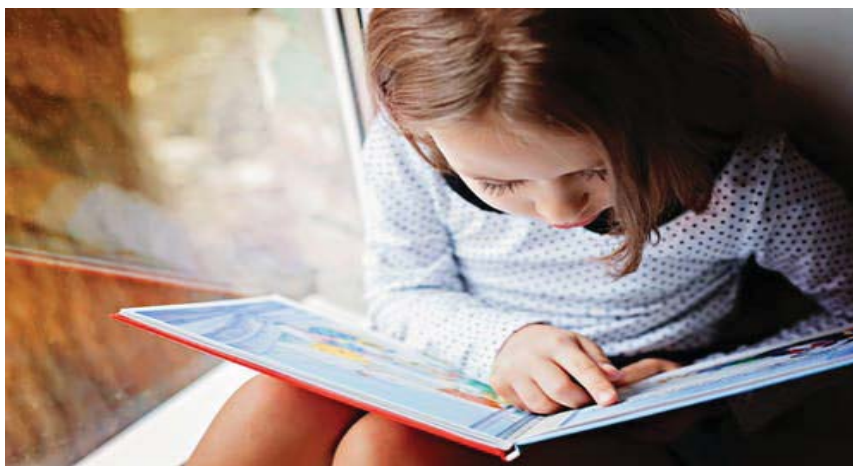
Figure 3.13. A girl reading a book. Through reading a book, a child can be able to improve their reading comprehension skills and in extension, their language comprehension skills.

Source: The conversation.

As seen, reading comprehension is one component of language comprehension. When children are young, one thing that parents tend to emphasize is that the children need to understand the importance of reading their storybooks. These books normally help the children pick up new vocabularies and further help them to learn how to read. It is quite important to get children in preschool to fall in love with their books. This is due to the fact that, ideally, reading plays a major role in the success of an individual. Academic effects has also a role but reading strengthens this. It is during the early years that children tend to expand their imagination about a particular aspect. For instance, a child who has read about Cinderella will do a make-believe with other friends on the story. In schools, the teachers are normally trying to do the same by asking the kids to be involved in a play with regards to what they have read in class.

With vocabulary instructions, the teacher can ask the kids to go home and learn new vocabularies that they can share with the class the following day. Another thing is to ask kids to develop some simple projects and provide an explanation about the projects to the class using certain vocabularies that the teacher lists down to the class (Alvermann, & Earle, 2003). Apart from

improving their vocabularies, the children get to acquire reading skills and self-confidence when presenting to the class. With the particular project, the child will be able to read about many aspects hence improving their reading skills. Vocabularies are very important in building the brain of a child and further understand the meaning of in-depth research. This is something that can help in improving the language comprehension skills of the child (Figure 3.14).

Figure 3.14. Children with a school project. With a school project, the children can be able to learn new things and further improve on their reading and oral skills where they present their ideas to the classroom.

Source: Medium.

In addition to these two, the instructor and the parents can be involved in activities that will help in the development of the child skills. Apart from assignments to be presented to the school, the child can be asked to go have a conversation with other older kids and report what they were told. To make the process spicy, the child can be told of the things to talk about. One can be asked to go home and ask the family about cats and they should make sure that they exhaust the facts about the same. This will help the child to engage in the conversation, write down about the same and present the same to the class. Ideally, one can say that this actually will helping improving the language comprehension skills of the children.

All the above stated methods of improving the child's comprehension skills need to be adopted in schools, especially in preschools, in order to help the children that are faced with such problems. This will help them in their future careers as learners and in their career life. Furthermore, they

will be easily accepted by the society and most important other children of the same age. In the home environment, parents should actually make use of the dialog book reading where the parent and the child have an actual conversation except with a book. It is very interesting and can be done at any time when the child is within the home environs (Morley, 2001). With these methods, the children have the capacity to jump ahead in several months in just several weeks. This helps make the children understanding much better once they have been handed to the instructor. The sad aspect is that this method mostly benefits the able families, and the rest are left to suffer hence the emphasis to use the same in the learning institutions. Since a conversation is involved, the children are normally seen to enjoy the process. In order to fully understand the child and what he actually likes, the parent needs to involve the child while observing. Change is important so that one can be able to grasp the aspects that are actually interesting to the child. The warning however is that, parents need not overwhelm the children but give them only what they can handle. This will make the process fun for the kids and will want to do more of that. Also, involve the siblings in the process, as children love it when their peers are available.

Chapter 4

Importance of Language Content

CONTENTS

4.1. INTRODUCTION

Language, a traditional structure of spoken, or signed symbols, through which people express themselves as members of a particular system and as adherents of its culture. Communication, identity expression, play, imaginative expression, and emotional release form part of language functions.

4.2. CHARACTERISTICS AND DEFINITIONS OF LANGUAGE

Many linguistic definitions were suggested. An English phonetic and linguistic scientist, Henry Sweet said: "Language is the representation of thoughts united into words by means of voice sounds. Words are joined into phrases, which respond to concepts into thought." American linguists defined as follows: "A language is a set of arbitrary vocal symbols through which a social group cooperates." Any concise language definition presupposes a series of premises and raises a number of problems (Brevik, 2019). For example, the former places exaggerated weight in "thinking," and the latter applies in a special, if legitimate, way "arbitrary (Figure 4.1)."
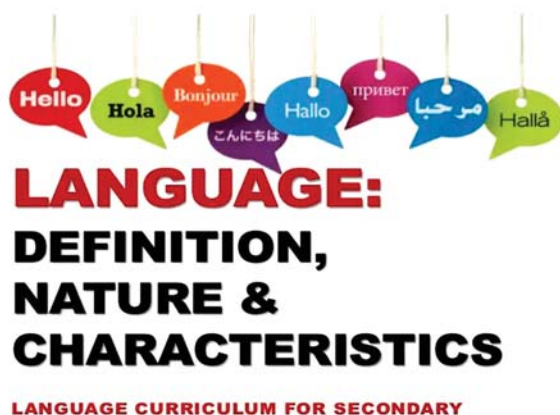
Figure 4.1. Language: Definition, nature, and characteristics.

Source: https://www.slideshare.net/eyenabainza/language-definition-nature-and-characteristics.

A number of considerations (marked in italics below) enter into a proper understanding of language as a subject:

In childhood, every physically and psychically typical individual is able to employ a system of communication that includes a limited range of symbols as both sender and receiver (e. g., sounds, gestures, or written or typed characters). This collection of symbols in spoken language comprises of noises caused by the motions of certain parts in the throat and mouth. These signs can be hands or body motions, gestures, or facial expressions in signed languages. With these symbols, humans are capable of communicating information, expressing emotions and feelings, of influencing others' behaviors, and of behaving with different degrees of friendship or enmity towards persons who use roughly the same set of symbols.

Multiple communication systems comprise different languages; the level of variation required to form another language cannot be precisely specified. No two persons speak precisely the same; one can therefore see a number of unviewed speakers in a radio broadcast by recognizing friends' voices over the phone. Yet, obviously, nobody would argue they speak distinct languages (McIntire, 2015). Communication systems are widely acknowledged as distinct languages if they are not understood by both parties without specific learning, although it is difficult to draw and to adhere on either side of a distinct line to the precise limits of linguistic competence Dialects of a language are called substantively diverse communication systems, which can hinder but do not limit mutual understanding. The term idiolect, meaning the habit of expressing an individual, has been introduced in order to explain in detail the true diverse language patterns of people.

In general, people first get a single language—their first or indigenous language, which is the language of those they are educated with or through from childhood. In diverse circumstances, different levels of proficiency are learned in the following "second" languages. The full knowledge of both languages is defined as bilingualism; children are often bilingual, for example, when children are reared by families using various languages at home or within a multilingual community. The learning of a second or other language in traditionally monolingual societies is a process which superposes the previous knowledge of one's first language to any amount and which is an intellectually different process.

Language is species-specific to mankind, as mentioned above. Other species of the animal world are able, by vocal noise or by other means, to communicate, but its endless productivity and inventiveness is its most essential characteristic quality, which is that of every particular language, against every known mode of animal communication. Human beings are free of any limitations in what they can communicate; there is no area of

experience that is inherently not communicable, although adaptation of language can be essential to deal with new findings or new ways of thinking. In comparison, animal communication systems are restricted to what is transmitted very closely. In fact, displaced references can only be discovered elsewhere in the so-called bee language when it comes to communicating items outside the local temporal and spatial proximity that is essential for speech. Bees may convey to others the locations and strengths of their food sources by performing different classified movements (known as bee dances) in or near the colony. But the only known topic, content, and theme of this communication system is food sources. Interestingly this system, however, which is closest to the working language of the human race, belongs to an animal kingdom species furthest from humanity (Figure 4.2).

Species-specific

- Only Humans are blessed with language

- Specific property of humans

- Humans are called talking animals

pppst.com

Figure 4.2. Language is species-specific to mankind.

Source: https://www.slideshare.net/amna-shahid/what-is-language-22508509.

The animal behavior is, on the other hand, most ostensibly similar to human speech, the imitation of parrots and some other birds raised in the presence of humans, entirely borrowed. The closest relatives of the human race among the primates have developed nothing like a spoken language yet have the same vocal physiology as the human race. Efforts to educate chimpanzees and other apes sign languages via imitation have had little success, however it remains disputed to interpret the importance of ape signature.

In most accounts, language's primary objective is to facilitate communication in the sense of transmitting information between individuals.

Socio-language studies have also brought attention to a variety of other language functions. The use of language to convey a national or regional identity is included in (a common source of conflict in situations of multi-ethnicity around the world, such as in Belgium, India, and Quebec). The "ludic" function of language—found in phenomena like puns, riddles, and crosswords— and the spectrum of functions that can be observed in creative or symbolic situations, for example, poems and theater, are also essential (McKeown & Beck, 2015).

Language relates with all aspects of human life in culture and can only be grasped if it is seen in connection with society. This essay seeks to examine the language from this point of view and to evaluate its different roles and objectives. Every language must take account of this from both these perspectives, because each languet is both a work system of communication for the era and in the community in which it is employed and also the result of its history and the foundation of its future evolution (Figure 4.3).

Figure 4.3. Culture affects language, giving rise to words, influencing their use, and providing context. Language, in turn, supports culture, promoting social bonds and allowing for shared information.

Source: https://study. com/academy/lesson/how-language-reflects-culture-af-fects-meaning. html.

Linguistics is the science of language. It comprises the most important aspects of empirical and historical linguistics. It currently covers descriptive and historical divisions such as phonetics, grammar (including synthetic and

morphological), semantics, and pragmatics, and these numerous components of the language in depth. Linguistics is today a very technical discipline and includes the most important parts.

4.3. HISTORICAL ATTITUDES TOWARD LANGUAGE

The discussion above shows that without the use of language, existence in human form would be impossible and unthinkable. The strength and importance of language have long been recognized by people. It is merely one aspect of language use that means naming a term that identifies and refers to a person, an animal, an object or a class of such entities or objects, but it's a vital and prominent element. In several cultures, people are able to name a way to enforce or possess; that's why in certain societies, the names of strangers are unknown, and the taboo rules on using the names of people who have recently died have been discovered in numerous regions of the world. Such limitations are echoing common and possibly universal taboos when we call things directly vulgar, blasphemous, or extremely frightening (McKay, 2012).

Maybe not unexpected, various distinct traditions attribute the language or language of a certain society to a divine or at minimum supernatural origin. The Bible story of the naming by Adam of the creatures of the earth under the direction of God, which represents ancient Jewish beliefs, is an example of this:

So out of the ground the Lord God formed every beast of the field and every bird of the air, and brought them to the man to see what he would call them; and whatever the man called every living creature, that was its name. (Genesis 2:19)

A comparable notion of Divine engagement in language building has survived Norse mythology and the god Indra who is believed to have established articulate speech in India. Socrates speaks about the gods as those accountable for first setting properly the names of the things in the discussion on the nature and genesis of the language of Plato's Socratic Dialog Cratylus (Figure 4.4).

Figure 4.4. Pieter Bruegel the elder: the tower of babel.

The Tower of Babel, oil painting by Pieter Bruegel the Elder, 1563; in the Kunsthistorisches Museum, Vienna.

Source: https://www.britannica.com/topic/language/Historical-attitudes-toward-language.

Early reports of the genesis of writing are pervaded by a similar celestial atmosphere. For the creation of the runic script, the Norse god Odin was held accountable. The inspired genial stroke, by which the ancient Greeks adapted a kind of the Phoenician consonant alphabet, representing the distinguishing consonants and vowel sounds of Greek and constructing the first alphabet as it is now, is connected with the mythical character of Cadmus (see Phoenician language). The Arabic alphabet was given by God to Adam per a traditional narrative together with the language altogether.

Three elements of early language thinking are exemplified in the later Biblical tradition of the tower of Babel (Genesis 11:1–9). (1) Divine interest in and control over its usage and improvement; (2) a recognition of human power in their environment and (3) an explanation for linguistic diversity; the fact that people in neighboring communities are talking differently and each other.

4.4. FORM, CONTENT, AND USE OF COMMUNICATION

There are many varied approaches to examine communication. The field of speech-language pathology typically divides it into two areas: receptive communication and expressive communication (what message someone from another person receives as well as what message someone sends to another person, respectively). These are often the headers used in the professional documents which show the two different modes in which communication takes place. However, another method of thinking about communication is covered by the terms form, content, and usage (McElhone, 2009). These are less widely used terminology, but they allude to an in-depth study at the complete communication profile of the individual. Form refers to the linguistic structure. It includes words composing the sounds, little bits of words that give meaning (for example, a "s" at the end of a word that signifies "more than one"), grammar structures and sentence rules (Figure 4.5).
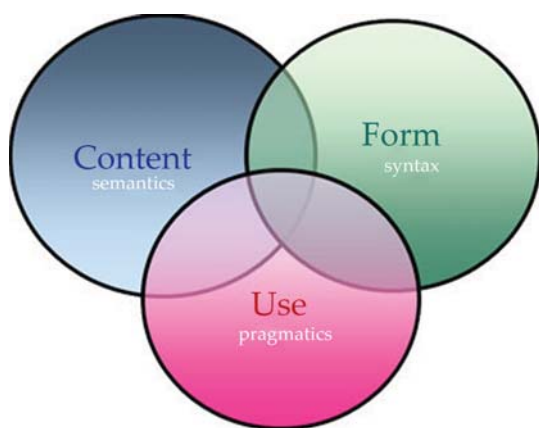
Figure 4.5. An effective communicative act has three components; the content/meaning of the message, the form/symbol for the meaning, and the use/function or intent of the message.

Source: http://www.speechtx.com/communication.htm.

Including the specific words employed and meanings generated when these words are joined, the content refers to the entire meaning of the language. Use relates to the communication purpose, such as why communication takes place. Most persons have talents in level

communication in the fields of form, content, and use. You can properly record (content) meanings by applying right grammar (form) principles for various reasons (use). It enables their communications network both to send and to receive messages successfully and promptly. Persons with an autistic spectrum disease can show diversity in the fields of form, content, and usage of language (i. e. incoherence). Some places could be stronger and others weaker. This can lead to a confused communication skills profile. For example, in the organization of what he says (form), an individual may "sound fine," but may not conveys meaning (content) or for the correct reasons (use). Or another person may have a message to pass on (content), but they do not have the grammar (form) or style of communication (use) that would complement the message. These variables might lead to the lack of communication; disruption can cause those involved to feel frustrated and confused. It is then vital that a communication partner understands the person's shape, substance, and usage talents to support a person with ASD in his communication. This will enable the communication companion to adapt and/or modify the interaction accordingly. If such assistance can be offered, there will probably be more efficacy in any exchange of communication (receptive or expressive).

4.5. CONTENT IN COMMUNICATION

The content can relate to the subjects and ideas contained in language signals (whether these are transmitted through sign language, writing or speech). It covers the things we converse about—our ideas, our wants, our possessions, memories, and so on. Generally, conditions, events or actions are the main things we communicate:

- States refer to how persons or things are, what they are, where they are, the position they took, and the like.
- events relate to events – no human or other animated motivator of an event is mentioned, they just happen
- activities, contrary to occurrences, are frequently carried out by human or animated instigators, usually resulting from an agent's intention.

4.6. TOPIC AND CONTENT

Now, the subject is not exactly the same as the substance. As Lahey (1988) notes, every youngster learns to communicate about the same subject

(things, activities, and relationships) but differs in the issues. For instance, all children talk about inanimate items, yet some children talk about my PS3 and some talk about my kayak (different topics). Every child speaks to animated objects, although some children talk about my pet dog and other children about the cow of my daddy (different topics). Lahey maintains that language content is general and irrespective of the situation, but language subject is varied and varies with age and also culture

The language material is categorized as follows:

Objects

- Specific items like mother, dad, Adam, and River Tees, the Cathedral of St. Paul.
- object classes, e.g., people, rivers, constructions.

Object Relationship

- **Reflexive**: one object's own relation, e.g., this cat (it's the object); cat gone (it's the item gone); more cat (the object reappears).
- **Intra-class**: the difference between the objects of the same class, such as small boy / big boy, red key / blue key.
- **Interclass**: how distinct classes of items link with others, e.g., table ball (location); kid kickball (activity); mommy hat (possession) (state).

Events Relationship

- **Timing**: connected to the time of the occurrences, i.e., I undress and then wash.
- **Causal**: one event is due to another, e.g., I wash because I'm dirty.

The notion of content in linguistic terms seems to be linked directly to the domain of semantics (Figure 4.6).

Figure 4.6. Language content.

Source: https://www.sltinfo.com/language-content/.
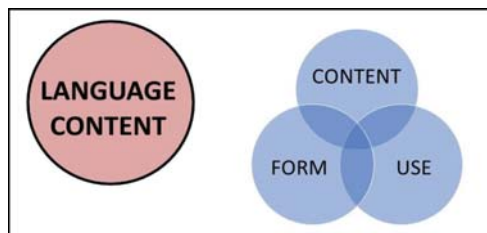
4.7. COMPONENTS OF LANGUAGE TO GRASP THE IDEA OF CONTENT AND SEMANTICS

Language is capable of producing and understanding words that are either spoken or written (and signed). Determining how language functions, from basic brain function to high level cognizant processing, entails reaching via several branches of psychology. Language forms our social interactions and puts our lifestyle in order. Complex language is one of the key human factors. Grammar and lexicon are two ideas which make language distinct.

4.7.1. Grammar

Since each language complies with a number of combinational principles, an endless number of concepts can be communicated. Although there are different norms for each language, all languages follow rules. These rules are referred to as grammar. Language speakers have absorbed the rules and derogations for grammar in that language (MacKay et al., 2021). There are regulations for each language level—word training For instance –, English speakers have assimilated the general rule that -ed is the termination for past-tense verbs so that they instantly know how to put this in the past even when they come across a brand new verb); sentence formation (such as knowing that you need a topic and an object when you use the verb -buy).

4.7.2. Lexicon

The rules of each language operate as a basis for meaningful communication. But what does this framework fill individuals with? Naturally, the answer is words. The overall total of the words in this language is in every human language a lexicon. By combining words with logical phrases, people can transmit an unlimited amount of concepts by applying grammatical principles (Figure 4.7).
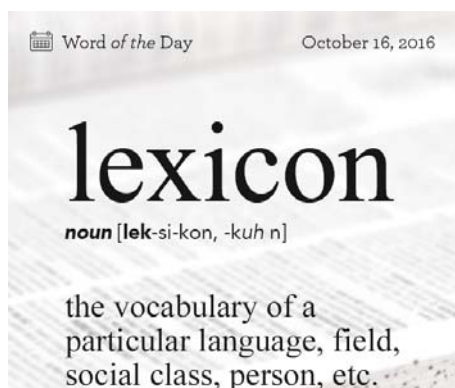
Figure 4.7. Lexicon definition, a wordbook or dictionary, especially of Greek, Latin, or Hebrew.

Source: https://www.pinterest.com/pin/363947213629393312/.

4.7.3. Linguistics

Language is such a peculiar subject that it constitutes a whole area of study, linguistics. Linguistics studies the language in an objective approach and makes hypotheses on how people use, learn, and occasionally abuse the language through the usages of scientific process (Figure 4.8).
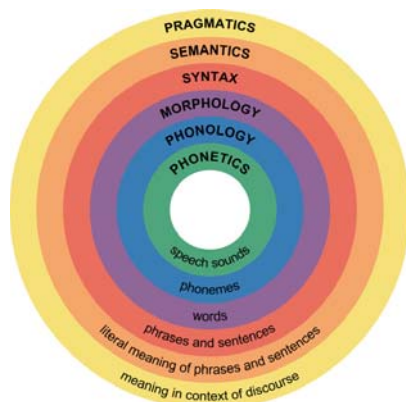
Figure 4.8. Major levels of linguistics: This diagram outlines the various subfields of linguistics, the study of language. These include phonetics, phonology, morphology, syntax, semantics, and pragmatics.

Source: https://www.britannica.com/topic/language#ref27155.

4.7.4. Phonetics and Phonology

Phonetics is the discipline of distinct speech sounds, whereas phonology is the study of phonemes, which are individual language speech sounds. These two highly overlapped fields of study cover every sound human being can make and which languages make up the sounds. A phonologies specialized in answering questions like, "Why do BAT and TAB vary in meaning, even if they are created from the same three sounds, A, B, and T?"

4.7.5. Morphology

Morphology is an investigation of words and other significant language units, such as suffixes and prefixes. A morphologist is aware of the relationship between words like "dog" and "dogs," or "walk" and "walking," and how people distinguish between them.

4.7.6. Syntax

Syntax is the study of sentences and phrases, or how individuals arrange words so that they can communicate effectively. Every language has underlying syntax rules, which, coupled with morphological rules, comprise the grammar. "Eugene walked the dog" versus "The dog walked Eugene" is an example of syntax at work in English. The sequence of words is not arbitrary—the words must be in a specific order for the phrase to communicate the intended meaning.

4.7.7. Semantics and Pragmatics

Semantics, in general, is concerned with the meaning of sentences. Semantics is the study of words and the real-world object or concept that those words denote or point to. Pragmatics is a broader area that analyzes how the context of a statement influences meaning—for example, somebody shouting "Fire!" has a totally different meaning if they are in control of a seven-gun salute than if they are seated in a packed movie theater. The study of meaning, reference, or truth is known as semantics (from Ancient Greek: V Smantikós, "important"). The phrase can apply to subfields of various different disciplines, such as philosophy, linguistics, and computer science (Lin, 2008).

4.7.8. Linguistics

Semantics is the branch of linguistics that investigates meaning. Words, phrases, sentences, and bigger units of discourse can all be addressed by

semantics. The link between form and meaning is one of the core concerns that unites many perspectives to linguistic semantics.

4.7.9. Formal Semantics

Formal semantics aims to discover domain-specific conceptual operations performed by individuals when determining the meaning of a sentence based on its semantic meaning and syntactic structure. Formal semantics methods are generally designed to take advantage of syntax theories like generative syntax or combinatory categorical grammar, and they provide a theoretical framework based on mathematical instruments like typed lambda calculus. The core notions of the area are based on early twentieth-century philosophical logic as well as subsequent linguistic syntax ideas. After the groundbreaking work of a couple of scholars in the 1970s, it became its own discipline and is still a hotbed of research.

4.7.10. Conceptual Semantics

The goal of this theory is to explain the qualities of argument structure. The premise of this theory is that the meanings of the words that precede them are reflected in the syntactic features of phrases. Linguists can effectively understand the reality that tiny distinctions in word meaning connect with differences in the syntactic structure in which the word appears with this approach.

This is accomplished by examining the internal structure of words. Semantic primitives are the small components that make up the intrinsic structure of words.

4.7.11. Semantics of Cognition

Cognitive semantics is a branch of language studies that studies meaning. Language is understood in this theory through general human cognition rather than a domain-specific communication mechanism. Cognitive semantics approaches are frequently employed in lexical research such as those proposed by Leonard Talmy and Bruce Wayne Hawkins. Some cognitive semantic models, such as Talmy's, take semantic meaning into account as well. Semantics has been linked to the Wernicke's region of the brain by the scientific community and can be assessed using the event-related potential (ERP). ERP stands for "rapid electrical response," which is measured using small disc electrodes put on a person's (Leu et al., 2000).

4.7.12. Semantics of Words

A linguistic theory is one that looks into the meaning of words. The meaning of a word is fully represented by its surroundings, according to this view. In this case, a word's meaning is determined by its contextual relationships. As a result, a distinction is made between levels of participation and modalities of participation.

Any portion of a sentence that has a meaning and combines with the meanings of other components is classified as a semantic constituent in efforts to realize this demarcation. Basic semantic elements are semantic aspects that cannot be reduced down into more basic constituents.

4.7.13. Semantics across Cultures

Cross-cultural semantics has long been influenced by various fields or disciplines. Are there universal terms like love, truth, and hate? Is the idea of sense, which is so essential to semantics, universal or rooted in a long-standing but culture-specific custom? These are the kinds of critical concerns that cross-cultural semantics tackles. Translation theory, ethnolinguistics, linguistic anthropology, and cultural philology are all concerned with trying to compare, juxtapose, and interpreting words, terms, and definitions from one dialect to another. However, philosophy, sociology, and anthropology have long been concerned with correlating the various intricacies of the words and concepts we use head (Lamping, 2015). Virtual encyclopedias such as the Stanford Encyclopedia of Philosophy, the Stanford Encyclopedia of Philosophy, and, increasingly, Wikipedia itself, have considerably assisted the comparison of the history and usages of key cultural words. Since the publication of Barbara Cassin's Dictionary of Untranslatables: A Philosophical Lexicon in 2014, the subject of whether significant phrases are translatable or untranslatable has been increasingly prominent in worldwide discussions (Figure 4.9).

Figure 4.9. Group and organizational communication, done by President-Elect Joe Biden and Richard Haass. Uploaded a work by the white house.

Source: https://en.wikipedia.org/wiki/Human_communication#/media/ File:Joe_Biden_in_conversation_with_Richard_Haass_-_September_2016. jpg.

4.7.14. Computational Semantics

The interpretation of linguistic meaning is the emphasis of computational semantics. Detailed algorithms and designs are provided in order to do this. Algorithms and architectures are also evaluated in terms of decidability, time/ space complexities, data models required, and communication networks within this paradigm.

In psychology, semantic memory is memory for meaning – that is, memory for the gist, or overall significance, of remembered experience – whereas episodic memory is memory for the transitory specifics – that is, memory for the individual features, or unique particulars of experience. Experts have coined the word 'episodic memory' in the context of 'declarative memory,' which involves the simple connection of factual or objective information about its topic. The meaning of words is determined by the company they maintain, or the links between words in a network structure. Due to a cultural disturbance, memories may be passed down through

generations or maybe isolated within one generation (Brasseur et al., 2015). At similar periods in their respective timelines, various generations may have different experiences. In an otherwise homogenous culture, this could result in a vertically heterogeneous semantic net for particular terms. The links and breakdown structures of a network produced by people examining their understanding of the word are minimal in number and type and include part of, sort of, and similar links. The links in automated ontologies are computed vectors that have no inherent definition.

Latent semantic indexing and support vector machines, as well as natural language processing, artificial neural networks, and predicate calculus techniques, are among the automated technologies being developed to compute the meaning of words.

4.7.15. Ideasthesia

Ideasthesia is a psychological phenomenon in which concept activation elicits sensory responses. In synesthesia, for example, activation of a letter notion (such as the alphabet A) elicits sensory-like sensations (e.g., of red color).

4.7.16. Psychosemantics

After enormous cross-cultural research by scientists employing the semantic differential (SD) approach, which included hundreds of nouns and adjective bipolar scales, psychosemantic studies became prominent in the 1960s. Projective Semantics is a variant of the SD that employs just the most common and neutral nouns to correlate to the seven groupings (factors) of adjective scales that have been consistently observed in cross-cultural investigations (Evaluation, Potency, Activity, Reality, Organization, Complexity, Limitation found in studies). The object-scale symmetry (OSS) between the scales and the nouns was assumed to exist in this method because seven groups of bipolar adjective scales related to seven categories of nouns, words that can be used to evaluate using these scales.

Beauty, Power, Motion, Life, Work, Chaos, and Law, for example, are nouns that correlate to the seven factors stated. On adjectives of Evaluation-related scales, Beauty was supposed to be rated unequivocally as "very good," Life as "extremely real" forth Reality-related measures, and so on. Deviations in this symmetric and fundamental matrix, on the other hand, may reveal underlying biases of two types: scales-related bias and object-related bias. This OSS design aimed to make the SD approach more

sensitive to semantic biases in responses from people with similar cultural and educational backgrounds.

4.8. PROTOTYPE THEORY

Prototypes are another set of concepts connected to fuzziness in semantics. The work of linguistic specialists in the 1970s led to the conclusion that natural categories are graded (fuzzy at their edges) and inconsistent in terms of the status of their constituent elements, rather than being characterizable in terms of necessary and sufficient requirements. It can be compared to Jung's archetype, albeit the concept of archetype is more static. Some post-structuralists object to the words' fixed or static connotation (Kim & Pilcher, 2016).

Categorical systems are anchored in people's experiences rather than being objectively out there in the world. These categories emerge as learnt world ideas—meaning is a subjective construct gained via experience, and language emerges from the "grounding of our conceptual systems in shared embodiment and bodily experience." As a result, the conceptual categories (i.e., the vocabulary) will not be identical between cultures, or even among individuals within the same culture. This leads to a new discussion (Figure 4.10).
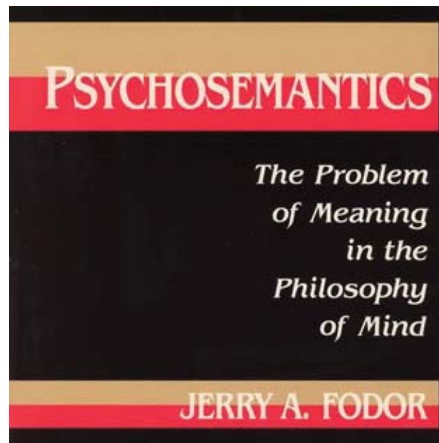
Figure 4.10. Psychosemantics the problem of meaning in the philosophy of mind by Jerry A. Fodor A Bradford book.

Source: https://mitpress.mit.edu/books/psychosemantics.

Content-based language teaching is a method of language instruction that incorporates learning or practicing content in a second language. In most cases, content is described as material that is distinct from the typical language program course material. As a result, many content-based programs employ the second language as a medium for learning specific course content (such as mathematics, science, art, or social sciences). Language as course content is shifted to language as a medium of instruction in content-based teaching. I'd like to look at how content and language have been combined in various language education program approaches in this session.

Language training that combines studying or practicing material in a second language is known as content-based language teaching. In most circumstances, content is defined as material that is not part of a standard language program's curriculum. As a result, many content-based programs use the second language to teach specific course material (such as mathematics, science, art, or social sciences). In content-based education, language as a course subject is switched to language as a medium of instruction. In this section, we look at how content and language have been blended in different language education program approaches (Ko, 2012).

4.9. MODELS OF LANGUAGE AND CONTENT INTEGRATION

Many language instructors have experimented with a variety of techniques to combining language and subject during the last 30 years. We'll use the phrase "content-based" to refer to a variety of language instruction programs that incorporate content in this part. As shown in figure 1, approaches to integrating language and content follow a continuum that allows for a variety of models. Content-driven language programs are at one end of the spectrum. Topic is taught largely or solely in the second language in these programs, and student mastery of the content may be as important to the development of language proficiency. Immersion program formats may best reflect content-driven language programs. The school curriculum is taught totally in a new language to the student in total immersion, while the use of the target language may be gradually reduced to 50% of the school day after several years.

From the beginning, partial immersion programs deliver half of the school day in the native language and half in the second language. Models of content-driven language training that need less time are programs in which one (or more) subjects are taught entirely in the foreign language.

4.10. ISSUES TO CONSIDER WHEN INTEGRATING LANGUAGE AND CONTENT

4.10.1. English as a Third Language Programs

Students learn science only in the foreign language in a few programs in the United States, for example, and the language curriculum consists solely of teaching the second language through science in others. In fact, there may be very little or no explicit language training in many content-driven programs. Language is supposed to emerge naturally from content education in these systems. Reading, writing, and discussion assignments that demand academic language ability for successful performance are frequently thought to increase students' language skills. Program models that integrate subject and language courses are found in the middle of the continuum. Students may learn one or two subjects in the target language, for example. They could also enroll in a language class. Language driven content programs are at the opposite extreme of the continuum of content-based language programs.

Students learn language as a subject in these programs, with specific times set aside for language education (typically several hours per week). The objective of language-driven courses in language instruction. Content can be used to facilitate communicative language experiences. The course may be organized around a single discipline or around themed modules that integrate content from a variety of subject disciplines. Language classes, which practice skills through activities taken from subject matter or other content, are the furthest along the continuum of content and language integration (Klapwijk, 2015). Subject matter concepts that have already been taught in the original language may be expanded or extended in these seminars, but new content concepts are rarely introduced. We intend to demonstrate how the distinctions between content-driven and language-driven programs affect how curriculum architects make judgments about content and language outcomes in the following topics. The way we define the relationship between content and language can have a big impact on what we teach in the second language.

And, as we'll see, kids' language abilities are inextricably tied to the content they're taught. These curriculum decisions are crucial in ensuring that students meet the language education program's objectives. Language educators must choose the subject to be taught in the target language when creating curriculum for content-based language programs. There are two

primary aspects that can influence the long-term outcomes of their decisions. One factor is the learner's language ability. The other is the correspondence between the targeted language outputs and the language produced by the chosen material. We'll go over each of these points one by one.

4.10.2. How Language Proficiency Influences the Selection of Content

It is evident that teaching content is difficult when the material is abstract and cognitively complex (as in philosophy) and students have limited language skills, especially if the discipline's academic rigor is maintained. In these content-driven frameworks, students' achievement of subject outcomes and achievement of language outcomes may be given equal weight. Students must be able to generate and/or apply concepts and understandings that are consistent with general curriculum objectives in content-based second language instruction. The language curriculum can promote content learning in topic-driven programs that integrate subject instruction with language classes, such as those that fall in the middle of the continuum we defined. These classes could be offered by a group of teachers who are all focused on the same language and material. The language teacher's curriculum can be determined by the academic program's language demands as identified by the content teacher. Students may be taught patterns such as the past tense or terminology needed to understand history in a language lesson.

Students learn a second language as a subject in the other sort of program, which is language-driven programs like Basque or English in Model A. These languages are not the primary medium of instruction. This kind of language instruction is particularly popular in the United States. The linguistic proficiency of students is taken into account while selecting content in this program model. We've discovered that choosing information that lends itself to tangible experience is beneficial for kids with weak language skills. Not only is content that mainly focuses on images or hands-on experiences easier to absorb, but it also improves language development integration (Jacobs & Ippolito, 2015). This is because pictures and tangible experience make input more understandable: pupils can connect the language they hear (or read) to its referents, linking meaning to experience. The majority of young students are first-time language learners. We have discovered, however, that using content-based language training with children is not difficult. Because their school curriculum is tangible by nature, language learning through concrete encounters is promoted for young kids. In fact, the content of the

school curriculum for very young pupils is extremely similar to the language curriculum.

Children learn to count from 1 to 10 (or higher), the names of colors, the days of the week, and the months of the year. Families, housing (for people and animals), and community workers are among the topics they study. In the early phases of a second language program, many of these same themes are introduced. Another consideration when selecting content is the link between the pupils' linguistic proficiency and their cognitive development or age. When pupils' language skill is significantly surpassed by their conceptual development, content-based instruction might be difficult.

For example, we've discovered that teaching world history to high school pupils in the United States can be challenging. Because most students do not begin language study before the age of 14, most pupils in the United States do not achieve high levels of foreign language proficiency in school. Both inside and outside of school, they have minimal exposure to the language. As a result, even after several years of language study, our pupils find it difficult to acquire history in the second language. In conclusion, pupils' linguistic proficiency has an impact on curriculum decisions. All content-based language programs, whether content-driven or language-driven, must pay close attention to ensuring that students have or obtain the language skills required to meet the content's demands. In mathematics writings, symbols are common and important. Unlike alphabet-based reading, symbols do not have a phonemic relationship between sound and symbol that may be used to decode them. For mathematics readers, symbols serve as a visual lexicon. Pre-reading methods such as skimming may be harmful while reading mathematics materials, as they must be read attentively and thoroughly.

Mathematics grows increasingly conceptually sophisticated and specialized in terminology and rhetorical elements for older students. For example, algebra has its own vocabulary (e.g., knowns, unknowns) and rhetorical style in the formulation of problems, making it a questionable fit for a content-based language course.

The environment of the language program may also have an impact on the degree to which a certain material constrains or shapes pupils' linguistic abilities. For example, novice Spanish students learning through science in the United States will have limited opportunity to extend their range of expressive abilities in Spanish outside of the science classroom. Their ability to communicate in a variety of circumstances, on a variety of topics, and express a variety of linguistic functions may be limited to what they've

learned in science class (Hock et al., 2015). Basque students learning Spanish in Model D, on the other hand, may have more opportunity (and desire) to use Spanish outside of the science classroom, and may not be limited in their language development as much. While learning a second language through the social sciences may allow students to develop a wider range of language functions, structures, vocabulary, and rhetorical styles, learning a second language through science or mathematics may limit the development of diverse language functions or discourse styles in some ways.

As a result, language educators may find the subject of social science classes (civics, history, geography, and economics) appealing. This strength, however, can also be a major disadvantage: we've discovered that pupils need to be far past the intermediate phases of language development by age IO or so in order to access the concepts in-depth and with rigor. Our students are expected to explain (i.e., talk or write about) the motivations of the Europeans who first explored and later settled the Americas at this era. After watching a class of 12-year-olds debates the advantages and disadvantages of various kinds of government (democracy, monarchy, oligarchy, and totalitarianism, to name a few). Debating these ways of government-aided language development. Students may have an incomplete comprehension of the topics if they do not have a sufficient language basis. In conclusion, the preceding discussion shows that the material taught influences the language learned, and that language proficiency influences the content that can be studied. As a result, deciding which content to teach and how much of it to teach is a crucial curriculum decision. Language educators may find it useful to examine the following considerations while selecting content:

The degree to which mastering the material is critical. If second language content training replaces first language instruction because content learning is vital, educators must choose a subject that is accessible given students' linguistic abilities.

Integrating language and content: issues to consider;

The extent to which content-driven instruction is the single or principal vehicle for language skill development. If content is the primary source of language development, we've discovered that it's critical to choose subject matter that allows kids to develop the full range of language skills they're expected to develop. The degree to which content-based training is used. Our experience has shown that the more subjects studied and the more time spent acquiring language content, the more likely a wider set of language skills (including social language) will develop over time. We've shown,

for example, that sufficient interactions between teachers and students (and among students) allow for the development of language functions and vocabulary beyond those found in the topic itself in immersion programs.

The level of knowledge and skills that students have when they begin a course or program. Concerns about the limits of particular courses may be resolved when students join with some level of language competency or if they have sources of language input from other language programs or outside the classroom. This is, of course, the case with Spanish in model D. In the next section, we'll look at the consequences of language-driven programs, in which content-based teaching is used to augment explicit language education, as well as the criteria for selecting content/subjects to teach. Language exists to convey meaning; semantics is the study of meaning, both in broad theoretical terms and in relation to a given language. Semantics is concerned with the meanings of phonological aspects such as intonation, as well as grammatical structures and specific word meanings. Much of semantics' subject matter is based on this last domain, the lexicon. A language's word bank is enormous; the Oxford English Dictionary, for example, contains over 600,000 terms (Hock et al., 2008). When you factor in the lexicons of specialized, dialectal, and worldwide English variations, the total must certainly approach one million. Less commonly spoken languages have lexicons that are just as big. The sense links between words (such as synonymy and antonymy), the nature of "semantic features" of word meaning (e.g., woman = [adult, female, human]), and the manner in which words group themselves into domains (semantic fields) are just a few of the numerous areas of study in semantics.

It must be emphasized once more that issues resulting from the relationships between semantics, grammar, and phonology are still a source of debate.

In conclusion, between the explosive rise of immersion programs in North America (starting in the mid-1960s) and the present, there has been a significant increase in the use of immersion programs.

• Issues to consider when integrating language and content—

Language instruction based on content throughout the previous three decades, language educators have had the chance to observe, experience, and analyze the effects of content-based language programs on the development of second and third language competency. In this session, I've attempted to highlight some of the challenges that my colleagues and I have faced while developing curricula for content-based programs or courses of study. The

linkages between language acquisition and topic learning, as well as the implications for teacher preparation and planning, are at the heart of these concerns. While much has been accomplished, there is still much more to be done (Hall et al., 2020). Language educators have gained knowledge regarding content-based language instruction through experience, but research-based knowledge is sparse. Decisions about which courses are most effective for second language instruction are now guided by experience and common sense rather than a well-established research background. We need to learn a lot more about the relationship between content-based teaching and other variables such as students, program models and design, teacher abilities and topic expertise, and the content-instruction resources available and/or used.

The role of explicit language training, in particular, must be investigated: not whether there should be direct language instruction, but what kind? How much is it? and when are you going to do it? And, while I haven't had the opportunity to address the issue of culture, I believe we need to figure out how to ensure that content-based language programs equip students to communicate in culturally appropriate ways in the numerous contexts they will likely encounter.

When investigating how words and signs are used, it is common for words to have diverse meanings depending on the social context in which they are employed. The process of deixis, which defines how some words refer to entities by their relation to a certain point in time and location when the word is said, is a good illustration of this. For example, the words "I" (which designates the speaker), "now" (which designates the time of speaking), and "here" are examples of such terms (which designates the position of speaking). Signs also change their meanings throughout time as the rules that govern their use evolve. Pragmatics is the study of how the meaning of linguistic phrases changes based on context. Deixis is a crucial aspect of how we use language to identify entities in the world.

Pragmatics is the study of how patterns emerge in language use and how these patterns contribute to meaning. Linguistic expressions, for example, can be employed not only to transfer information but also to perform actions in all languages. Certain activities are performed solely through language yet have real consequences, such as "naming," which gives an entity a new name, or "pronouncing someone man and wife," which establishes a social contract of marriage. These actions are known as speech acts, but they can also be performed by writing or hand signing (Figure 4.11).
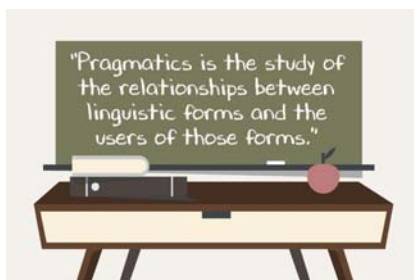
Figure 4.11. Pragmatics has philosophical, sociological, and anthropological foundations.

Source: https://www.thoughtco.com/pragmatics-language-1691654.

In many cases, the form of language expression does not correlate to the meaning it has in a social setting. "Can you reach the salt?" at a dinner table, for example, is not a query concerning the length of the addressee's arms, but rather a request to pass the salt across the table. The context in which it is spoken implies this meaning; these kinds of meaning effects are known as conversational implicatures.

These social standards for which ways of using language are suitable in certain situations and how utterances are to be understood in relation to their context vary by community, and mastering them is an important component of developing communicative competence in a language done (Flores & Ganz, 2009).

4.11. LANGUAGE FAMILIES OF THE WORLD

Figure 4.12. Principal language families of the world (and in some cases geographic groups of families). For greater detail, see distribution of languages in the world.

Source: https://en.wikipedia.org/wiki/Language#Usage_and_meaning.

The world's languages can be classified into language families, which are groups of languages that share a common ancestor. Linguists recognize hundreds of language families, yet as more data becomes available and more in-depth investigations are conducted, some of them may be grouped into bigger groupings. There are currently dozens of language isolates, which are languages that cannot be linked to any other language in the world. Basque (spoken in Europe), Zuni (spoken in New Mexico), Purépecha (spoken in Mexico), Ainu (spoken in Japan), Burushaski (spoken in Pakistan), and many others are among them. The Indo-European languages are the world's most widely spoken language family, with 46% of the world's people speaking them (Hall et al., 2020). Major world languages such as English, Spanish, French, German, Russian, and Hindustani are all members of this family. The Indo-European language family rose to prominence in the Americas and most of Africa during the Eurasian Migration Period (c. 400–800 AD) and later through European colonial expansion, bringing the Indo-European languages to a politically and often numerically dominant position. Many East Asian languages, such as Hakka, Mandarin Chinese, Cantonese, and hundreds of smaller languages, are spoken in Sino-Tibetan languages, which are spoken by 20% of the world's population (Figure 4.12).

There are several different language families in Africa, the largest of which being the Niger-Congo language family, which includes Swahili, Shona, and Yoruba. The people who speak Niger-Congo languages make up 6.9% of the world's population. Afroasiatic languages, which include popular Semitic languages like Arabic and Hebrew, as well as languages from the Sahara region like Berber and Hausa, are spoken by a similar number of people (Fuchs et al., 2020).

Austronesian languages are spoken by 5.5% of the world's population and span the continents of Madagascar, Southeast Asia, and Oceania. Malagasy, Mori, Samoan, and a number of Indonesian and Taiwanese indigenous languages are among them. The Austronesian languages are thought to have originated in Taiwan around 3000 BC and spread throughout the Oceanic region by island hopping, which was facilitated by superior maritime technology. The Dravidian languages of South Asia (including Kannada, Tamil, and Telugu), the Turkic languages of Central Asia (including Turkish), the Austroasiatic (including Khmer), and Southeast Asian languages are also popular (Figure 4.13).

Figure 4.13. Every language has a history, and, as in the rest of human culture, changes are constantly taking place in the course of transmission from one generation to another.

Source: https://www.britannica.com/topic/language/Linguistic-change.

A report by CCTV America correspondent Harris Whitbeck on efforts to preserve the language and culture of the Shelknam (Selknam) band of the Ona people of South America, July 2016.

Hundreds of minor language families can be found in parts of the world with the most linguistic diversity, such as the Americas, Papua New Guinea, West Africa, and South Asia. These regions are home to the majority of the world's languages, though not necessarily the majority of their speakers. The Quechumaran, Arawak, and Tupi-Guarani families of South America, the Uto-Aztecan, Oto-Manguean, and Mayan of Mesoamerica, and the Na-Dene, Iroquoian, and Algonquian language families of North America are among the major language families in the Americas. Most indigenous languages in Australia are Pama-Nyungan, but New Guinea has a great variety of minor families and isolated languages, as well as a few Austronesian languages.

Chapter 5

The Importance of Speaking and Listening in Early Literacy

CONTENTS

5.1. INTRODUCTION

When children learn how to speak, it always is the happiest time for everyone in the home environment. The first word alone is known to be a cheer up for the parents. That is one important aspect that parents are always happy for, that is apart from walking. This the duty of children learning to talk and listen is normally given to early childhood caregivers. They include the teachers during their early childhood development and the caregivers at home who also include their parents or home managers. In this process, the caregivers have the ability to fully understand the process in which children develop words and how they slowly learn to use their words to communicate what they want, need, and even have the capacity to ask questions on the same (Block & Lacina, 2014). Furthermore, these caregivers get to know whether these children fully understand the language of individuals within the home area and what they hear from various media. The main reason behind this aspect is because what children learn during their early years acts as a foundation for their years later on in life. Apart from that, children have the capacity to learn other aspects of language such as the ability to form sentence structures, have a listening comprehension and can only be achieved in their language interaction with the adults (Figure 5.1).

Figure 5.1. A child having a conversation with the other. The small conversations that parents have with their young children help in the development of the listening and speaking skills. Furthermore, it helps them to air out what they need and what they want.

Source: Raising Children network.

Communication for every person begins when they are young where they start by hearing and responding to sounds. In fact, children start learning communication the minute they are born. This emphasizes the importance of having a communication with the child as young as they are young. It is at this moment in which the kids start getting the art of communication. They may not be able to understand you at first, but after some time in their years, they can be able to understand what the parents are saying and even have the ability to respond to what they are told. As time goes by, the children are able to develop words that they can use to communicate with. After some time, the parent can be able to see hear the responses from their child with words instead of voices and gestures as they were doing when they were young. This shows that receptive language, which involves listening normally, precedes expressive language, which is speaking (Engel, 2018). Taking for instance, when one is trying to learn something new in school, they need to first listen to their teacher before they can fully understand about the particular subject and speak about the same by art of explaining and asking questions on the same. The skills involving receptive and expressive language is very important in a child's life because they help in laying the foundation for the children to fully understand how to read and write (Figure 5.2).

Figure 5.2. A child reading a book by herself. Listening and speaking are very important aspects in developing a child as through them, the children have the capacity to learn how to read on their own.

Source: Reading eggs.

This shows that it is important for children to learn how to speak and listen before they can even be able to read. With listening and speaking

skills, one can be able to teach the children on the reading skills. The early childhood educators fully understand the role of developing oral language development in their early years. At first, they ask the children some open-ended questions before they can be able to teach them some new vocabulary and the playing with words. This is the reason as to why, when children are in pre-school, they tend to come home with new rhymes and new songs. These are able to help them in the development of their oral skills. This shows how much the children are engaged whenever they are in school. This shows the vital role that taking children to school in their early years plays.

Children love other children. In fact, when there is more than one child in a room, the majority of the children tend to find the same very comforting. This explains the reason for playdates among children. The reason behind this is the fact is that the children tend to be comfortable once they see individuals that are likely to be similar to them. When they are only surrounded by adults, they find it very weird since they do not get to interact with individuals that they can easily interact with (Duke et al., 2021). As a matter of fact. Social interaction for young children plays a major role. When they play with their peers and even adults, there is immense amounts of learning opportunities for the children. It is clear that even toddlers tend to reap the emotional and cognitive benefits in the case where they interact with others especially when peers are also involved. In simple terms, when a child is exposed to the right social environment, they can be able to develop strong language skills, have social intelligence, b creative and confidence. As a matter of fact, it is at this stage where the children understand that having confidence in a crowd is just an easy thing. In most cases, when you find a child has had a good interaction with the right individuals in the early stages of their life, they tend to be very confident in their lives (Figure 5.3).

Apart from playing and interacting with parents and teachers, interacting with their fellow toddlers enables the children to make connections in their communications and able to understand ideas and further develop the same into something that they can say or refer to whenever they have a conversation. Once one stays with a child, they normally recognize that children normally mimic what one says or does since they see the same as the right thing to say or do. This is the reason as to why it is important to consider what one says or does in front of child because they can be able to mimic what they are hearing. In the learning facilities, the children are able to learn the art of sharing, which they do so by communicating. This is not only limited to items but also the ideas on learning (Chan, 2015). One would easily get two young ones communicating where one explains to the

other how something is being said. Through the process of sharing with other children, it helps them in better retaining a particular concept. As a matter of fact, if one remembers their pre-school experiences, they can be able to remember that majority of the time that they have in the school were dedicated with their interaction with other kids instead of learning like in the high schools and the primary schools.

Figure 5.3. Young children having a play date. The interaction among kids can go a long way to help them in their development in their oral skills. Children listen to one another more than how they listen to the adults, and this can be a better way in trying to develop their oral language skills.

Source: The HealthSite.com.

All this shows that peers play a major role. Even though in that case, the children do not know much, the little each of them has been able to grasp and gotten the ability to share with the rest of the children can go a long mile in their development that even when an elder person communicating with them. In the care center when children are normally seen to collaborate with the other children in exercising their imagination. In most cases, adults find the imaginations of their children as being very funny but the truth of the matter is that, they do take the same to be very serious and thus the parents need to engage them in which it will help them in development of oral skills. It normally includes play pretend such as having a tea party with the dolls. In this case, the children tend to experiment on the ideas that they have, which, apart from developing in their abstract thinking but also allows them to communicate. In other instances, the parents buy the children pets that will help them, as they can be able to talk to them (Figure 5.2).

Figure 5.4. A child having a tea party with her dolls. Such instances allow the children to experiment with their imaginations and further develop oral skis along the way where they see themselves as adults that are in charge of the process.

Source: Spruce.

In the process of their learning experience, children tend to learn new ideas every day. This normally requires practice and trial and error is normally involved. In the child care center, there is normally a safe environment for the children to practice some of the important aspects in life such as taking turns in talking, cooperation, sharing, and showing respect to others, including their fellow children. Nevertheless, how are these oral skills developed?

5.2. ORAL LANGUAGE DEVELOPMENT

In the development of human beings, oral development in language requires critical skills that will include; (1) the child is to understand a large number of words and different concepts that they can hear or read from different people or books, (2) they are able to acquire new information about things that is interesting for them and they want to learn about them, (3) they are able to express themselves and give their own ideas and the different thought they might have using a language that people may understand and lastly 4) they are able to communicate, i.e., they are able to listen when someone else is speaking and understand what they are saying and they are able to respond to what they are being told and when someone else is speaking (Duffy et al., 2010).

Oral development of language is very crucial, and it is a very critical foundation, as it is needed for reading of different texts, spelling of different words, and writing what an individual has been taught. It is crucial also

because it is the engine that helps in learning and thinking. Researchers have conducted their research, and they have found out that the ability of young children to use different language, be able to listen and to understand the meaning of what is being spoken and understand what has been written down is related to their later achievements in how they will be able to read, write, and even spell.

The skills from oral language start developing as early as when an individual is an infant, and this will continue for the rest of the individual's life.

Infants are the youngest in oral language skills, and most of them just listen to the sound that is being produced by adults that are generally around them. The people that are mostly around them include the parents, siblings, and their close relatives. At this level of development, the infants learn language by hearing and sight. They are trying to make sense of what they are seeing or hearing. They generally learn to use their mouth, tongue, and ears as they try to imitate the sight or sounds that the people around them are making. With all this the children try to communicate with their caregivers and the most common ways they communicate is through sounds and different gestures e.g., when an infant is angry, disappointed or uncomfortable some of them will cry emphatically and they will show it via different cries. When an infant likes an object or a person, they are with, they will tend to cling on them or the object and when the person tries to give them away they cling to them hardly or cry as they are given to the other person and when they are returned, they keep silent. An infant will also show they want something by stretching their arms out towards what they want (Figure 5.5).

Figure 5.5. A child reaching out to show that they are in need of something.

Source: Shutterstock.

After infants, there are toddlers, and the toddlers have begun using words to express what they feel and the ideas they want to give across and to seek information. These individuals have started speaking and connecting words to make simple sentences. At this stage, they are very curious of what is around them. They express themselves very audibly, on what they may like or may not like. Their curiosity makes them be friendly to everyone they know, and this leads them to ask a lot of explanation. Some individuals may find them irritating because of their too many questions. They tend to understand more of their environment hence a lot of their curiosity.

The young preschoolers are individuals that are ready or almost at the age of joining kindergartens, nursery, or early childhood education, depending on the country. These children have a wider vocabulary, and this is built from the people that surround these children. This simply means the child's first words are learnt from the people around them. The children will also learn from books they are given by their parents and from bedtime stories that parents read to them as they go to sleep (Williams, 2015). These children tend to tell make-believe stories, and they also talk of things that may not be present at the specific time, e.g., most girls will tell stories of princesses and to boys due to their fathers being their idols they tend to tell stories of machines and always running to the rescue of others. These children are now able to make complete sentences that make sense, and also their sentences have different parts (Figure 5.6).

Figure 5.6. Children vising a zoo. This creates curiosity and enable them ask question and discuss among each other.

Source: Animal time.

Shared conversations; talking with children. As part of their lives, children of all ages will enjoy talking with adults that make part of their lives. This will include their parents, caregivers, extended family members, and teachers. To most individuals that find themselves taking care of children they find that the most natural thing to do is to talk with the children that are around them. This mostly comes naturally, as most of them will not think about it but will find themselves doing it. When the children and the adults sit down and talk about their day, which might be when taking a snack or lunch, it helps to build the language skills of the individual through the different conversations that they are having. This helps the individual to understand how to express himself or herself when angry or happy.

The caregivers and teachers mostly communicate with children to build their communication skills and help in their oral development. This can be done through setting up interactions with other children, or it can also be done through providing an environment through which the child has many reasons to talk or the things that they see drives them to talk more. e.g., a teacher can take the children to a zoo in the locality or a trip to a close area in the school, the setting will give children an opportunity to see new animals and things they may not have seen in their lives. The zoo will make children very curious and with curiosity, they end up asking a lot of questions at the zoo to the workers.

When the children get back to school, they end up communicating among themselves, and sometimes they even include the teacher to clarify further and give more information on what they may have seen. With this, the children can then ask questions among themselves and for whatever they do not understand or cannot explain, they end up asking their caregiver or teacher. As the children are talking among themselves, they may end up quoting the people they have seen or heard, and they may even ask about words they might never have come across. The talking creates a debate and this enables the group of children to debate among themselves (Villarreal, 2013).

The adults that are involved in helping children develop their oral skills can do so by sharing their conversations with them. This can be done by shared storybook reading which can provide a good platform for children to have conversations. As the parent, guardian, or caregiver is narrating a story to the children, they can raise their hands when they come across a word they are not familiar with. The teacher can also read the story and as they are almost towards the end, he/she can ask the children what the conclusion

could be. This gives the children an opportunity to express themselves as well as become creative. When the children are interacting, this provides an understanding to help the child give meaning to different words, which is very crucial in the later stages in order for them to understand what they have been reading.

When children have a lot of practice with the important adults in their lives, it in turn helps them to build their speaking skills and also their listening skills. This mostly helps children hat have joined preschool or those that are about to join. This whole process of speaking with the children enables them to be able to ask questions using language, they can also be able to explain themselves or anything they want, ask for what they might need, they can also be able to express how they feel and this enables the child to build their language and understanding. The child will be able to learn to listen also while others are speaking, which is very important because they are able to capture what the other person is trying to pass across.

There are different ways that adults can use to talk with their children. This means that and the ways in which parents speak with and to their children is very important. It is important to note that while an adult is speaking to a child, there are things they have to consider; these include;

The children need to hear and used words or vocabulary that are rich and abstract.

The children should hear and there should be encouraged to use complete sentences. They should also be encouraged to know how to express themselves using words and to ask questions in case there is anything they do not understand. They can also learn to use words to answer questions about things and/or places that are not present at the particular time.

The adults can do this easily by thinking of the different ways in which they interact with their children. The important questions the adult caregivers have to understand is who does most of the talking to the child? Whose voice can be heard the most in the classroom? The caregiver needs to understand that the child should be able to speak almost half the time. This simply shows that there is a difference when the child is being spoken to, i.e., the caregiver is speaking and the child is listening as compared to when they are have having a conversation. This shows that when having a conversation, the child is given an opportunity to speak. There are ways that caregivers and other adults can express themselves and speak to a child.

Turn-taking, this is the best and riches way and it involves back and forth. This will involve the adult responding to the child based on the

statements, questions, and/or responses that have been given by the child. This will always involve the use of different types of sentences during the conversation, i.e., questions and statements, and this can also include the use of adjectives and adverbs which can modify the words the child used in their original statement which in turn expands the child's knowledge and understanding (Figure 5.7).

Figure 5.7. One-on-one with a child allows the child to repeat what the caregiver has said.

Source: ESL base.

One-on-one, this involves talking one on one with the child, and this gives the adult an opportunity to repeat what the adult has said, i.e., to say back, to add to what the adult has said, and the child can also revise what the child has said. This type of conversation gives the adult an opportunity to contextualize the conversation and be able to move the conversation according to the child's understanding.

Description, this will involve the adults and/or the caregivers introduce new vocabulary as well as encourage the children to deeply understand the use of new words in order for them to understand the meaning and be able to explain these words. This will also include describing what the child is doing as they are doing it. This will involve talking to the child as they are carrying out formal activities and also during informal activities such as outdoor playtime. For example, when a child and the caregiver are involved in making a mixture to be used for finger painting. The teacher is describing to the child as he/she is doing it. "Put the powder into the basin containing

water. I can see how the powder is turning the color of water. You stir the mixture with a stick for the water and the powder to mix well. Great job" (Van Keer & Verhaeghe, 2005).

The use of rich vocabulary and providing support to children is important for them to have a deep understanding of the meaning of different words. This can be done by giving many definitions of one word as well as giving examples using the words and connection of the words with different concepts that the children already know.

5.3. ROLE OF ORAL SKILLS FOR A CHILD

Talking and listening skills play a vital role, and thus the parents need to fully understand how to go about the same as explained above. The children are known to be able to develop in a number of areas, including physical, social, emotional, intellectual, language, verbal, and vocabulary skills.

Physical development. This is the most visible development that can be noticed by the parents of a child. Talking and listening tend to promote the development of a number of activities like the coordination of the ear and mouth. This shows that the children have the capacity to listen using their ears and talk with their mouths. Speech is a multimodal aspect and is normally produced using the mouth, the vocal tract, the hands and the entire body. The mouth and the vocal tracts are important in producing sounds, but the rest produce gestures that help individuals in understanding what is being done. The coordination of all these aspects is very important as it allows individuals to communicate well. It helps in cognitive-communication process. Speech is normally described as a set of movements that is made audible, unlike when using sounds. When the child is able to seek and respond to whatever he or she is being told, the parent is able to understand that the ear and vocal cords have been able to develop. Apart from using their speech, children are also encourage to also use their actions in communicating, which makes the process even easier (Figure 5.8).

Figure 5.8. Child communicating using both their words and actions. Children are normally encouraged to use both their words and action, which shows that there is a coordination in terms of their body language and speech.

Source: The early learning institute.

Social development is the other aspect. The family and friendship is an important aspect in the development of a child. In general, in one's life, they need these in order to be able to exist in this environment. Individuals have all sorts of families, and even though sometimes they may prove annoying, it only proves that they can be able to rely on them whenever need be. When children are involved n the act of talking of speaking, in their own way, they are trying to socialize with the ones they are communicating with. One may even ask how do children form friendship with each other yet they cannot communicate with each other very well. Interaction and listening to each other even when they cannot form words properly can help them socially thrive. In the process of communication, children tend to observe how others are communicating and adopt the same. This is why it is never good to speak of harmful or say bad language when a child is around. When children are observing adults, they tend to place close attention to the facial expression and the vocal sounds that are being produced. They do this because they can be able to match the words spoken and how they make people react. Taking for instance, when someone talks about something funny and the other person laughs, the child will be able to understand that whatever has been said is something to laugh about.

Empathy is a skill that enables a child to imagine how others can think or feel about particular aspects and what they need to do in order for others

to behave in a lovable manner. In most instances, when the children are young, one would easily recognize that children tend to fight so much with their closest friends that with other strangers. This is so because; they normally spend more time with their friends. This is a common phenomenon even for adults, especially when you stay with a person for long. It actually answers the question that most families do not understand. Before getting in a marriage, people are normally so in love that they cannot wait to get married. However, the situation changes once they are married where they cannot wait to get away from each other (Sidek & Hasimah, 2017). However, the fight between the children can sometimes act as an advantage as through the process, they can be able to learn how to solve problems, especially because they value the relationship with their friends. This helps the child have the capacity to settle disputes in their later days in life. In such situations, the parents are only asked to play a role in helping their children learn how to collaborate with others, cooperate, negotiate, and most important the importance of respect for others. This not any helps them in developing oral skills but also understand the words that need to be said and what need not be said (Figure 5.9).

Figure 5.9. Close friends having a fight. It may be because they spend more time with each other. It however does not last since they tend to value their relationships. This helps them in understanding the art of settling disputes.

Source: Raising Children Network.

Emotional development is another aspect that accrue due to the development of listening and speaking. In most cases, it is quite hard to find a child having a meltdown. They actually do not have tantrums and

meltdowns. This is normally brought about by the act of learning to listen and speak. These skills enable a child to learn self-control, self-awareness, and self-esteem. They however show strong feelings like happiness, fear, crying, anger, and excitement. With listening skills, the children are able to understand how to control their emotions and helps them in calming down and further helps them in communicating their emotions. In most cases, when a child has gone through a particular problem, they need someone to listen to them and tell them that it will be okay. Once they get this person, they are normally seen to calm down. In the process, they are able to become self-aware, as they are able to identify their emotions. With self-control, children have the capacity to be able to control their emotions and further manage their feelings. In addition, they help in the development of a child's behavior and further help in preventing any kind of confusion and stress. When children are involved in talking and listening activities, they are able to improve on their self-confidence as they try to speak out their feelings and emotions in a positive manner (Figure 5.10).

Figure 5.10. An emotional child listening and speaking help children learn how to control their emotions.

Source: First Five Years.

Listening and speaking play a role in the intellectual development of a child. Through the process, the children are able to learn cognitive development of the child's life. With oral skills, they can be able to learn mathematics, science, and technology, which are actually the sciences of life and in the process help in improving their creativity and imagination. Mathematics involves a number of skills such as being able to count, understanding shapes, sizes, value of money, measures, among other

aspects. With regards to science and technology, it involves talking about space, human body parts, color mixing, and plants, among other aspects. All these subjects help in the development of the child's intellectual imaginative minds. Taking for instance, when the child is playing around the house and only stepping on items and not on the floor because they are imagining that there is lava.

In learning how to listen and speak, children are able to their language and vocabulary skills. When children are involved in seeking and listening, they can develop their vocabulary and language. With talking and listening, the children are able to learn new words. The process helps them to develop grammar and their ability to read (Schmitt, 2018). When children are taught more than one language, it allows them to know how to communicate in many languages. In most instances, the first language that a child learns is the mother tongue. As they continue developing, the parent can decide to introduce them to new languages in order to enable them to communicate with other individuals when they go to school. Like in most African countries, there are numerous languages, and during development, the children are further taught on how to speak and understand a common national language to allow them to take part in the school activities. This further fosters their skills in literature. In the case where a child is not listening or talking, they normally lack literacy skills, which in turn hinder in their future academic life. Furthermore, it can also affect their social life.

However, there is a need to understand that in order to make the process efficient, we need to engage the children in their conversations.

5.4. THE NEED OF CHILDREN TALKING AND CONVERSATIONS TO ENGAGE THEM

Past studies have often revealed the importance of communications for any ongoing relationships between persons. In developing a relationship with children, learning to communicate effectively is paramount, as well as training them on expressing their thoughts and ideas verbally. There are some benefits assisted with regular communicating to your children such as it improves their verbal competency. This is gotten from the time to time absorbing of language from a tender age. In parental modeling the communication aspects to a young child would also include training your children on good structuring of sentences while speaking of writing. Children who are taught at an early stage on how to express themselves by use of language are likely to be in a better position to express themselves

in a classroom environment. They are additionally more likely to perform better at school due to the associated ability of grasping new knowledge effectively. Consequently, regularly communicating with your children enhances their emotional literacy. The children mind is able to deal with various emotional stresses such as anxiety, anger, and excitement among others that they may encounter in their day-to-day activities. Children who are unable to communicate or express their emotions verbally are at a high risk of getting mind problems and other sicknesses such as depression, according to previous studies. They may become frustrated and behave in certain ways that may not be an acceptable in dealing with their difficult situations (Figure 5.11).
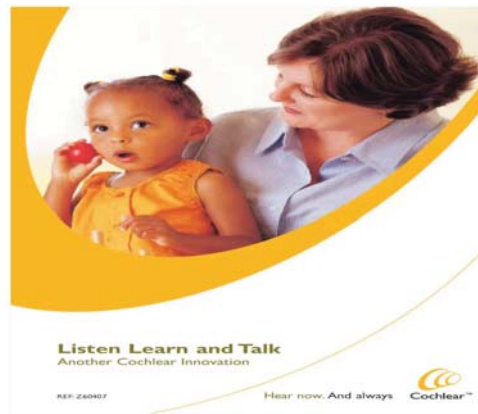

Figure 5.11. Listen learn and talk Milestone.

Source: scribd.com.

Developing communication with your child may help in providing a better understanding of your child's interests, dreams, hopes, and fears in his or her day-to-day life. This would help parents to bond expansively with their children by understanding their in-depth. This would give the children a sense of value by their parents or guidance who spare some time to understand their aspirations and challenges in life. Most parents practice them on the school run or around dinner or breakfast tables due to their business with other activities in their lives (Allen & Petersen, 2011). As much as the parents are providing for their daily bread to their children, missing proper communication to them may affect them severally in their later lives. Sparing sometime with your children would create to them a space to communicate and would feel a sense of belonging to their family

because they would feel that they are being heard. The children are thus at a low chance of getting inferiority complexes from their peers. It also enhances their confidence and their esteem in the classroom and life in general. Most of the time, communication has been passed to children in especially giving instructions or rules. Regular communicating with children may help the children to better comprehend the instructions he or she has been given both at home and at school. Although it may come out as overwhelming to children, communicating brief instructions may go a long way in making the children understand as they would be easily digestible. The children should be given direct, brief instructions at regular intervals to improve on their understanding abilities. The children should also be provided with an opportunity to query in case they did not understand the instruction or in case they would need further details on the instruction to be executed. They should also be encouraged to give feedback after executing the instruction so as they can develop a sense of responsibility towards their actions.

Communicating and listening to your children may give a parent or guardian an opportunity to keep track of his or her child's development process. As the children grow, their workload, competencies, and abilities would also change. They move through stages of advancements, as they become young adults. Parents who talk to their children through their targets in any activity, their classroom work, home projects as well as exam results would have a better idea of their children's progress in their development. This would additionally help them in identifying their behaviors with their fellow peers, teachers, themselves, and to the parents as well as to other members of the society. Their ability to communicate in a polite and courteous manner is important in the children development as they get to interact with society. The skills and abilities are to be inculcated in children from their young ages through regular practicing and constant communication to them so as to help them in establishing firm boundaries to their behaviors. This would give them a sense of responsibility to their verbal communication words as well as to their actions that may be translated as their behavior.

Albert Einstein encouraged parents and advise them that if they wanted their children to be intelligent, they were supposed to read them fairy tales. The more the fairy tales read to them, the more they would be intelligent in their day-to-day activities. Thus, how any caregiver allocate his or her time in communicating to the children as well as what he or she is communicating is essential. Past studies have encouraged that the time allocated by care givers in giving instructions on rules and seduces of certain activities to

children should be limited and more time allocated to making them engage in conversations that are interesting to them) (Sembiring et al., 2018). This would be essential to children as they learn on their interests as they grow. Caregivers would be essential in helping the children in expressing their ideas as well as realizing their goals. At home, parents who set up a learning environment are said to be encouraging their children in using complex and interesting vocabulary. This help them with identifying various concepts easily, which help them with comprehending the meanings of what they would be asked to study in the classroom set up. Children are many times seen to be interested in talking about themselves and their close family member's issues. About themselves, they may talk things like their new pair of shoes, their favorite color, their teacher or their parent. They would also like to engage in conversations on their favorite meals, how they do what they do, such as their position at the classroom level in their academic performance. Mainly they are things that they are familiar to their environment and that draw their attention, such as family activities and circumstances that revolve around their peers as they play with them and their surrounding neighbors (Figure 5.12).

Figure 5.12. Children involved in activities around the house. When children are familiar to an environment, which draws their attention, such as family activities, they can be able to resolve problems.

Source: Very well family.

Gradually children should be introduced to the skills and abilities of telling their own stories as they grow. They from time to time, try out new vocabularies, use their learnt language to organize their thinking, and express their dreams and imaginations in their day-to-day encounters. The parents or caregiver main role would be to encourage the child in building on his or her ideas as well as adding to him or her new words. The parent

may additionally aid in modeling sentences to their children, such as by posing questions or asking for details or elaborations on what the children are saying to them. For example, posing a question to a child after he or she has expressed an idea would sharpen her brain as he thinks of answers and would encourage him on acquiring new information thus new and wide knowledge. This kind of conversations with children improves their mental abilities and helps them in learning from their surroundings. Moreover, parents or guardians should introduce new and stimulating concepts that are associated with interacting with objects and people. Opportunities that are experienced by children, such as field trips, encourage children to talk about their encounters extendedly because their minds were stimulated by the experience they encountered. This helps them in remembering different concepts that happened in the field trips and thus improve on their memory retention as they developed. Their capacities and abilities to think abstractly are developed by their capabilities of talking about their past and future experience that may not be occurring there and then as they are holding the conversation.

Children learn effectively the art of communication when they are able to communicate with ease thus no pressure to do everything right. The environment in enhancing a child's ability to communicate should thus be encouraging and may let the child lead the conversation for the better understanding of the child. For example, the environment that a child encounters while playing with his or her peers improves his or her learning's abilities. The actives encounters by a child while playing provide the child with an opportunity to use the language learnt as well as new knowledge from their peers though songs, plays, show, and dramatic play. For example, children in the dramatic play areas that are pretending to be in the kitchen, they would find themselves specific vocabularies with each other, which would change to other vocabularies in a dramatic play where they are pretending to be in an office (Brevik, 2019).

Talking to children one on one or in a small group of two to five children have seemed effective in practicing extended conversations. The conversations are more enhanced when they go back and forth multiple times as each party engage in talking. The parent or guardian should build on what the children or children in case it is in a group set up by adding new words and new ideas as he or she keeps the conversation going. The caregiver should engage the children by asking questions that would encourage children to use language to express more abstract ideas. They should be given room to expound on the ideas by giving detailed information on their

thoughts and interests. They should be triggered to give an opinion on what they think would happen to their imaginations or dreams and as well as their perspective of what they expect to happen in the future of the circumstances of issues being discussed (Figure 5.13).

Figure 5.13. Reading and storytelling with children.

Source: raising children.net.au.

In modeling children languages, caregivers are more encouraged to use language that entails rich vocabulary, abstract words and concepts, as well as various grammatical structures. Children are at better position in learn a language as well as learning how to use a vocabulary better from listening as other people talk. They learn the different attitudes and tones that are expressed while talking. Engaging in reading with children is another opportunity for holding a conversation. This is best depicted when the adult and children have some time to engage in a discussion and children get to answer the questions that would result from a certain reading. This builds their oral language. Books that have many illustrations, including pictures or drawings, examples, and simple text, are at the upper hand in encouraging children to talk about the storylines and what is happening in the drawings. The examples creates a better understanding of the learners and their ability to retain it in memory is retained. Besides, books expose them to new ideas, new words and new worlds and experiences.

Children should be exposed to the different varieties of books as they developed so that they may learn effectively and continuously. The different types of books may entail fiction and non-fiction, poetry, stories, children's reference books such as dictionaries or encyclopedias, as well as information books that are most of the times single-topic. These help

children in exploring different features or characteristics found in different books. Book reading by children in the assistance of their parent or guardian help them in building their oral language and vocabulary as well as aids them in comprehending the associated meanings of the word they hear from other people and the ones they read (Brasseur et al., 2015). The children get to understand the art of language, such as in using the punctuation marks in different statements. Research suggests that shared reading between adults and children is powerful in building a child's oral language. The adult should from time to time check on the comprehension of the child to make sure they are on the same page. Shared reading with one to three children would help the children in developing new ideas and learn from their peers. They should be made to read stories more than once so that they would comprehend better and they would get a chance to build of the different themes in the books. The discussions of the themes in the books would prompt them to connect with their day-to-day activities in their real life.

Chapter 6

Communications Options

CONTENTS

6.1. INTRODUCTION

Communication is the total of all one person does when he wants to make another person comprehend. It involves an ongoing, systematic telling, listening, and understanding process. Communication can be described as the process by which two or more individuals share ideas and understanding. The word Communication represents the process of passing signals from one person to the next (facts, ideas, attitudes, and views), to be comprehended. The communications process is the transmission of information from one person to another through speech, signs or actions. It is a brief and definitive description that does not cover all aspects of communication. There are alternative definitions that suggest that information is transmitted from one party to another. The receiving party does not need a complete understanding of the message in this larger meaning. Of course, communication is best if both parties understand. Yet even without this component, it might still exist.

Communication is the process by which verbal and nonverbal messages are transmitted and received that produce a reply. When the recipient's reaction or response is achieved, communication will be considered effective, simply stated, as a two-way procedure for the exchange of ideas or information between humans. Communication can then be described as a way of exchanging ideas and understanding between two or more individuals. Communication, not apparent but unseen and concealed, is an understanding communication (Sargusingh-Terrance, 2008). The visible communication process takes on meaning from these secret and symbolic aspects ingrained in culture. Also, if not more importantly, communication is an individual process including behavior exchange. Two scientists emphasized that communication among individuals does not depend on technology, but on human and environmental variables.

This is a process that takes place in individuals. Every communication instance must have a message that passes from sender to recipient, regardless of the communication type or mechanism. The sender and recipient must have a number of signs, words, and signs in common in order for communications to be successful so that the message communicated may be comprehended. The ideal definition of communication is a two-way interaction between two parties to communicate and comprehend one other.

The exchange of information between parties is best transmitted when a debate is accessible so that the recipient can ask and receive replies to clarify the message.

Three general communications objectives exist at least:

- Self-presentation goals (whose we are and what we are seeking to be perceived).
- Relationship goals.
- Instrumental objectives (how we manipulate others, comply with others' requirements, manage interpersonal conflicts, use, and recognize strategies for interpersonal influence; (anchoring and contrast effects, reciprocity, commitment, liking, social proof, authority, and scarcity etc.).

It is a process an activity that connects sending and receiving messages over time and space, which is the essence of communication. Although human beings seem to be primarily engaged in the study of human communication, it is present in all living organisms. We might assume from this that communication is a fundamental, universal activity. Aristotle gave the science an adequate structure initially in his Rhetoric. He developed a simplified communication model with a sender, a receiver and a communication as its components. It constituted the nucleus behind the subsequent hypotheses. The concept of a channel to be chosen by the sender was added by Lasswell later. In the last 30% of the area of communication, the models employed in the beginning chapters of communication texts have changed substantially. This chapter discusses some of the key models used to explain the communications process (Sailors, 2008).

Each of the P-O-L-C manager functions is supported by communication. The capacity to communicate effectively is a fundamental prerequisite to plan, organize, lead, and control successfully. For organizations, communication is crucial. This is how we collaborate and accomplish objectives. In the Merriam-Webster dictionary, it is defined as "a process in which information is transmitted by means of a common symbol, sign or behavior system among people." We know that 50–90% of the time a manager spends talking and that communication is linked with the performance of a manager. In most of the working contexts, a discomfort caused by delays and interpersonal strife can interrupt workflow. And communication can be life and death in some workspaces, such as labor rooms and aircraft cockpits. How is the problem of misunderstanding in the workplace then prevalent? You may be startled to hear that the link between misunderstanding and unfavorable results is significant.

A new NASA study indicates that in approx. 70%–80% of aviation crashes during a 20-year span, poor interpersonal communication was

responsible. Poor communication can lead to legal proceedings as well. You may imagine, for example, that the results of their therapies alone are based on a complaint made against doctors. However, a 1997 study of malicious practice finds that the communication style of a doctor is the main factor on whether a doctor gets sued. Although the combination of poor results and patient disappointment can lead swiftly to dispute, a warm, personal communication leads to a greater level of pleasure for the patient, and the chances are less satisfied patients to sue (Figure 6.1).

Figure 6.1. Success on complicated missions at NASA depends on strong communication.

Source: Wikimedia Commons – Orion briefing model – public domain. https://courses.lumenlearning.com/principlesmanagement/chapter/12–2–understanding-communication/.

Poor communication costs money and waste time for leaders and organizations. One study revealed that 14% of every week is wasted on inadequate communication. Effective communication, by contrast, is an advantage both for businesses and people. An asset to job seekers, for example, is effective communication abilities. A recent study conducted by recruiters at 85 business schools has shown that communication and inter-personal abilities are the most crucial qualities that they have been seeking. Good communication can also help an enterprise maintain its star staff. Surveys show that employees are more satisfied with their employers when they consider that their organization works well to keep them aware

of issues that impact them and that they have easy access to information that they need to fulfill their duties.

6.2. THE COMMUNICATION PROCESS

Figure 6.2. Lee Iacocca, past president and CEO of Chrysler until his retirement in 1992.

Source: https://open.lib.umn.edu/principlesmanagement/chapter/12–3–understanding-communication/.

Three key roles within an organization are fulfilled:

•   Information transmission.

•   Efforts to coordinate.

•   Share sentiments and emotions.

All these functions are important for a successful organization. For the functioning of an organization, information transfer is crucial. Coordination inside the organization helps everyone attain the same goals. Emotions and feelings are communicating and uniting teams in moments of celebration, sadness. Effective communication assists people in understanding issues, building relationships with colleagues and achieving consensus (Block & Lacina, 2014). So, how can we properly communicate? The first step is to comprehend the process of communication. We all share data numerous times a day, by phone, e-mail, printed word, and, naturally, in person, with others. Take a moment to learn how regular communication operates using a communication process model as a guide (Figure 6.2).
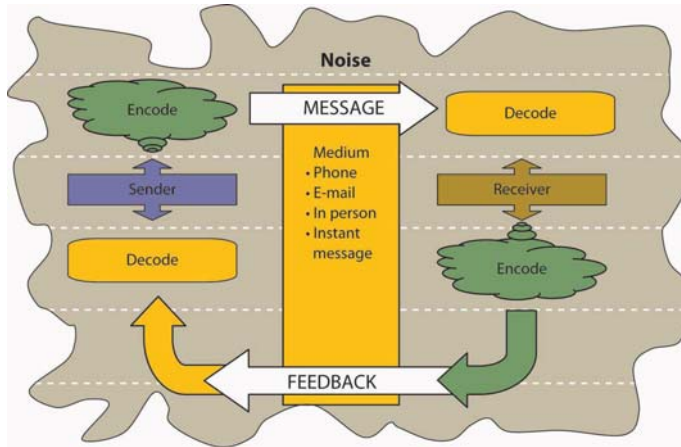
Figure 6.3. The process model of communication.

Source: https://thebusinesscommunication.com/what-is-communication-mod-el-functions-of-communication-model/.

The message is originated with thinking by a sender like a boss, coworker or customer. For instance, the supervisor could think: "Get more cartridges for the printer toner!" The sender encodes the message, conveying the concept in words. The boss may emphasize this by saying, "We must command additional toner cartridges from the printer, you guys." Speaking words, written words or signs might be a medium of the encoded message. The individual receiving the message is the recipient. By giving meaning to the words, the receiver decodes the message (Figure 6.3).

Our recipient, Bill, has a to-do list for one mile in this scenario. The receiver thinks, "The employer has to know how much job I have." "Can you order a few printer-taker-pads, in addition to all I requested you to do this week? If you can find the time, is Bill's mind translated by his boss' message?" The significance assigned by the receiver may not be that the sender intended due to circumstances such as noise. Noise is whatsoever distorting or interfering with the transformation of the message. In the environment, noise (for example, distractions) might be external or inside the recipient. The recipient can, for example, be extremely worried and cannot take the message into account. Noise might happen even within the transmitter. It cannot take time or the words it selects can be imprecise and susceptible to misinterpretation (Rueda et al., 2008). These miscommunications occur every day at work. We saw that there was a misunderstanding on the job site. But how does an error occur? The communication method helps to think.

The arrow series that show the journey from the sender to the recipient and back can often fail. Three fundamental methods of communication can be classified:

- Verbal communication in which a person is hard to understand the message of a person.

- Written communication in which the meaning of your communication is read.

- Non-verbal communication with a person and meaning inferior to that of a person. Each has its own perks, drawbacks, and even crashes.

6.3. VERBAL COMMUNICATION

Verbal communications occur on the phone or in-person in business. The message's medium is oral. Let's go back to the example of our printer cartridge. In this case, this message is sent to the receiver (an officer called Bill) by telephone from the sender (the manager). We've seen how Bill ('we need to buy additional printer toner cartridges') request by the manager can be overlooked. Let us now examine how successfully the same message can go from the sender to the receiver (Figure 6.4).

Figure 6.4. The power of nonverbal communication.

Source: https://www.youtube.com/watch?v=fLaslONQAKM.

6.3.1. Storytelling

The history has demonstrated that this is an effective way for verbal communication; by helping to build shared meanings for members in the organization, it plays an important organizational purpose. Stories can help to understand key values and show how things happen in an organization,

and the frequency, strength, and tone of stories are associated with greater organizational commitment. The quality of the stories that entrepreneurs tell is linked to their ability to obtain their companies' finance. History can be used to strengthen and sustain the culture of an organization that is part of the organizational function P-O-L-C.

6.3.2. Crucial Conversations

Although the procedure is the same, communication in high-level areas needs more organization, thinking, and competence than conventional day-to-day job exchanges. Examples of high-level occurrences include requesting venture capitalists to increase or submit a business plan. Besides these occasions, we also often have important talks in our work lives, where not only the stakes are great but where viewpoints differ and emotions are intense (Rogde et al., 2019). One of Communication Experts' most frequent recommendations is to work on "and" rather than "but" as you speak under certain conditions. Furthermore, know your style of communication and flexibility of practice; communication styles might be the most inflexible in stressful situations.
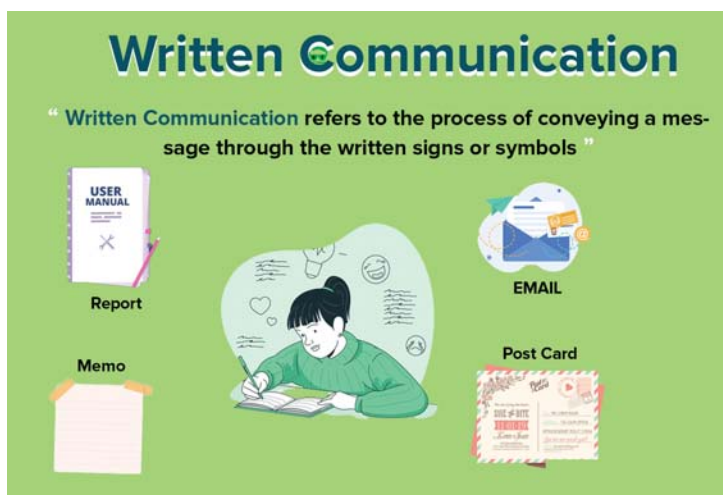
6.3.3. Written Communication

Figure 6.5. What is written communication? Advantages & disadvantages.

Source: https://www.geektonight.com/written-communication/.

Written business messages are printed messages, as opposed to spoken communication. For example, letters, training manuals, operating rules and memoranda, proposals, e-mails. They can be printed, manuscript or on the screen. A verbal communication is usually carried out in real-time. By contrast, a long period of time can be used to establish written communication. Communication in writing is typically asynchronous (occurring at different times). This is, as opposed to a discussion which occurs in real-time, the sender can type a message that the recipient can read. Many people can also read a written communication (such as all employees in a department or all customers). In contrast to a one-to-one spoken interaction, it is "one-to-many." There are, of course, exceptions: a voicemail is an asynchronous oral message. Conference calls and lectures are one-to-many spoken communication while there may be only one or several recipients of e-mails (Figure 6.5).
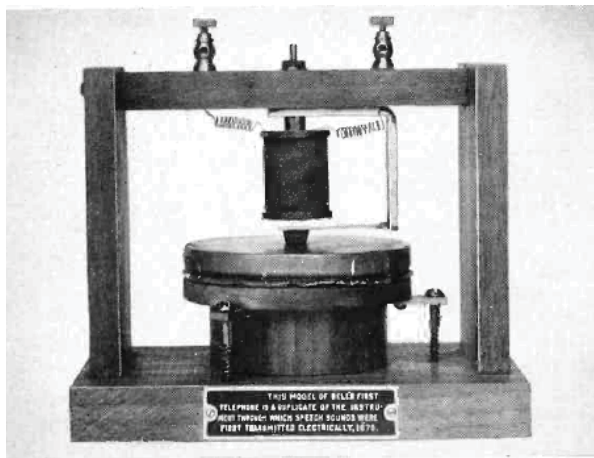

Figure 6.6. Communication mediums have come a long way since Alexander Graham Bell's original telephone.

Source: https://www.coursehero.com/file/p7bvsb0/Figure-1214-Communication-mediums-have-come-a-long-way-since-Alexander-Graham/ Wikimedia Commons – First Bell telephone 1875 – public domain.

Most jobs include writing to a certain degree. 67% of paid staff in large American corporations and state personnel has some written responsibilities, according to the National Writing Commission. Half of the respondent companies said they took account of writing in employing professionals, and 91% always take care of writing when recruiting (for any position, not

just professional-level ones). Fortunately, you can learn to clearly write. Some advice on how to write well here (Reitsma, 2020). With this thought "Don't use two words when you do," Thomas Jefferson summarized the rules of writing correctly. One of business's oldest fallacies is that it makes us sound more important by writing more; yet, the opposite is true. Leaders who simply and plainly can communicate present a more powerful picture than those who write a lot, but say little (Figure 6.6).

6.4. NON-VERBAL COMMUNICATION

What you say is an essential aspect of any message. But it can be far more crucial what you don't say. Research also indicates that 55% of personal communication originates from non-verbal symptoms such as facial expressions, body position and voice tone. Only 7% of a message's understanding by the receiver is based on the actual words of the sender; 38% on Para lingual languages (tone, pace, volume) and 55% on nonverbal signals (body language). Research demonstrates that nonverbal information can also affect the availability of a job. Judges examining videotapes of genuine applicants were able to evaluate with the sound turned off the social competencies of job applicants. Their rates of gesture, time, and dress formality were monitored to identify which candidates were socially most successful in the job (Figure 6.7).
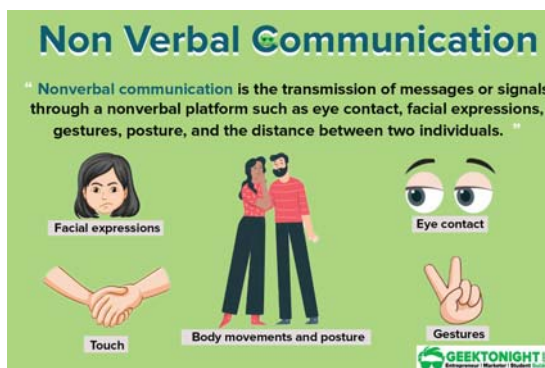

Figure 6.7. What is non verbal communication? Non-verbal communication is the sending or receiving of wordless messages. We can say that communication other than oral and written, as gesture, body language, posture, tone of voice or facial expressions, is called non-verbal communication.

Source: https://www.geektonight.com/types-of-nonverbal-communication/.

It is therefore necessary to take into account the way we appear and what we say in business. Our faces muscles transmit our feelings. Without uttering a word, we might send a silent message. Changing the expression of the face might change our emotions. For instance, if you concentrate on feeling confident before an interview, your face transmits that trust to an interviewer. A grin can lessen the body's stress levels (even if we feel anxious).

We need the words we try to express in order to be effective communicators to coordinate our body language, look, and sound. Research reveals that men who lie tend to blink weight and shrug more often. Tone is also a component of nonverbal communication. Another tone may modify a message's perceived meaning and show how well, in verbal or written communication, which could be accurate. We would be surprised, but the emphasis shows us how much information the tone gives us. We just read these words without adding emphasis. Now you can see how changing your voice's tone might trigger a misunderstanding or discourage it here (Reed & Vaughn, 2012).

Do not say that!

Table 6.1. Changing Your Tone Can Dramatically Change Your Meaning

Phrase of the context	**Meaning in reality**
I did not tell John you were late.	Someone else told John you were late.
I did **not** tell John you were late.	This did not happen.
I did not **tell** John you were late.	I may have implied it.
I did not tell **John** you were late.	But maybe I told Sharon and José.
I did not tell John **you** were late.	I was talking about someone else.
I did not tell John you **were** late.	I told him you still are late.
I did not tell John you were **late**.	I told him you were attending another meeting.

Source: Based on ideas in Kiel, M. (1993, October). When "no" means "yes." *Marketing*, 7–9.

Just imagine that you are a consumer who wants to create your new bank account as an example of the value of nonverbal communication. The bank official is clothed carefully at one bank. When she talks, she stares at you in the eye. Its tone is nice. She sounds professional, although her statements are easy to understand. "Thank you for thinking about the east coast bank.
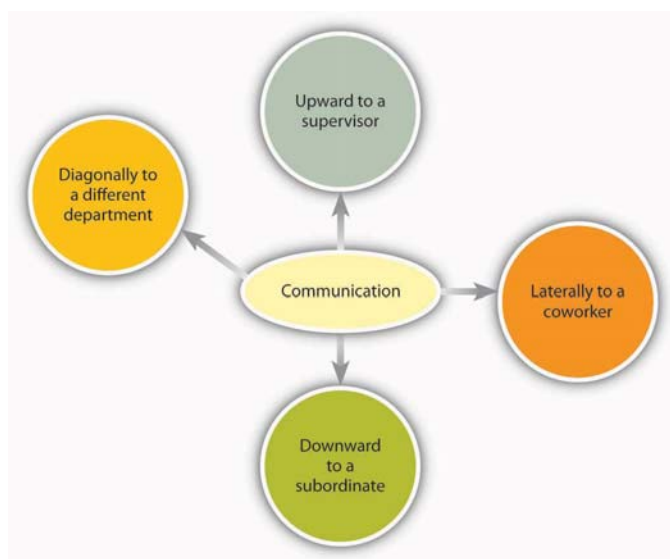
Figure 6.8. Types of communication channels.

Source: https://opentext.wsu.edu/organizational-behavior/chapter/8–4-differ-ent-types-of-communication-and-channels/.

We are pleased to see how we can work together to help your business flourish," she says with a cheerful smile. We like this opportunity to explore. The tie of the bank officer is stained on the second bank. He glances down at his desk above your head while talking. He moves into his seat and his hands fidget. His comments state, "Thank you for the West Coast Bank. We like to explore methods in which we might cooperate with you to help your business flourish," yet he mumbles, and his voice does not communicate any passion or warmth.

What option are you going to choose?

The body language of the speaker must be consistent with his speech. If words and language of the sender do not coincide – for example, if the sender grins while presenting a sad story – the discrepancy of verbal and nonverbal indicators might actively induce a receiver to detect the sender. Here are some examples of nonverbal information that might support or distract from the message of a transmitter (Rose, 2017).

6.4.1. Body Language

A basic rule of thumb is clarity, straightforwardness, and friendliness, the key to successful communication is authenticity. A strong handshake is a terrific method to build confidence and a warm, dry palm. A weak, clamorous handshake shows a lack of confidence. The lip of gnawing transmits insecurity. A direct smile transmits trust.

6.4.2. Eye Contact

The style and duration of the visual contact in business is deemed suitable to differ widely throughout cultures. In the USA, staring at someone (about for a second) is seen as a display of confidence.

6.4.3. Facial Expressions

Thousands of diverse expressions may be produced in the human face. These expressions have been deciphered as hundreds of emotional states by professionals. Our faces provide the outer world with fundamental information. Happiness has an uplifted mouth and eyes somewhat shut; terror with a wide mouth and a wide-eyed look. A lack of confidence can be seen in the flitting (the shifty) eyes and the pursed lips. In communication, the effect of facial expressions is immediate. It can be recorded by our brains as a sensation about the character of someone.

6.4.4. Posture

Another effective silent messenger who communicates curiosity, detachment or lack of professionalism is our bodily position relative to a chair or someone else. Right up, straight up back (but not inflexible) means upright. In examination scenarios, experts advise that they reflect the inclination for an examiner to lean and sit in her seat. The careful repeat of the position of the other person shows that we listen.

6.4.5. Touch

The significance of a simple touch changes from person, sex, and culture. In Mexico, males might be caught on one's arm by another guy when doing business. It's considered disrespectful to draw away. In Indonesia, it is considered exceedingly offensive to touch or contact somebody with your foot. According to a business etiquette writer in Far East, "a lady who shakes the man's hand is thought to be disrespectful." Americans value a solid

handshake, as we have noticed. But handshaking can become unnecessarily violent, both domestically and overseas, as a competitive sport (Phillips et al., 2007).

6.4.6. Space

The term proxemics has been coined by anthropologist Edward T. Hall, who describes how far people get from one another. The gaps between cultures differ. The following chart outlines the fundamental proxemics of daily living and its significance (Figure 6.8).
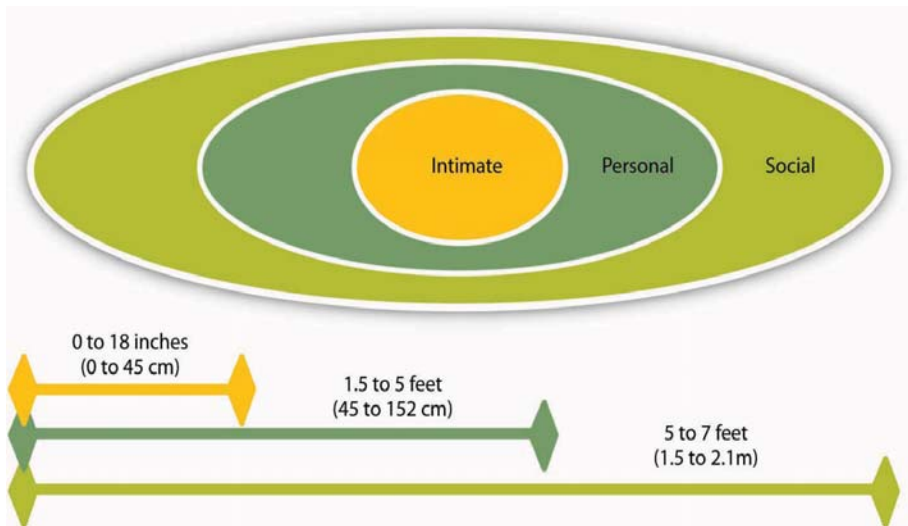

Figure 6.8. Interpersonal distances.

Source: https://opentext.wsu.edu/organizational-behavior/chapter/8–4-different-types-of-communication-and-channels/.

Too distant from a colleague (for instance, the distance between the public and a public spokesperson above seven feet) or a colleague (the intimate distance from the colleague) might hinder successful word communication.

6.5. TYPES OF COMMUNICATION

Intra-personal Communication: The type of communication that happens within ourselves is intra-personal communication. It includes thinking, feeling, and the way we look. Since intra-personal communication is centralized in the self, you are the only recipient. Your thoughts and

feelings make up your message. Your brain is the conduit that processes what you feel and think. Feedback exists in the sense that you speak to yourself or dismiss and replace certain thoughts with others. Although in intra-personal communication you do not communicate directly with others, the individuals and the experiences that you have had decide how you are talking to yourself. You probably look at yourself in a favorable light, for example, if you've had a nice day.

You may be more focused on your melancholy and anger, if a teacher has been disappointed with your work or if you have been fighting with a friend. Without being influenced by relationships with other people, you can never look at yourself.

Interpersonal Communication: When we normally converse alone in an informal, unstructured location, interpersonal communication occurs. Such communication usually takes place between two persons, although more than two people may be involved. All parts of the communication process are used by interpersonal communication. For instance, each person offers background and experience to the topic in a conversation between friends. Everyone works as a sender-receiver after the chat. They have both verbal and non-verbal signals in their message. Vision and hearing are the mediums they use often (Pearson, 2014). As there are between two (or a few) people in the interpersonal conversation, it provides the most feedback possibilities. Psychological noise is probably small, as each individual can tell whether the other is distracted. Too many opportunities for everyone involved in this dialogue to see that the message is appropriately interpreted. In relaxed and comfortable circumstances, interpersonal conversation frequently takes place.

Small-Group Communication: Communications with a small number of persons occurs when a problem needs to be resolved. The group should be sufficiently small to allow each member of the group to interact with all the other members. Since small groups consist of numerous recipients, the communication process is more complex than in interpersonal communication. There are higher chances of miscommunication due to the many people sending messages. Messages may also be a lot more structured in small groups using the same routes as interpersonal communication and feedback is also available. Given its problematic nature, small groups frequently gather in a more formal environment than persons who participate in interpersonal contact (Figure 6.9).

Figure 6.9. A group leader may be formally designated by someone inside or outside the group or may emerge naturally during early group meetings.

Source: https://2012books.lardbucket.org/books/a-primer-on-communication-studies/s13-small-group-communication.html.

Public Communication: The transmitter (speaker) will transmit a message to an audience in public communication. Normally the speaker provides a highly structured message using the same channels as interpersonal communication and small groups. But channels are far more accentuated in public communication than in intimate communication. The voice is stronger, and the motions expand because there is a larger audience. Additional visual channels, such presentations, flip charts, etc., could also be used. The chance of verbal feedback is generally limited in public communication. At the end of the speech, the audience members may have the opportunity to put questions, but they are usually unable to speak with the speaker. They can, however, transmit nonverbal comments. You may interrupt the speech with applause if you like what the speaker says. You can interrupt your speech with applause if you like what the speaker says. If you don't like it, you can just stop paying attention. The environment is formal in most public communication.

Non-verbal communication, another approach*:* This type of communication involves actions, facial manifestations, arts motions, etc., making our communication more efficient (Figure 6.10).
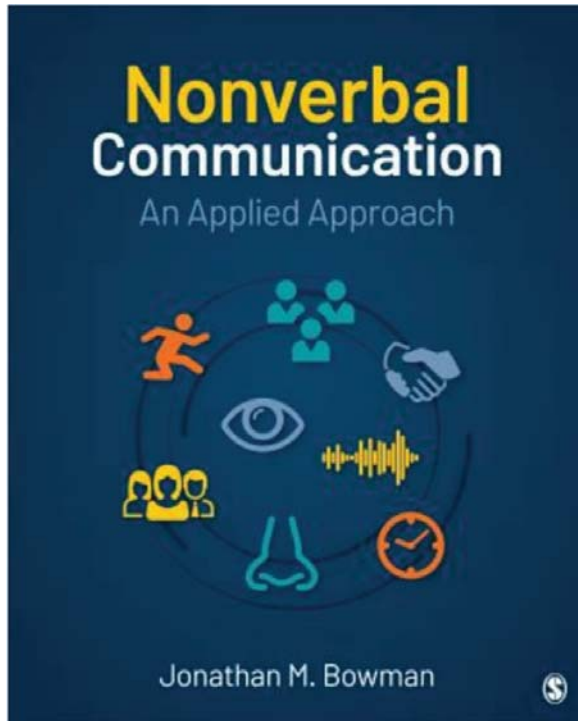
Figure 6.10. Nonverbal communication.

Source: https://us.sagepub.com/en-us/nam/nonverbal-communication/book261802.

Actions: A direct way of communication, which typically talks louder than words but uses words in the repertoire and every object or technology in the environment as well as any imaginable bodily moves, is activity. Communication of consequences requires action. Moreover, action is sometimes a type of deliberate communication, the action reaches the societal objective, like when an assassin is performed to transmit the penalty of a certain crime. Far from any action people who were taught its meaning can be discreetly understood. Action, in particular when communicators and audiences come from various cultures, is often hard to comprehend.

Appearance: It's a good idea to look your best on days when you give a speech. You don't just look fantastic, but you've also got a positive impression from the audience. Looking at your best isn't usually your best clothes. You'll clearly stick out a little two, if you wear a suit, like he and all the other people wear Shirts and denim. Looking your finest requires

wearing the top of each other's line. There are purposeful changes in the look of the human body to communicate information. The communicator is the person on whose body changes take place (Ortlieb & Norris, 2012). Each part, such as an arm, the eye, the fingers, the reproductive organs, feet, nose, one or more teeth, and a tongue may permanently influence the appearance of the human body. Another approach of changing the body is to focus just on the hair: coat, rasp (including heard and mustache). The manner the hair is done can allow married and unmarried ladies to be differentiated. The employment of jewelry and emblems can bring another modification in the human body.

Use of Objects: Tangible objects outside of built structures for human protection, tools, as well as decorations and insignia are also extending sources of media There is a narrow and virtually imperceptible line between items considering themselves and previously considered objects. For a construction used as a residence differs from a structure used as a tomb, from a hedge to a ceremonial batons, and from a ribbon on the breast to a flag on the pole.

Para language: Paralalinguism, as opposed to kinesic behavior, is related to the sound we hear in the body. Paralanguage is about the way things are stated, not what they are saying. We are all sensitive to the indications that others make through their speech. Consider two main paralanguage types.

Voice Qualities: Tone altitude, volume (lightness), speed, and quality are the four main characteristics or qualities for voices (the sound of the voice). Each one complements, supplements, or contradicts the words employed, alone or in conjunction with one or more others. People talk loudly when they want to be heard from a distance, but also when they are angry and softer when they are loving, some talk louder. There are changes of volume that people tend to raise and decrease their pitch. You can also increase the pitch when you are frightened or if you try to be vigorous at a lower pitch. People can convert more quickly if they're excited, scared, or anxious; if they're unsure or wish to accentuate a point, they will speak slower.

Vocal Interferences (vocalization): Sounds which disrupts or interfere with fluent speech, which cause attention and, sometimes, the complete disruption of communication are called vocal interferences. Heavy speech interruptions are undesirable habits of speech which we have developed through time. The most prevalent interference is the 'uh's,' 'er' and 'good's,' which penetrate our speech and this almost universal 'you know' interruptor

of thinking. Vocal interference is sometimes hard to remove from our talk, but it can be lessened by means of a consciousness and practice program. Vocal interference is often due to a fear of instantaneous silence (Ness, 2006).

Touch*:* Touch is frequently seen as the most basic form of communication and as such a key part of self-presentation. There are those who pull, pinch, hang, grip, hug, and tickle their hands. Usually for a number of reasons, from impersonal to arbitrary to very intimate and purposed, we use these and other touching behaviors. We shake hands to be social and kind and hug a person for encouragement on the back.

Communication Channels: The channel or media used to transmit information influences the accuracy of the message. Various strengths and limitations are in verbal, written, and nonverbal communication. In business, it can be a powerful decision to communicate verbally or in writing. Furthermore, a wise manager is aware of nonverbal cues transmitted by each sort of communication; only 7% of verbal communications come from the words themselves, as indicated before.

Information Richness*:* In terms of information wealth, the channels vary. More nonverbal information is transmitted by information-rich routes. As you may anticipate, verbal communications are richer than written given our preceding examination of verbal and written communications. Studies suggest that competent managers prefer to employ more communication channels with information than managers with less information. The following graphic highlights the wealth of knowledge available in various mediums.

6.6. INFORMATION RICHNESS

Video conversation has a high level of information, just as face-to-face or cellphone talk, as receivers and senders can see or hear more than the words they can see or hear their own voice. Handheld appliances, blogs, and letters and memoranda offer a wealth of intermediate routes because they are transmitting text and graphics (Figure 6.11).

The less wealth of the format, frequently inflexible and uniform, is expressed in formal writing, such as legal papers and tabletops, such as the budget of the Division. The nuance is thereby lost. The option to communicate verbally or in writing can be strong in business. In addition, an intelligent manager understands the nonverbal messages transmitted by both types of communication, as previously indicated, only 7% of oral

communication is derived from words. Ask yourself: Do I want to transmit facts or feelings if I want to communicate in writing and orally? The better way to convey feelings is by verbal conversation. Written messages transmit data more effectively.

Information Channel	Information Richness
Face-to-face conversation	High
Videoconferencing	High
Telephone conversation	High
E-mails	Medium
Handheld devices	Medium
Blogs	Medium
Written letters and memos	Medium
Formal written documents	Low
Spreadsheets	Low

Figure 6.11. Communication behavior.

Source: Adapted from information in Daft, R. L., & Lange, R. H. (1984). Information richness: A new approach to managerial behavior and organizational design. In B. Stew & L. Cummings (Eds.), Research in organizational behavior (Vol. 6, pp. 191–233). Greenwich, CT: JAI Press; and Engel, R. H., & Daft, D. L. (1988). The selection of communication media as an executive skill. Academy of Management Executive, 11, 225–232.

Imagine a manager speaking to a team of 20 staffs. The manager talks at a regular rate. The staff appears to be interested. But how much information is passed on? The speaker doesn't think that much! Much faster than they talk, people listen. At a speed of around 125 words a minute, the average speaker is speaking. And the speed sounds good for the crowd (Chan, 2015). In fact, it might sound strange anything quicker than that. In order to put that quantity in perspective, someone who talks excitedly talks roughly 150 words per minute.) On the premise of this figure, we may assume that employees have time to take in every word spoken by the boss. And that is the problem. This is the problem. The average audience speaks between 400–500 words

per minute. There is ample time for the audience to listen. As a result, each of the processes much their own ideas on entirely distinct topics, while the supervisor talks. As this example shows, oral communication is a faulty medium intrinsically for the transmission of particular facts. The minds of listeners walk! Actually, it's nothing personal, it's absolutely physical. In industry we may make smarter communications choices on the basis of information we wish to provide once we comprehend this truth.

The key to good communication is to align the medium to the communication objective. For example, if the sender is interested in recording the material, has less hurry to react, is physically distant and needs little feedback from the recipient, or the messages are complex and might take some time to digest, print media could be a preferable choice. Nevertheless, oral communication seems to be more useful when the sender conveys a sensitive or emotional topic, requires instant response doesn't need a constant record of the conversation. To decide when to employ written and verbal communication, please use the guidance given (Figure 6.12).

Use Written Communication When:	Use Verbal Communication When:
conveying facts	conveying emotion and feelings
the message needs to become part of a permanent file	the message does not need to be permanent
there is little time urgency	there is time urgency
you do not need immediate feedback	you need immediate feedback
the ideas are complicated	the ideas are simple or can be made simple with explanations

Figure 6.12. Guide for When to Use Written Versus Verbal Communication.

Source: https://courses.lumenlearning.com/suny-orgbehavior/chapter/8-4-dif-ferent-types-of-communication-and-channels/

6.7. BUSINESS USE OF E-MAIL: COMMUNICATION OPTIONS

The evolution of the electronic platform has been remarkable, but the management of information and a growing pace of doing business have also presented obstacles. In the United States, more than 100 million persons

frequently use e-mail (at least once a day). Worldwide Internet users send about 60 billion e-mails each day, many of them spam or scam. This makes e-mail the world's second most popular media, second only to voice. A 2005 research projected that fewer than 1% of all recorded human communications had even reached paper—and that number has decreased further after that date. Industries like Intel have not even established an "e-mail Friday" in order to prevent misuse of e-mails where all communication takes place on the other channels. It is valuable to know to be more productive in your e-mails (Moore, 2016) (Figure 6.13).
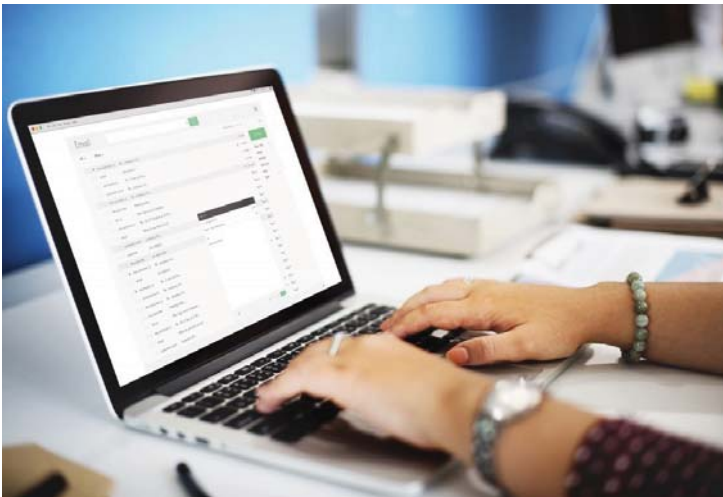
Figure 6.13. The Importance of E-mail in Business Communication.

Source: Adapted from information in Leland, K., & Bailey, K. (2000). Customer service for dummies. New York: Wiley; Information Technology Services (1997). Top 10 e-mails do's and top ten e-mail don'ts. Retrieved July 1, 2008, from the University of Illinois at Chicago Medical Center Web site: http://www.uic.edu/hsc/uicmc/its/customers/email-tips.htm; Kawasaki, G. (2006, February 3). The effective e-mailed—Retrieved July 1, 2008, from How to Change the World Website: http://blog.guykawasaki.com/2006/02/the_effective_e.html.

The importance of e-mail in business communication cannot be underestimated. Not only does e-mail enable immediate response, but it also ensures we keep track of all outgoing and incoming communication. E-mail is also cost-effective and provides invaluable marketing opportunities. Yet, it is not the same to use a standard free e-mail service, like Gmail, as it is to have a professional e-mail that maintains brand alignment and serves as a

calling card when targeting potential new clients. An essential criterion when sharing emotional information, although sometimes neglected, is that the lack of wealth of e-mail maybe your loss. E-mail is a medium-rich channel, as we see in the figure above. It can instantly transmit facts. But emotional faults are much less desirable than oral communication by e-mail – 55% of nonverbal messages are missing that make a dialogue understandable to a listener. In a recent study, researchers notice that e-mail recipients do not take up the irony and other nuances of writing as much as the author thinks they will.

The transmitter may believe that these emotional meanings are included in her message. But those indicators are not there with words alone. This divide between e-mail's shape and content prompted the growth of emoticons—symbols offering hints about every message's emotional aspect. Nonetheless, in general, symbols in business communication are not regarded to be respectable (Morley, 2001).

If your message involves unwanted information, you may feel uneasy to pass a loaded emotional message orally.

6.8. DIRECTION OF COMMUNICATION WITHIN ORGANIZATIONS

This might be quicker to writing this to your team that no reward will occur this week than to convey the terrible news facial; this does not indicate that e-mails can be delivered effectively or appropriately. The transmitter should employ verbal communication if the message is emotive. In fact, the emotionally charged communications are more psychologically reliable when the channel is chosen and how it is presented (Figure 6.14).

Of course, these pointers have a potential to walk awry. "The dilution of data as it goes through hierarchy and horizontally across divisions in large organizations might impede the efforts to concentrate on shared objectives," as Mihaly Csikszentmihalyi, author of best-selling books such as Flow highlighted. Managers must take this into consideration while deciding on organizational design in the organizational capacity.

The sender's organizational status can alter the recipient's attention to the communication. Consider, for instance: A manager sends a note to a supervisor of the production.
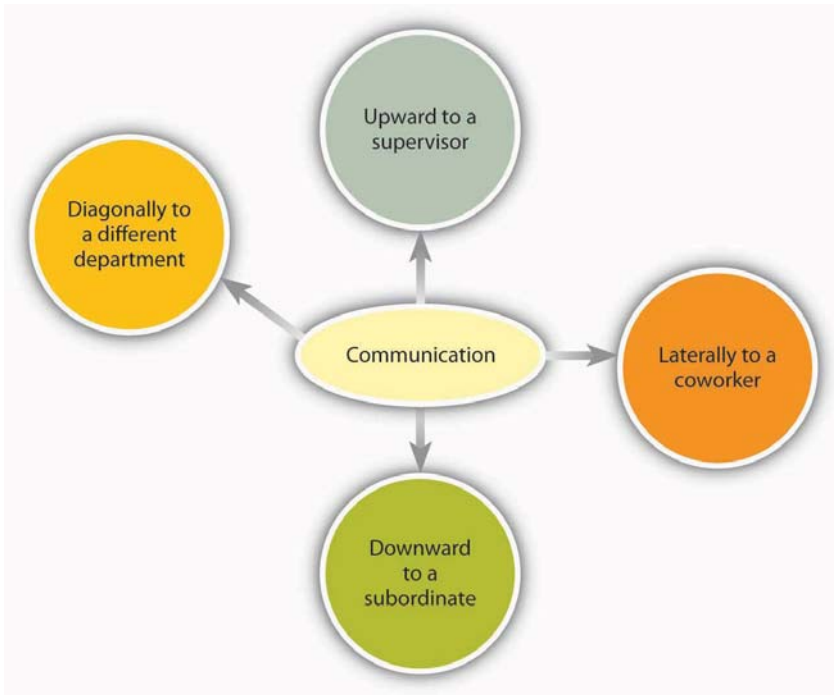
Figure 6.14. Communication flows in many different directions within an organization.

Source: https://2012books.lardbucket.org/books/management-principles-v1.0/s16–04-communication-channels.html.

The director is likely to pay special attention to the message, as he has lower rank inside the organization. The identical information, therefore, may not be transmitted in the reverse direction. An executive manager's judgment of priorities and emergencies would filter the message.

Applications are only one type of corporate communication. Additional communications may seek, give, or share information both verbally and in writing. Research reveals that frequent communication with the supervisor is linked to improved work performance and overall corporate performance Research also demonstrates that side conversation between peers might have an impact on significant results, such as turnover (Figure 6.15).
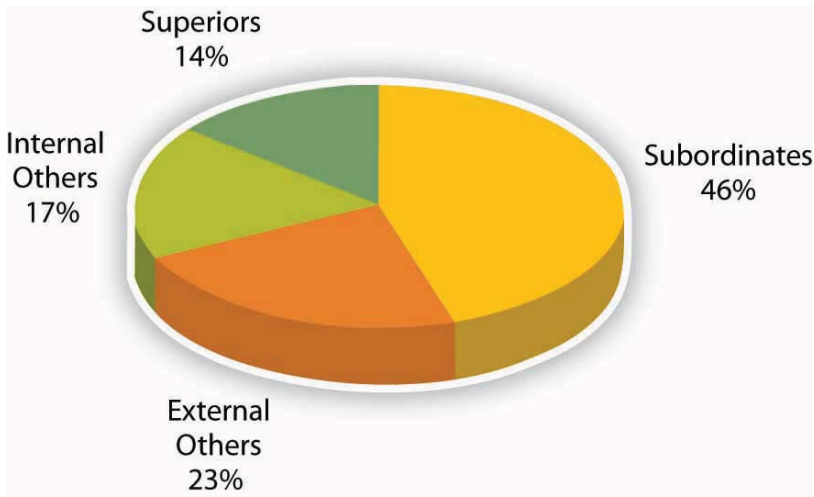
Figure 6.15. Who Managers Spend Time Communicating with at Work.

Adapted from information in Lufthansa, F., & Larsen, J. K. (1986). How managers really communicate.

Source: https://granite.pressbooks.pub/principlesmanagement/chapter/12–6-communication-channels.

6.8.1. External Communications

External communications provide those outside a company with specialized business messages. You might announce employee change or strategy, income, and more. A special message that the receiver can communicate and communicate with others will be the objective of an external communication. Exemplary examples of external communications include:

6.8.2. Releases of the Press

External communication on the goods, services, or operations of a client is created by public relations specialists for specified recipients. It is anticipated that these recipients will share the message with others. When the message is delivered, it should look free of the sender and create the appearance of a customer choice independently formed, public opinion and so on.

Press releases attempt to communicate an actual or produced newsworthy message. It may be built as a news item asking editors or reporters to partially

or entirely replicate the message with or without recognition of the identity of the Sender. Public relations strategies develop messages throughout time, in addition to media communications, including competitions, special events, and trade exhibits and media interviews.

6.8.3. Ads

Advertising sets external company messages to target recipient's via media purchases. A media purchase is a fee paid by an advertiser in on-air, on-site or for a publishing ad to a TV network, website or magazine. The price is determined by the value the public receives that looks, reads, or visits the place where the ad is shown.

In recent years, recipients have started filtering the messages of advertisers, an event regarded as a result of the vast volume of advertising the average person encounters every day and the increasing consumer warning of paid messages. Advertisers, on the other hand, aim to offer alternate forms of publicity that receivers will not filter. The Advertisement is an illustration of an external communication combining a paper's presentation with an ad's concentrated message. The placement of products in videos, films, and games is another way that advertisers can access recipients with commercial messages (McIntire, 2015).

6.8.4. Websites

External communication on a web page can integrate public relations, advertising, and editorial content aspects to reach recipients on many levels and in several ways. Banner advertisements, blogs, and click-through areas sponsored by advertisers are only a few of the aspects which allow a company to communicate an online message to its recipients. The apparent flexibility of online communication can give an external communication with less formal (and thus more trustworthy) quality. The message transmitted in a daily post on the blog, for instance in an annual report, will reach a recipient otherwise. Forums are increasing in popularity and power, 11% of Fortune's 500 corporations have official blogs. In fact, for certain firms such as Coca-Cola, blog posts have become so essential that they have established their organizations with formal posts called "chief blogger."

Web communications' 'real time' aspect can appeal to recipients who could use its 'prefab' quality to filter out the typical ad and public relations message. Although they feel "spontaneous," many internet pages may still

be revisited. Truthful and concise external communications are, therefore, equally important for online use as traditional media.

6.8.5. Communications with Customers

Customer communications may include mail, catalogs, direct mail, e-mails, text, and phone calls. Some recipients filter mass communications like these automatically. Others are going to be open. The secret to successful external customer communication is to provide a personable, compelling business message – dramatic news and a money-saving discount.

Communication creates and facilitates relationships. Each message has a goal or purpose. The transmitter wants to achieve something through communication – whether deliberately or unwittingly. Communication is the procedure by which a sender exchanges a message or information to a recipient. Effective communication involves clearly and unequivocally communicating your messages to others. It also consists of receiving data that others transmit to you, with the shortest acceptable distortion. The names of Fayol and Barnard are noteworthy among the pioneers of communication studies Communication was regarded the administration bottleneck where no management function can take place without communications.

The most pragmatic of the scientific disciplines was the communication. Even the theoretical and philosophical communication scientists are also communications practitioners, and even though you probably never took another study of communication, you have a life of communication experience. This experience offers a useful basis and a beginning point for building the proficiency of the abilities essential to become a more professional and ethical communicator (McKeown & Beck, 2015).

Studying communication is a major facet in so anyways that none would ever believer until it Is quite too late. It is a mechanism that can never be dissolved since the dawn of civilization when it became a tool and later on a weapon that dissected us. Communication is so powerful that it directs the concepts and principles of our entire mechanism.

Chapter 7

Child Speech and Language

CONTENTS

7.1. INTRODUCTION

All living creatures have been created in such a way that they are able to communicate. From animals whose brain capacity is considered to be low to human beings whose brain capacity is considered to be high. With communication, living creatures are able to interact with each other in a peaceful manner, for they will be able to express themselves, bringing about an aspect of understanding amongst them.

In human beings, the art of communication does differ. This is because not all people are born with the ability to use the normal communication techniques. For instance, a large percentage of the human population have the ability to communicate by use of word of mouth; others have difficulties in speaking, either because of stammering or because they are completely unable to talk, hence they end up using sign language as their way of communicating.

The art of communication is developed at conception. In human beings, it is believed that unborn babies have their own way of communicating with their mothers while they are still in the womb. Upon delivery, infants have their way of communicating, which might be understood by way of instincts; however, their beautiful sounds can never be decoded. As the infants continue adapting to the new world, they learn the art of mastering survival skills, and as they approach their first birthday, they are able to learn basic words.

7.2. CHILD SPEECH

Child speech, as the name suggests, is the ability of a young one to master the art of communicating by use of words. As stated in the above section, young one master the art of speech as they develop, and more by the end of their first birthday, they will have mastered the most basic words which are frequently used within their environment (McKay, 2012) (Figure 7.1).

The development of a child's speech does vary from one child to another; even among the same families, the firstborn child might have taken a shorter time to develop their speech than the second-born child. However, despite the differences, there are some child speech development stages which are common in all children. At the age of around one to three months after delivery, infants use crying and cooing as their means of speech. Four months to six months after delivery, young ones sigh, grunt, gurgle,

squeal, laugh, and their crying sounds do change; patterns which they use to communicate with individuals in their environment.

Figure 7.1. An image showing a collection of letters used in a child's speech.

Source: https://therapyandwellnessconnection.com/speech-therapy/top-10-causes-of-child-speech-delays-and-language-problems/.

Between the ages of six to nine months since delivery, young ones learn new words by imitating the sounds and syllables commonly used within their environment, and to some extent, some of them end up liking some sounds more compared to the other sounds common in their surroundings. For instance, young ones brought up in an environment where cartoons are frequently watched; end up liking certain cartoon sounds and disliking others; to the extent of smiling when their favorite cartoon is being played, and crying when their least favorite cartoon is being played. At twelve months, a child is able to pronounce their first letters correctly. As they advance, from one and half years to two years, babies learn the art of constructing basic short sentences; at this age, it is believed that they will have at least fifty words in their vocabulary. At the age of around two to three years, the sentences being constructed by young children become longer and contain more words; also, at this age, young ones will have mastered the art of differentiating objects, either seen in their original state or illustrated in a drawing (McElhone, 2009). Between the ages of three to five years, the speech of young ones becomes more complex, with long sentences which are a bit more precise and complex in nature. At the age of five, when most children are expected to be enrolling in school, it is believed that, most of them will have almost two thousand and five hundred words in their vocabulary; making their speech more detailed, and the construction of their sentences will be complex, for they will be grammatically correct.

During the early stages of a child's speech development, parents do have a role to play in helping their young ones develop their speech. Parents are encouraged to incorporate childlike behaviors such as the likes of making faces, noises, and talking to their young ones from the day they were born; this way, a child will become familiar with the basic communication skills, and as they grow, the skills will slowly become part of them, making it easy for them to incorporate them in their speech. The habit of playing games and singing nursery rhymes to young ones helps them in developing their speech by making them familiar with the basic things about life. The use of images is an important aspect in developing a child's speech skills, because images help young ones in familiarizing with their environment, and as they develop, they will yearn to know the exact words to describe their environments. Parents are advised to communicate with their young ones in low speeds and using short and simple sentences; this way, the young ones will be able to understand what their parents are saying with ease, and the mastering of new vocabulary from their parents is quite easy if short sentences with simple words are used. Children find it hard to master new skills under pressure, and for this reason, parents are advised to not use force while helping their children learn a new skill; instead, they should be politer and patient with their children, and make the learning process as simple and fun as possible. As young ones master new vocabulary, they will not master them correctly with the first attempt, along the way, they will definitely make mistakes; instead of criticizing the mistakes, parents are advised to congratulate them and use the pronounce the word correctly for them in a loving way, making the child feel appreciated; which improves their mastery skills. Most parents find themselves guiding the conversation with their young ones. Instead, it is advised that they let the children lead the conversation, which helps them explore new horizons perfecting their skills. Parents are advised to randomly set aside time to talk with their children, and whenever possible, give the children more opportunities to talk, and be willing to answer all their questions however tiring they might be.

7.3. CHILD LANGUAGE

The acquisition of language to a young one is so critical, for it helps in perfecting their speech-language. For children, and even adults, to have a constructive speech, they need to master a certain language. The mastering of a certain language among children does not become easy because one language is simpler compared to another. What really matters is how

young ones are familiarized with the language from the word go. The responsibility of familiarizing a language to a young one can be said to be a soul responsibility to the parents or to the teachers if a child has reached the school-going stage of life. As stated earlier, a parent should develop the habit of talking to their young ones using simple language from the time they are born, in order to familiarize them with a certain language (MacKay et al., 2021). Once a child starts speaking, a parent should always show interest to what they are saying, even if the child is using incorrect language. Showing interest to a young one's speech encourages them to speak more, and they speak, a parent is able to correct them and help them master their language better. At school, teachers ought to be patient with their students. It is through repetition of instructions given to young ones by their tutors that they get to master the language and fully understand what the teachers said, however tiresome and boring it might seem, it is necessary. Basically, acquisition of a new language to young ones is a repetitive process (Figure 7.2).

Figure 7.2. An image illustrating a collection of letters used in child language acquisition process.

Source: https://www.momjunction.com/articles/language-development-tips-for-your-children_00365938/.

7.4. LANGUAGE DELAYS IN CHILDREN

Not all young ones have the ability to develop their language and speech skills in a smooth process. A small percentage of all young ones delivered

in a day, later face the challenge of developing their language skills. There exist several reasons as to why the young ones experience language delays. Some of them include, hearing impairment; whereby the young find it difficult to associate what they see with what they hear, and in some cases, this impairment might be natural, that is, from the time they were born; or a temporary situation due to lack of exposure to appropriate environments where they are able to develop the art of associating sight and sound to come up with a solid conclusion about things. A young one who rarely gets to be read to by their parents, or sang to the different child rhymes, or a child whose parents rarely converse with them; will definitely have challenges in developing a certain language, for their minds have not been exposed to the language. Parents or even caregivers who neglect their young ones alter the child language development process, bringing about language delays, whereby, a three year old child being expected to construct simple sentences, finds it hard to even pronounce one word correctly or use it in the right context.

The good thing with language development in children, if the language delay issue is not natural, in that, the child was delivered with the impairment; the child will definitely catch up with the rest if exposed to the right environment. The mind of a young one is believed to be malleable, in that, once the child is talked to, sang to, read to; they will slowly master the language, with their age not being a factor.

With our current generation, not all parents are aware of what are the appropriate steps to follow in order to help their young ones develop their language skills. For this reason, it is advisable that they enroll their young ones in early childhood learning. Early childhood learning is the first level of education in all countries across the globe (Lin, 2008). Early childhood learning in most nations is basically divided into two levels. The first level being the kindergarten level and the second level being the nursery school level. As the name kindergarten suggests, this level of education is appropriate for young ones at the age of around two to three years, whereby they are given the opportunity to interact with each other. Through interactions, the young ones will be able to share the different vocabularies which they have mastered while at home; and if they happen to make mistakes while conversing, the kindergarten tutors correct them in the appropriate way and further help them in perfecting their language skills. Young ones enrolled in kindergarten schools not only develop their language skills, but they also develop their speech-language as they master the art of interacting with each other in the most appropriate way, which is more friendly and respectful.

Language delays if not corrected early in advance, makes young ones grow with the fear of interacting with other people, despite the fact that, at certain ages, they will have fully mastered their languages. Issues of language delays could be avoided early in advance by, encouraging young ones to engage in conversations with each other, more so during their play sessions. While at home, apart from reading, and singing to them; parents are encouraged to help their young ones in discussing some of the complex topics, helping them learn new vocabularies. Parents or caregivers can also engage in conversation which challenge the young ones to describe their day to day activities; for instance, conversing about what a child did at school, or what they did while playing with their peers; conversations which will be basic and which the appropriate vocabulary to use will come easy to them.

New vocabularies, while at home and also at school, could be introduced to young ones using the things they like doing such as games. For instance, songs that are playful and fun to sing to their rhymes could help them master some basic words and their opposites, among others. Listening activities could also them in mastering vocabularies, for instance, a parent or a tutor could slowly read an interesting story to the young ones; and at the end of the reading session, they ask basic questions from the story. Listening activities help in language development, for language is not all about repeating what they hear others saying; but understanding the reason as to why a certain vocabulary has been used in a certain context and actual meaning.

7.5. SIGNS OF LANGUAGE DELAY IN CHILDREN

There exist several symptoms which prove that a young one is suffering from language delay. At the age of around one year to one and half a year, most children will have mastered the art of pronouncing the most basic words in a child's vocabulary, which include the likes of "*mama*" and "*papa*." If a child is unable to pronounce such words and they are already past two years, they are diagnosed with language delay, and further examinations ought to be done on them to rule out whether the language delay is temporary or a permanent issue which they were conceived with.

Young ones around two years are said to be able to understand basic words such as yes and no. If a child is past two years, and is unable to understand what the word "no" or even the word "yes" means, they a diagnosed with language delay. By the age of three years, most children are believed to be able to construct short sentences which are meaningful.

However, if a three year old child finds it so hard to construct such simple sentences, they ought to be diagnosed with language delay (Figure 7.3).

Figure 7.3. An image showing a list of some of the common signs of language delays.

Source: https://ilslearningcorner.com/2015–07-signs-and-symptoms-of-struggling-child-with-receptive-and-expressive-language/.

By the age of around four to five years, most children are able to construct a bit longer sentences and even tell simple stories for they will have been exposed to social life in schools and given the chance to interact with other children; who challenge them to converse more with them. If a child, who is past the age of six years, finds it hard to construct a full and informative sentence or even be able to engage in small talks with their peers, they are diagnosed with language delay.

However, as stated earlier, language delays might either be natural or even temporary. By natural it means that the child was conceived with some disorder such as the likes of; hearing impairment in that they cannot hear; slow development disorder in that, their growth process is slow compared to what is expected of them by a certain age; intellectual disability whereby they learn new information faster or they take too long to master new information; autism, a disorder which challenges children to engage with other people in the most appropriate way and they find it hard to understand them or their way of reasoning; cerebral palsy, whereby, the brain of a young one was damaged due to some trauma, making it hard for them to comprehend new information; among other natural causes of language delays. The temporary causes of language delay include; growing up in an environment whereby

the parents totally ignored the child, and the child was rarely exposed to activities which could help them in language development; elective mutism, a temporary condition whereby a young one is not interested in conversing with anyone, basically because, they were treated badly in their first attempt of talking to someone or something of that sort; and being a twin, whereby, one twin is more active compared to the other; growing up in a bilingual environment, whereby the child finds it hard to differentiate between the two languages beings used in the surrounding; among other causes. With natural causes of language delay, it might take time for the disorder to be corrected, and in most cases, the disorder becomes part of the child. Temporary causes of language delays can be fixed, as previously stated, for all a young one needs is to be exposed to the right environment whereby their minds will pick new information and help them get on track with their speech development and language acquisition process (Leu et al., 2008).

Language delay among young ones are diagnosed using different techniques. The most common technique is whereby the doctor enquires of the child speech skills and their mental development stage from the parents. Parents are asked such a question for they are the ones who spent most of the time with their young ones and they will be able to know the vocabularies used by the child and what mental development stage they are in based on their use of language and speech skills. Once the doctor rules out that the language delay is not a mental related issue, the child could be referred to another doctor to determine whether they might be suffering from a natural cause of language delay such as the likes of hearing impairment.

Language delays might be avoided depending on the main cause of the delay, if it a temporary cause, expectant mother could be equipped with knowledge and skills on how to best prepare their young ones for language acquisition and speech development, ensuring that, by the time a newborn baby is introduced into this new world, the parents will be fully prepared in helping them develop their language skills.

7.6. CHILD SPEECH AND LANGUAGE DEVELOPMENT

A child speech and language development are interlinked in one way or the other. A child needs to master a certain language for them to be able to use the appropriate speech skills in communicating their needs and desires to others. For instance, for a child to be able to ask for help, they first must know the appropriate words used to ask for help; and secondly, they must be

equipped with the right speech techniques which enable them to air out their desire of being help in the most appropriate way, a way that does not come out rude (Figure 7.4).

Figure 7.4. An image showing young ones using the child speech techniques to communicate with each other.

Source: https://www.friendshipcircle.org/blog/2013/05/28/10-ways-a-speech-language-pathologist-can-help-your-child/.

The process of language acquisition and speech development is not a one day thing; it takes time, and children need help for them to be able to do so. They need help from all the people they interact within their early stages of development. Most of them get to learn through their mistakes; hence the constant need of having older people around them to correct them in the most appropriate way in mastering the skills and the right vocabulary they need to include in their day to day conversations with fellow children and their parents, siblings, and other people within their environments.

7.6.1. Activities which Help in Child Speech Development and Language Acquisition

As stated in the above section, young ones need help for them to acquire a certain language and also while developing their speech skills; since it is not a one blink process. There exists different activities which young ones could engage in and help them in perfecting their language vocabularies and also mastering different speech skills. Such activities are divided into age groups, for at each age group, a child is able to master a certain language in a different way (Figure 7.5).

CHILDREN'S Early Reading Milestones

Every child will develop his or her language and later reading skills in a unique way, and will achieve certain reading milestones at different points. There is, however, a general progression that many children follow....

Infancy Birth -1
- Imitates spoken sounds & responds with sounds
- Reaches for pages, turns them, touches them
- Responds to stories and looks at pictures
- Play games such as "peek-a-boo"

Toddler Ages 1-3
- Identifies known books and requests them
- Turns pages of a book in correct order
- Points to objects and pictures corresponding to words
- Pretends to read
- Listens to stories and talks about characters
- Scribbles on paper as drawing or writing

Preschool Ages 3-4
- Listens to and talks about more complex books
- Chooses and looks through books independently
- Recites/sings the alphabet and plays rhyming games
- Makes symbols that look like writing
- Recognizes signs and logos as whole words
- Identifies some letters and letter sounds

Kindergarten Ages 5-6
- Recognizes and writes letters of the alphabet
- Identifies and comes up with rhymes
- Identifies the first sound of a word
- Begin matching spoken words to written ones
- Retells simple stories
- Identifies more words by sight and sounds out words

-from "Developing Reading Skills" by Tammy Bennecke, via www.RedAppleReading.com

Figure 7.5. An image showing a list of activities that help in speech and language development among young ones.

Source: https://www.speechbuddy.com/blog/speech-therapy-techniques/speech-therapy-activities-for-stimulating-your-babys-language-development/.

Activities to engage newborns to young ones of two years: Since delivery to around two years, some of the most basic activities which parents and caregivers could help the young ones engage in are numerous. One of the most basic words children at this age group master is the pronunciation of their father's or mother's name, which is "mama" and "dad" (Lamping, 2015). To help them master such basic words, parents, and caregivers are encouraged to say the "mama" and "dad" sounds more often around their children. As the child's develop, such sounds will become more and more familiar to them, and with no time, they will be able to pronounce them; since, as stated earlier, young ones learn through the art of repetition, and the more such words are repeated to them over and over again, the more they will become part of them and easy for them to say out loud (Figure 7.6).

Figure 7.6. An image showing a parent playing with their young one, an activity which helps in language acquisition.

Source: https://www.gryphonhouse.com/activities/fun-activities-for-communication-and-language-development.

Young ones at this age have their own baby sounds. Most parents dismiss their young ones and rarely show any interest in their ways of communication. To help the child become a better communicator, parents are advised to talk back to their young ones using similar sounds as the child uses; this way, the young ones will be able to encouraged to speak more, a habit which helps in mastering new vocabulary at a faster rate. Young ones in this age group tend to use symbols as their basic way of communication. Caregivers are advised to respond back to the children using the exact

symbol and make the child feel appreciated in a way. For instance, if a child uses a smiley face, the parent or caregiver should respond back by giving the same smiley face to the young one; at least, this way, the child will be more encouraged to engage more in conversations with their parents and caregivers. Some of the activities that adults engage in end up being entertaining to young ones in this age group. For this reason, it is advisable that parents, and people around young ones, teach them some fun activities to make the young ones feel like they are part of the surrounding. Such fun activities include clapping, playing simple games, among others.

Most parents and caregivers ignore the power of conversing with their young ones in this age group since they are not able to respond in the normal way. However, engaging toddlers in conversations at such a young age, whether they understand or not is so critical. However, this does not mean that the parent has to engage in serious conversations with them (Kim & Pilcher, 2016). The conversations should just be basic; such as, talking to them as you clean them up, sharing with them the information of what you are doing. Young ones tend to be drawn to reflecting surfaces and beautiful things. For this reason, parents should be more observant of what their young ones are drawn to; if it is colors, they should point to the same colors within their surrounding and shout out the color name; if it is beautiful shapes, parents should also point out the shapes to their young ones and mention their names.

Counting turns out to be an interesting this to most young children. The art of counting helps them master the names of the most basic numbers in the number system. For this reason, parents should seize any counting chance they get, and get to count maybe clothes as they fold them, or anything that will draw the attention of the young one to them. This way, counting, will come as a natural thing to them as they grow. Young ones in this age group learn things through the use of gestures. For this reason, it is advisable that parents use gestures to educate their young ones on the most basic language skills. For instance, the use of goodbye gesture will help young one remember the word 'goodbye' faster compared to if gestures were not used. To help children in this age group to better known different animals, the use of animal sounds is the best way to educate them. For instance, parents could use the sound of a dog to help the child remember that it is a dog that produces a certain sound and not a cat; and this way, once a dog barks, the child will be able to know that was a dog.

The art of adding on to what the child says helps a lot in speech and language development among young children. For instance, if a child spells out a certain word, the caregiver should find the most appropriate ways which are relevant to what the child said and help them master more vocabularies. Furthermore, the adding on to what the child said encourages the child to engage more in conversations with their parents and caregivers. Children in this age group also master new vocabularies through the art listening. It is through listening that they know the pronunciation of a certain word and the right context to use it in. Hence, parents are encouraged to read books to their children from time to time, more so the so called bed time stories. The stories have to be simple and easy to comprehend for young ones in that age group. Bed time stories should be incorporated with images to help the child master better the new words they are read to.

Activities to engage young ones between two years to four years: Young ones between the age of two to four years, are at a phase whereby they need to build a solid speech and language foundation; and for this reason, parents, caregivers, siblings, and basically anyone whom they interact within their surroundings, ought to be mindful of how they communicate with them, for it is their way of communication that the young ones mimic and use it while interacting with their peers. Parents and caregivers have the responsibility of speaking in the clearest way to their children, by; using the right vocabulary, constructing their sentences following all grammatical rules and speaking in slow motion to ensure that the young ones are able to catch up with what the parents are saying, and comprehend using their speed (Figure 7.7).

The repetition technique does also help children in this age group. Repeating what the child once said shows that a parent is interested into what the child said and that they understand them; encouraging the children to converse more with them; giving the parents a chance to be able to correct their young ones of their grammatical and pronunciation errors as they further explore the world of conversing. Further adding onto what the child said helps them master more speech skills; helping them understand that it is okay to be more detailed in what they say, and actually, encouraging them to use a bit longer sentences which are more detailed.

In this age group, young ones tend to have several baby words, which come easy to them for they are easy to pronounce and easy to remember. Parents are encouraged to also use the baby words while communicating with their young ones, and if necessary, they should be able to use the

actual words once in a while, in order to familiarize the child with the big words. For instance, a parent could use the baby words while talking to their children in an exciting way; and add more information to what they said using the actual full word (Ko, 2012).

Figure 7.7. An image showing a parent using pictures to help their young one in language acquisition.

Source: https://www.projectplaytherapy.com/5-activities-encourage-speech-language-development/.

All young ones, in all age groups, find it easy to understand things through image. This is not only true to children but also to adults. The human brain is said to easily remember concepts if they are presented to them in a graphical format. Hence, parents, caregivers, and also tutors, since it is in this age group that young ones get enrolled to learning institutions; should use pictures to educate the young ones about different concepts. For instance, while teaching young ones about different meals, parents could try to cut out different pictures representing different dishes; and at each mealtime, they use the image to tell the child that they are preparing that specific meal either for supper, or dinner or even breakfast, and state its name to the child. Later, as they have their meal, the child will be able to relate the meal they are having to the one draw in the picture hence be able to remember the name of the dish served that day.

The questions and answer game helps a lot in language acquisition and speech development among young ones in this age group. By the age of two years, young ones will have mastered some basics about their surroundings and basics of what they have learned from their parents and peers. Engaging them in question and answer sessions from time to time challenge their brain retention power. This way, they will be challenged to remember where they heard a certain word, and in which context it was used, and its right pronunciation. Parents could also give the children a chance to come up with questions and they be willing to respond in a childlike manner to make the process more fun for the child and make the child feel appreciated for the knowledge they have managed to obtain so far. Normal conversations between parents and young ones should also be made up of more question sessions, to give the child the power of choosing. The child will be able to develop the skill of choosing which helps in the language acquisition and speech development in one way or the other.

Young ones in this age group, are eager to learn new things. In order to fill their urge of learning new things, parents have the responsibility of ensuring that they help their young ones in mastering new vocabularies from time to time. At the start of their second year since delivery, the parents could choose to help them master the basic vocabularies such as different body parts. As parents help their young ones master new vocabularies, they should also state the meaning of the words they use and how they are to be used in the most appropriate (Klapwijk, 2015). Nursery rhymes helps a lot with young ones in this age group. It is between the ages of two to four years whereby young ones are enrolled in the education system. Tutors are advised to pass knowledge to their pupils by use of nursery rhymes. With nursery rhymes, the children will be able to remember what they were taught in school with ease, and they will be able to understand the right context where they should use what they were taught in school.

While at home, and also while in school, parents and tutors could use objects to help children remember what they have learned so far. For instance, a parent could fill up a box with the objects that the child frequently uses in their day-to-day life, and then challenge them to take out one object at a time, stating its name and what they use it for. This way, the child will be able to understand their environment at a fast rate, and they will find it easy to adapt to a new environment; for all they need to do is master the objects they interact with on a daily basis. Parents could also try making up new stories and also encourage their young ones to engage in the art of creating

stories which improves their creativity; however, the stories should be more of fairy tales and not false tales that stir up conflicts and chaos.

Activities to engage young ones between the four years to six years: Four to six years' children tend to have already been already enrolled in a school system; meaning that they are at the stage of mastering the complexes of language acquisition and speech development skills. At this stage, both parents and tutors have a huge responsibility of ensuring that their young ones do not miss an important step in building their speech and language skills (Schmitt, 2018). It is during this age, where young ones have to build their confidence to not only be able to interact with familiar people, but also be able to interact with people they are not familiar to. For this reason, their language and speech skills should be at a level which ensures that they are able to mingle with children from other families more confidently and also be able to express themselves to strangers in the most appropriate way (Figure 7.8).

Figure 7.8. An image showing a parent engaging in educative games with their young ones to help those master different colors.

Source: https://familydoctor.org/condition/speech-and-language-delay/.

Parents should ensure that they pay attention to what the children are saying; whether they are conversing with them or with their peers. This

way, the parent will be able to know when a child makes a mistake while conversing and be able to correct them in the most appropriate way. It is also advisable that the parents make sure that the children know they are paying attention to what they are saying; a habit which encourages the child to converse more with their parents or their tutors (Sidek & Hasimah, 2017). The vice versa of this is also necessary, whereby, the parent or the tutor should be able to ensure that they get attention from the young ones before they say anything to them. As the parent or the tutor converses with a child whom they are sure they have their full attention; the child will be keen enough to understand what is being said to them, and in case new vocabulary is used, the child will be able to master it and also know how to pronounce it and the right context to use that word.

Rewarding is a technique that works best in encouraging human beings to perfect their skills in a certain area and become better than they currently are. Rewarding serves the same purpose even to young ones. Parents and tutors should always reward young ones if they use a certain vocabulary in the right context; reward them once they master a new vocabulary; basically, reward them for any positive move they make in their language acquisition and speech skills development. This way, the children will be more encouraged to explore new horizons within their reach, which help them in acquiring more skills and perfecting their language; making the process of teaching them easier for their parents and tutors.

Young ones in this age group might seem advanced, but they still need to be spoken to in a slow motion. Most parents ignore the fact that they have to talk to their young ones in a slow-motion, and instead they end up talking at a fast rate, leaving the children confused about what they just said and unable to respond. It is advisable that both parents and tutors speak in a slow-motion to their children; at least this way, the children are able to comprehend what was said to them and take time to find the appropriate response to what was said to them.

Most languages have more than one word referring to the same thing. Due to this, most children end up mastering the most used words to refer to a certain object. In this age group, parents, and tutors are encouraged to help their young ones in exploring the synonyms to the words they already know. As they learn new vocabularies and their synonyms, young ones will be at a better advantage of conversing with other individuals, for their vocabulary list will be more advanced. As they learn the synonyms to words they are familiar with, parents should guide them in understanding the most

appropriate contexts to use them. Most children master new language and speech skills if they are spoken to using directive words such as the likes of; (*firstly, secondly, thirdly, up, down, middle, last, left, right, among other words*). Directives words help a child to focus on the right information as sentences are being said out loudly to them, a technique which helps them master new vocabulary and speech skills at a faster rate compared to other children who are spoken to without the use of directing phrases. The use of directions not only works with the use of words, but also with instructions. Parents and tutors should engage their young ones in directive conversations, whereby they instruct them to carry out certain commands. The habit of giving young ones instructions helps them in mastering new speech skills of how to respond to instructions (Van Keer & Verhaeghe, 2005). As they are being sent to carry out certain commands; for instance, picking up something from their rooms, they improve their retention and remembrance power in that; they will be able to retain the information of what they have been sent to pick up; and they will also improve their remembrance skills for they will remember how the item they were sent to pick looks like. Still under the topic of directions, parents, and tutors are advised to encourage the young ones to master the use of directions. With the use of directions, children will be able to navigate in different parts of life. For instance, while reading a book, they will be able to understand the use of directive phrases, for they will have been brought up in a manner that encouraged them to understand the use of directions in the most appropriate way possible. Children can understand the use of directive words through games. For instance, a parent could encourage their young ones to use directive words by playing games which will challenge the child to clearly state which direction a certain object is in.

The art of guessing is also quite helpful to young ones as they master new skills and languages. For instance, parents could engage in conversations that challenge the young ones to fill in the gaps during their conversations. Filling in the gaps helps the children to expand their retention power, for they are challenged to use remember the most appropriate words to use in that context. The grouping up of things which belong to the same category helps young one in learning new vocabularies and making it easy for them to associate the vocabularies with the most appropriate context in which they are to be used in.

Children learn better through games. It is advisable that tutors, come up with several games to help young ones master different languages. The games will be more engaging, and the children will be excited to master

new skills as they go after the rewards that come with games. Naturally, games have their own way of rewarding the best child among them all, encouraging most of them to engage more in activities that will psych them up the same way games do. As children look forward to the rewards they get from playing, they will even find it easy to absorb the information they were just taught. While at home, parents might engage in plays which challenge the children to remember what they learned in school and also make it easy to comprehend the information they are being taught at home and also in schools. Parents could allow the children to play games which make them more superior and help the children appreciate the value of their school tutors and also the value for their parents. Such games include activities such as switching up roles, whereby the parent pretends to be the child and the child becomes the teacher. With appreciation of their tutors and parents, young ones will greatly value the information they get from their tutors and parents.

Movies are an underrated way of helping young ones master different languages. Parents and also tutors should ensure that they engage their young ones in watching as many movies as possible. However, the movies should strictly be child friendly movies which do not scare them or even teach them about aspects of life that are not appropriate for them. Watching movies improves a child's listening skills by challenging them to try and follow up on the events taking place in the movie and also be able to understand what is really going on in the movie (Ness, 2006). At the end of the movie, parents could further challenge their young ones to describe to them what they best remember about the movie. This way, the child will be able to remember the vocabularies used, which context they were used in, and also remember a few new vocabularies which they might have observed from the movie. At this level, the parents should be more open to respond to the questions they get from their young ones after watching a movie together. This way, the child will be able to understand the meaning of the new vocabulary they learned from the movie. The acting out of the movie does also improve the speech skills among children for they will be able to remember better the exact words used in the movie, and they will also have the chance of improving on their speech skills as they will be trying to outshine the characters from the movie.

The use of everyday activities helps a lot in helping young ones in this age group to master a new language. For instance, parents could engage the young ones in conversations about the meals they have every day; the different colors which are found in their surroundings; the different activities

the members of the family engage in their day to day life; engaging them in shopping activities and conversing with them about the items purchased while doing the shopping; among other basic things. This way, the speech skills of a young one will be improved for they will be able to better understand how to use certain words and in certain contexts.

Apart from the above mentioned activities, there exists so many different activities which ought to be explored in order to help young ones in mastering the basics of speech development skills and also language acquisition techniques.

In conclusion, language development among young ones is a critical milestone which should be taken with a lot of depth. It is through speech and language acquisition whereby young ones are able to master the art of conversing with people despite their ages. With the right foundation in speech skills and language development, young ones are able to develop their confidence, and the fear of crowds is eliminated (Moore, 2016). Children with a solid foundation in speech skills will be able to fight for their grounds in the most appropriate and respectful way possible, without having to use violence, and they will never let anyone oppress them in any way. That is how much child speech skills development and language acquisition is important, and it should never be neglected. Instead, more efforts need to be put on how to perfect such process and make them easier for young ones.

Chapter 8

Language Processing Disorders

CONTENTS

8.1. INTRODUCTION

Language processing disorder (LPD) is a disorder in which people have trouble hearing in the lack of a clearly visible peripheral auditory loss. As a result, people with LPD usually have normal pure tone thresholds but struggle with a variety of auditory skills, including sound localization and speech comprehension in noisy situations. The clinical and scientific community's interest in LPD has steadily increased during the last 20 years. This was primarily because this categorization has given new insight into the selection of diagnostic and management strategy, especially for the LPD, but also progressively in a variety of co-morbid illnesses, including attention deficits/hyperactivity (ADHD). In this work, we suggest an examination of existing assumptions and consensus on defining, diagnosing, etiological, and managing LPD.
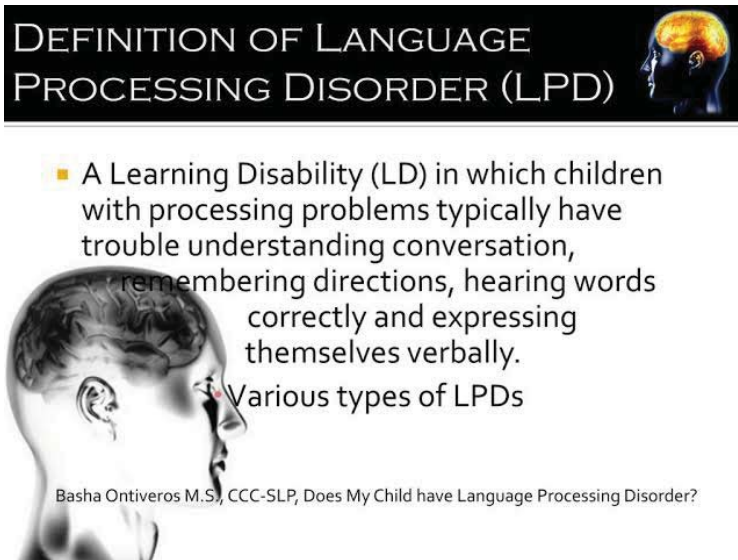
Figure 8.1. Language processing disorder (LPD) means that language is difficult to communicate. LPD could also make it difficult to comprehend spoken, written, and spoken language. People with this illness find it difficult to read, spell, write or talk. For instance, a person with LPD could find a joke or a sarcastic comment difficult to grasp. This might frustrate people, especially if they are unable to transmit their ideas and thoughts to others.

Source: https://slideplayer.com/amp/12871225/.

In a second supplementary paper, we have examined recent test work on the use of adaptive equipment for the treatment of LPD for personal frequency modulation (FM). Although the existing LPD diagnostic views and long-term results of the proposed strategies of management remain broadly supported, there is first support for highlighting the relevance of multidisciplinary and personalized therapeutic approaches with good chances of progress for patients involved (Figure 8.1).

Hearing is one of our most significant meanings since it allows us access to the language we speak, vital for the growth of speech, communication, and language generally. The development of speech and language for children is an ongoing process that is of the highest relevance during the early years of life. For the appropriate language and speech development in children, a basic function of central auditory pathways and audio sensory organs is a prerequisite. The process of growing speech and language is complicated by several children, and their ability to communicate successfully doesn't evolve simply. In the last decade, there has been increasing interest in the subject of (central) auditory disorders, given the possible connection between auditory and learners' problems in general and speech impairments. It is also vital to comprehend the auditory processing of spoken language and their impact on the capacity for an individual to communicate and learn to comprehend auditory treatment disorders better (Villarreal, 2013).

Some school-age children appear to have a hearing impairment yet have normal auditory thresholds yet appear to have a hearing impairment. They are defined by their teachers and parents as kids who have difficulties hearing during background noise, have problems in following oral instructions, and find it difficult to understand quickly or poorly.

The auditory processing deficiency in a large majority of these youngsters causes hearing problems: faulty auditory knowledge acquisition, even with normal auditory thresholds. LPD has been mistakenly confused with various conditions such as dyslexia, impairments in education, disorders in attention deficits, etc. Recent advancements suggest that experts, parents, teachers, and the public are increasingly aware of this illness. Many sites have been published on the internet. Neuropsychologists, neuroscientists, language pathologists, audiologists, and scientists and professionals working interdisciplinary collaboration in several other disciplines have been developed to address auditory processing and their diseases. They work together for the definition, understanding, diagnosis, and treatment of auditory treatment problems (Figure 8.2).

Figure 8.2. Due to the importance of language in all types of settings, children frequently exhibit difficulties in the classroom, at home, and in social interactions. Depending on a child's age and developmental stage, the issues appear in different ways.

Source: https://www.additudemag.com/language-processing-disorder-support-guide-parents/amp/.

8.2. A BRIEF HISTORY

A short historical examination of early studies on LPDs illustrates the emergence of the present study in the field. Before the 1800s, many reports of language disorders were reported among people who suffered a certain sort of brain injury. However, little effort has been made to connect specific illnesses with specific traumas (Williams, 2015). Much of what we now know is that in published cases and group accounts of individuals who had language-impaired after a disease met, the brain processes language in the middle to the late 1800s. This language disease is now called aphasia and is defined in spoken, signed, or written modalities by a decreased capacity to generate and/or comprehend words. Aphasia comes secondary to cerebral trauma (usually a stroke) and prevents the proper working of language-supporting parts of the brain. This causes damage to the left hemisphere of the brain in most persons. Aphasia is not the outcome of sensory, intellectual, or mental deficits.

It is also not attributable to muscle weakness or general cognitive dysfunction; however there are many who indicate that cognitive skills, including attention and memory, as well as language, are hampered in

aphasia. An interesting but convoluted path was the study of Aphasia throughout history, which may be traced back to the Egyptian era (3000 to 2500 BC). It's not unexpected that we're not faithful to contradicting hypotheses, often affected and limited by the wrong current ideas ranging from the functional functions of human organs to explanations of human behavior.

The location of mental function was linked to the heart by Aristotle (c. 360 BC); however, millennia before, ancient Egyptians were associated with linguistic expression with injuries to the head. Another 205 focused on the association between linguistic deficits and intelligence or cognitive performance in general. In 1861 Dr. Paul Broca of the French neurologist, the most famous original report of language impairment following localized damage to the brain (Broca, 1861). In a now well-known example, Broca recounted a patient who, except for one word ("Tan") had lost his ability to speak yet showed an understanding. Broca found damage to the left lower frontal part of the brain of this patient after the patient's death and autopsy and consequently gave voice output capabilities to this confined neural area. In this way, the "Aphasia of Broca," after damaging the lower left front of the brain, came to be known largely as a speech production issue.

Also, the association between localized brain damage and language impairment was studied ten years after by the German neurologist, Dr Karl Wernicke. He found that language problems may emerge after damaging brain sections other than the lower-left frontal region and that there were differences among symptoms depending on the area of the brain. After seeing that individuals suffering damage to the region had impaired understanding, Wernicke specifically established a relationship between the superior left temporal gyrus and the understanding of language (Morley, 2001).

"Wernicke's aphasia" has therefore been identified as a LPD after injury to the superior temporal gyrus on the left. Wernicke and Broca's work inspired early brain damage studies and language effects (among other behaviors). Two key considerations should be noticed regarding the "aphasia" study during this period. First, scientists considered that functions in the language (e.g., production, auditory understanding) were managed by specific brain regions and so assumed that there was a specific language deficit in this area (Figure 8.3).
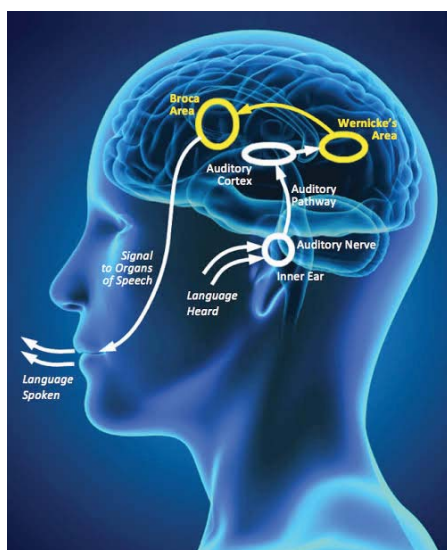
Figure 8.3. Language processing disorder impairs the Wernicke's and Broca's areas of the brain, which are crucial for language comprehension.

Source: https://vocalsaints.co.nz/symptoms-of-language-processing-disorder/.

While it is intuitively appealing to characterize brain-conscious relations, we will later examine in this chapter how many studies have demonstrated this line of thought insufficient. Language is sophisticated rather than a simple method for "input-output." The fields of aphasiology were descriptive at an early stage of the aphasic research—linguistic impairments were described by directly visible behaviors (i.e., symptoms of the patient). However, a few years after the Wernicke-Lichtheim model described linguistic disability patterns in their patients, which represented the first attempt to predict aphasia post-stroke (Rogde et al., 2019).

Subtypes or groups of aphasia, based on symptoms and the location of the neural trauma, were anticipated. Symptoms such as speech and hearing were expressed in terms of linguistic activity; the "lesions" (damage) in central areas and their connections were used to predict linguistic impairment patterns in aphasia. The damage in the motor center, for example, would result in an aphasia of Broca's type, whereas an auditory lesion would produce the sort of aphasia of Wernicke.

Injury to the pathway of the auditory-motor would result in disconnection syndrome, such as conducting aphasia that would be unrepeatable. This idea therefore led to an age of aphasiology, which could be described as

"connectionism." Connectionism at this period assumed that higher mental functions depended upon the connections of the different cortical centers. A more current proponent, Norman Geschwind, advocated the hypothesis of the possibility of linguistic disturbance in disconnections between brain areas.

For many years' connectionism has been an essential notion in aphasiology (and variants of this work remain active topics of research). Caramazza and Zurif (1976) and others studied the division of the several levels of linguistic processing gaps in aphasia in contemporary aphasia research. Actual studies aim in fact to reveal aphasia processing deficiencies that could account for observed language difficulties. To prepare the stage to explore the process difference between these syndromes before we discuss this process-oriented research, we first introduce and briefly outline the main categories of aphasia syndromes.

8.3. TYPES OF LANGUAGE PROCESSING DISORDERS

Language difficulties are two types: receptive and expressive. It is challenging to express people with expressive language difficulties. Those with receptive language problems have difficulties understanding or following a discussion. A combination of receptive and expressive language impairments can also be experienced. Like other learning difficulties, language issues are most frequently developmental (Rueda et al., 2008). However, because of a neurological condition or trauma affecting the brain, including a stroke or injury to the head can they also start to develop. When linguistic disturbance is caused by specific brain damage, it is known as aphasia.

8.3.1. Expressive Language Disorder

A kind of language impairment related to speech, writing, and/or various symbol systems (i.e., sign language). Expressive language disturbances can emerge, occur when the kid learns to speak, or become acquired because of brain disease. People with an expressive language impairment can understand language more easily than they can communicate it (Figure 8.4).

Its can be described as:

- Limited use of vocabulary
- Grammar that is poor

- •   Inability to remember the right word to use.
- •   Difficulty describing or defining.
- •   Using vocabulary that is non-specific (i.e., stuff, thing)
- •   Incomplete or short sentences
- •   A hard time telling stories.
- •   The inability to clearly convey an idea or concept.
- •   Difficulty putting together sentences in a coherent manner.

Figure 8.4. Expressive language disorder is a chronic illness that affects one's ability to communicate.

Source: https://steemkr.com/steemiteducation/@tanyaschutte/learning-disabili-ties-language-processing-disorder.

There is no recognized cause for developing expressive language disorder. A delay in language development may, however, be contributed by hearing loss and variable hearing loss (duly to repeated ear infections). The acquired language disorder is caused by brain damage such as stroke, traumatic head wounds, convulsions, or other diseases. A speech-language pathologist diagnoses expressive language disorder. When a child's language abilities are below what is expected for their age, their pediatrician or teacher may suspect developmental problems. The pediatrician or teacher will then recommend them to a speech-language pathologist, who will use standardized tests and informal measurements to conduct a comprehensive diagnostic evaluation of the child's receptive and expressive language skills. They'll also look at other communication metrics to rule out any additional

problems. To obtain valid test results, the child's vision and hearing must be checked prior to testing.

Children who are subjected to many dialects should be assessed in their native tongue and examined in all languages. A "difference vs. disorder" approach is used to describe this multilingual evaluation methodology. Data on the assessment is gathered in all languages of exposure. Any faults or disparities in communication abilities are then assessed and classified into one of three groups:

- Errors acceptable for the child's age (developmental errors).
- Errors caused by the interplay of the two languages spoken (cross-linguistic influence).
- Abnormal errors.

The physician who treats the person for brain injury, and then send the patient to a speech-language pathologist, generally suspects an expressive language impairment. Expressive aphasia is an example of a developed expressive language issue. Expressive language disorder is identified when the person shows the ability to understand content that fits his/her age but cannot articulate this understanding. This contrasts from receptive-expressive language disorders, an uncommon phenomenon including age-appropriate language use and difficulty of speech comprehending and using, and receptive language differences (Sailors, 2008).

It is vital to make a careful diagnosis to differentiate between expressive language disorder and other difficulties of communicating, intellectual impairment, environmental impairment, and/or other physical or developing problems that may first be linguistic difficulties. Persons will receive a regular speech therapy regimen with a speech pathologist. Parent and teacher participation in therapy provide the greatest benefit in the implementation and strengthening of language methods.

8.3.2. Receptive Language Disorders

A linguistic disorder is an impaired understanding of a system of spoken, writing, nonverbal, and/or other symbols. When a kid has receptive language impairment, the development of language understanding has major deficits. These shortcomings influence the social or intellectual functioning of the youngster. Children having receptive language issues often find all that has been stated to them extremely difficult to comprehend. Many infants with a receptive language disorder also experience expressive language disorder (having a hard time using language to express their ideas) (Figure 8.5).

Figure 8.5. Auditory processing disorder, APD, affects communication, language, academics, and social connections by preventing the brain from digesting information received through the ear structures.

Source: https://www.speechbuddy.com/blog/speech-therapy-techniques/activities-to-improve-language-skills-in-children-with-apd/.

Children with a receptive language problem with one of these can have difficulty:

- Understanding the significance of gestures
- Following the instructions
- Questions about comprehension
- Identifying pictures and things
- When conversing with others, taking turns.
- Recognizing the sequence in which words appear in a sentence.
- Plurals and verb tenses are important concepts to grasp.
- Understanding age-appropriate terminology and object knowledge, as well as the order of events.
- Knowledge of the aims or functions of language (e.g., obtaining a desired object, telling a tale, asking questions, and making comments).
- Knowledge of how to utilize language to accomplish goals (e.g., utilizing language appropriately to obtain a desired object).
- Participating in cooperative dialogues (for example, perspective-taking, and turn-taking)

The etiology of a Receptive Language Disorder is frequently unclear, while it may be linked to hereditary factors, the quantity of speech and language exposure received, and/or developmental delays. Children with developmental impairments like Autism and Down syndrome, as well as medical issues like a brain injury or tumor, may have receptive language deficits.

Speech Pathologists are diagnosing this condition. When youngsters have language skills below their age expectations, their parent, pediatrician, or teacher typically suspect developments (Reitsma, 2020). The child shall then be referred to as the pathologist in speech who will provide a complete assessment, using standardized tests and informal actions, on the child's receptive and expressive languages skills. The pathologist who speaks the language will also analyze other communication measures to rule out other difficulties.

To acquire valid test results, the vision and hearing of the child must also be examined before testing. Language impairment is identified when a person is not capable of understanding age-appropriate terminology, following instructions or communication skills, such as turn-taking and perspective-taking during discussion.

Figure 8.6. It is thought that approximately 5% of children develop linguistic difficulties. That suggests that there will probably be at least one person affected in a classroom of 20 kids.

Source: https://www.healthline.com/health/mixed-receptive-expressive-language-disorder.

Careful diagnoses are necessary in distinguishing receptive language impairments and other diagnoses such as intellectual impairment, autism, and/or other physical and developmental issues, which may be linguistic difficulties. People benefit from a speech treatment schedule with a speech-language pathologist. The involvement of parents and teachers in using therapeutic procedures offers the greatest benefit. Therapy for a receptive language impairment is adapted to the needs of the child (Figure 8.6).

8.3.3. Aphasia

Like other learning difficulties, language issues are most frequently developmental. However, because of a neurological condition or traumatic event affecting the brain, such as a stroke or a head injury, they may also start to appear. When linguistic disturbance is caused by specific brain damage, it is known as aphasia. Language is used by everyone. We use language by talking, finding the correct words, understanding, reading, writing, and making motions (Reed & Vaughn, 2012). Aphasia occurs when one or more components of the language system stop working properly because of brain injury. Aphasia – A (=non) phasia (=speaking) denotes that a person can no longer express themselves. He or she is no longer able to communicate. Apart from aphasia, paralysis, and/or issues with the following may occur:

- Acting consciously;
- Observation of the surrounding; and
- The memory, concentrating, and taking initiatives.

People can no longer accomplish two things at the same time. Many people become frustrated while on vacation abroad because they are unable to express themselves well or do not comprehend what the other person is saying. Even in nations where we have a good command of the language, we can encounter this, for example, when visiting a doctor. In countries where we don't speak the language fluently, our communication abilities with the local population deteriorate, and we don't always succeed in ordering the meal we genuinely want to eat.

These issues affect people with aphasia daily. As a result, aphasia is a language disorder. Aphasia affects everyone differently. The degree and scope of aphasia are determined by a variety of factors, including the location and severity of the brain damage, prior language competence, and a person's personality. Some persons with aphasia have a hard time finding the correct words or putting phrases together.

Others, on the other hand, talk a lot but say things that their conversation partner doesn't comprehend or doesn't understand well; these people have a hard time comprehending the language. Most people with aphasia fall somewhere in between these two extremes in terms of verbal ability. Keep in mind that someone suffering from aphasia in general has access to all his or her cognitive abilities. When aphasia sets in, there is almost always some spontaneous language recovery. Recovery is rarely, if ever, complete. Even yet, with a lot of practice, effort, and persistence, some progress can be accomplished.

Aphasia is a condition that arises because of brain injury. The most common cause of such brain injury is a blood vessel problem. An apoplexy, cerebral infarction, stroke, or cerebral hemorrhage are all terms for the same thing. It's known as a CVA (cerebral (=brains) Vascular (=blood vessel) Accident in medical jargon (Rose, 2017). An injury to the brain, such as a (road) accident or a brain tumor, are other reasons of aphasia. Our brains require glucose and oxygen to function properly. If the blood circulation in the brain is disturbed because of a CVA or another reason, brain cells die off at that region. There are numerous areas in the brain that perform various jobs. The parts of the brain responsible for language use are found in the left half of most people's brains. We talk about aphasia when these language areas are injured.

It is uncommon for someone to have aphasia alone. Other parts of the brain are frequently impacted as well. The following are some examples of extra issues:

- Hemiplegia (hemi=half, plegic=paralysis) is a condition in which the body is partially paralyzed. This is frequently the right side of the body for those with aphasia. The conductivity of the muscles solely on a single side of the body is impaired, and therefore, the muscles are no longer able to work together effectively.

- Hemianopsia is the loss of half of one's vision (hemi=half, opsia=to see). Most people see everything on the side of their healthy body half, but not on the side of their damaged body half.

- not being able to remember how to conduct specific tasks (apraxia, a=not, praxia=perform). Simple tasks such as drinking, eating, and getting dressed, may no longer be performed consciously. A person with apraxia, for instance, will not know how to put out a candle if requested (intentional action), but will immediately

blow out the flame he or she is carrying if his or her fingertips are burning.

- Dysphagia (dys=not well, phagia=swallowing) is a difficulty with swallowing, drinking, and eating. The swallow and digastric muscles might become paralyzed, extremely sensitive, or even insensitive because of brain injury. It's difficult to eat and drink because of this. Saliva might stream from the corner of the mouth unnoticed due to paralysis and loss of feeling in a section of the cheek (Figure 8.7).
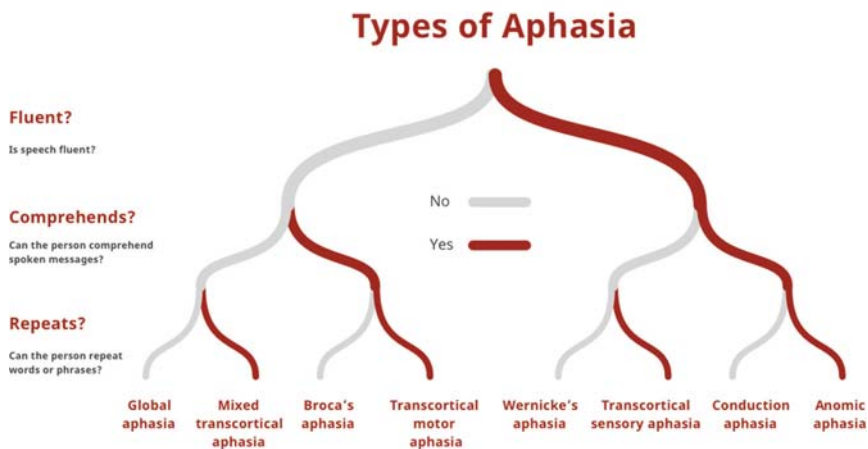
Types of Aphasia

Fluent?
Is speech fluent?

Comprehends?
Can the person comprehend spoken messages?

Repeats?
Can the person repeat words or phrases?

No ——
Yes ——

| Global aphasia | Mixed transcortical aphasia | Broca's aphasia | Transcortical motor aphasia | Wernicke's aphasia | Transcortical sensory aphasia | Conduction aphasia | Anomic aphasia |

Figure 8.7. Aphasia can range from severe to mild, making conversation with the sufferer nearly difficult.

Source: https://www.aphasia.org/aphasia-definitions/.

- **Issues with memory:** When it comes to recalling facts, language is important. The memory appears to be less effective because of the language issues. As a result, always jot down a few essential words; this will make it easier for someone with aphasia to recall things.

- **Reacting differently:** After a stroke, several individuals react to stimuli in radically different ways than they did before. Emotional expression has become more difficult to regulate. It's possible that someone laughs and tears more frequently than others. It's also likely that it takes more effort for him or her to stop (Sargusingh-Terrance, 2008).

- **Epilepsy**: Scar tissue forms in the brain when they heal from an injury. This scar tissue can sometimes induce a "short circuit" inside the brain. As a result, the body convulses, a person's breathing becomes difficult, and he or she may lose consciousness. Such an epileptic fit lasts only a few minutes, but it often occurs abruptly, causing great fear in the sufferer as well as their family.

The preceding list of additional issues is far from complete. The signs and symptoms of aphasia, as well as their implications, are unique to each individual. Each of the problems listed above can, but does not have to, occur in tandem with aphasia.

Many people with aphasia have been hospitalized for a period. It was common for people to be admitted to the hospital after they had suffered brain damage. Many persons with aphasia require additional treatment after being discharged from the hospital. It isn't always evident to whom they can turn for assistance. Please discuss the possibilities in your area with the doctor who treats you. Speech therapists are almost always the ones who treat aphasia. Anyone with aphasia is theoretically eligible for speech therapy. The length of therapy is determined by a few factors, including the patient's ability to recover from aphasia and the country's laws and regulations (Phillips et al., 2007).
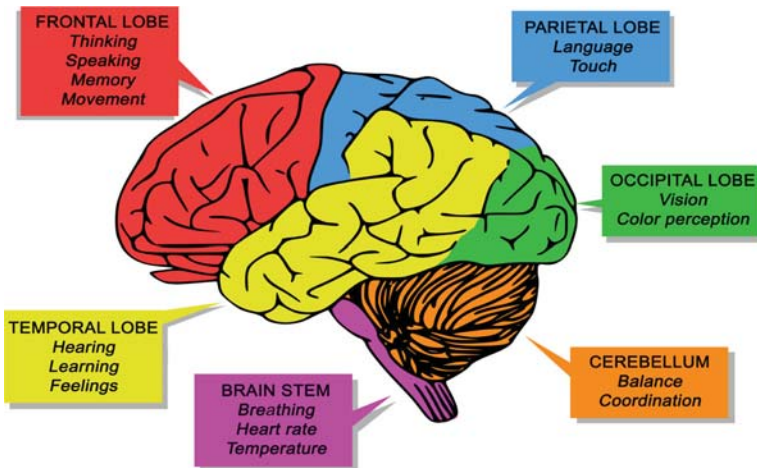
Figure 8.8. People with aphasia face a variety of challenges, ranging from occasional difficulty finding words to complete loss of capacity to talk, read, or write; intelligence, however, is unaffected.

Source: https://biologydictionary.net/expressive-aphasia/.

The way a person perceives and conveys herself or himself alters because of aphasia. People can still interact with people who have aphasia if they ensure the most efficient use of their remaining communication possibilities. A person with severe aphasia usually only understands the keywords in a statement. She or he is aware of the "important words." Comprehending things using keywords might lead to confusion since the message can be misinterpreted due to the mix of keywords and basic knowledge. We and someone with aphasia may believe we have fully comprehended each other at times. A subsequent reaction may reveal that this was not the case (Figure 8.8).

If you would like to communicate with someone who has aphasia:

- First and foremost, take your time during the discussion.
- Make eye contact and sit comfortably.
- If you are afraid of starting a conversation, start by telling a short story about yourself and then ask questions that you already know the answers to.
- Slowly speak in brief sentences, emphasizing the most significant words in each sentence.
- Make a list of the most important words.
- Give the aphasia sufferer what you typed down and repeat the message.
- It can be used as a reminder or a way of communication by the aphasia patient.

Assist someone with aphasia with his or her difficulties expressing themselves by writing, drawing, gesturing, or pointing, and ask if he or she can write, draw, point out, gesture at something about it. Look up words in a small dictionary or a conversation book together. If somebody else with aphasia wishes to tell you information, it must first be obvious who is involved, what is happening or has occurred, and perhaps where or when the incident occurs. It's critical that you ask the proper questions, think outside the box, and work as methodically as possible. Always offer multiple-choice questions, in which you list the concerns that can be selected next to each other (Pearson, 2014).

There are unique picture-pointing publications with words and graphics in several nations. It is possible to make one's meaning clear by pointing to words or drawings. Check with your doctor or speech therapist to see if similar devices are available in your country. If that is not the case, you can

create your own communication book. You can incorporate vital graphics or images, as well as words, for the individual with aphasia. This allows for a discussion of occurrences as well as the expression of feelings. When interacting with someone who has aphasia, using a picture-pointing book like this might help you look for topics that are vital to the conversation. Make sure you have a pen and paper handy. The most essential words from the chat can then be written down below each other, making it easier to understand and remember the conversation's contents.

8.4. DIAGNOSIS

If you or your child has displayed some of the above language processing problem signs and believes they may have a language disorder, the next stage is to seek professional help. Language issues are frequently misunderstood—they're mistaken for ADHD, autism, or even "laziness"—so working with someone who understands speech and language development is critical. There are a few options available to you. If you're concerned about a child who hasn't started school, your state's Early Intervention (EI) program can provide you with a free evaluation. If a language issue is discovered, EI professionals will work with you to create an Individualized Family Service Plan (IFSP) that will support your child until he or she reaches the age of three. An IFSP specifies what services your kid should receive as well as how parents and doctors expect your child to progress. Parents have an important role in the development and implementation of IFSPs, so educating yourself and preparing to advocate for your child is important (Figure 8.9).

Figure 8.9. A range of listening and associated problems may arise for children with APD. For instance, in noisy situations, people may have difficulties to interpret, follow the directions and discern (or distinguish) identical noises.

Source: https://www.slideserve.com/howe/auditory-processing-disorder.

One can seek assistance from public schools, even if the child has already begun school when they identify language difficulties – even when one is enrolling in private school. One can request formally that the school evaluate themselves without charge with a speech therapist. If the school considers that an evaluation is not necessary or that your kid develops in the usual range, they can reject your request. If this occurs, the school will advise the parent in writing that their request and information on their choices have been refused (Sembiring et al., 2018). One can either request a meeting to challenge the school's judgment or consult with a private speech and language specialist currently. Even if the school gives an assessment, one will have the option of working with a private professional. This alternative is usually more expensive, but it has benefits such as more flexible scheduling and personalized care.

It's still essential to act promptly if the one feels you or another adult has a language impairment, whether it's developmental or the result of brain damage. It's critical to get a diagnosis from a language-disorders specialist; if you're not sure where to start, your general care physician should be able to recommend you. Whether cost is a concern, check with local institutions to see if they offer free or low-cost assessments for adults as a component of their speech-language training program. Most speech therapists use comparable methods to screen for language difficulties. You or your child need to be evaluated in the language you are most comfortable with—even if it is not the language you speak every day. The inability to communicate in a second language is not always indicative of a language impairment. A pediatric speech therapist will engage with and monitor your child in a variety of settings, as well as examine you to see if your communication skills are adding to your child's language difficulties.

The speech therapist may question the partner or other close family members to make an impression of the impact of their language abilities on your interactions in an adult diagnosis. They can also attempt several types of therapy, assess how the child or parent react and start determining an effective treatment approach. It should be noted that these signs and indicators may show an auditory processing disorder. Diagnosis of APD is currently complicated by three matters:

- Such characteristics may be seen in other forms of pediatric diseases. Dyslexia (reading disabilities), impaired intellectual function. Autism spectrum disorders, language impairment, attention deficit hyperactivity disorder (ADHD), and autism spectrum disorders, are only a few examples.

- A few of the audiological techniques now used to screen children diagnosed with APD do not sufficiently distinguish them from children with other issues (Schmitt, 2018).

- For the assessment of children accused of an APD, various functions and processes which affect the understanding of test results are likely to be found. Examples are lack of cooperation, lack of sustained attention, lack of motivation, and lack of understanding. Such conflicting variables must ensure that no misdiagnosis is made of an auditory disorder (Ortlieb & Norris, 2012).

Because of these circumstances, a systematic gathering of information adequate to establish an auditory-specific deficiency is required for the differential diagnosis of APD. It's also useful to consider the auditory system's neuroplasticity and neuromaturation. Many central tests may not be advisable for utilization with children below the age of 7. Because neuromaturation of some parts of the auditory system may not have been completed till the age of 12 or afterwards, age-appropriate baseline data for any evaluation methods used clinically must be acquired. Audiologists performing central auditory evaluations should have access to a well-chosen test battery.

Test results should be read with caution, as with any form of evaluation. In youngsters under the age of 12 years, neurological maturation effects may affect test findings. Until this moment a proper APD diagnosis is not determined (Bellis, 1996). There are, however, many younger children whose hearing conduct, language, and academic traits show that APD is a major opportunity and would benefit from care even without a formal diagnosis. Their strengths and need areas should be addressed based on available speech and psychoeducational testing.

8.5. TREATING LANGUAGE PROCESSING DISORDERS

It is reasonable to have concerns if you or your baby have been diagnosed with a language treatment disorder. It is understood that communication is the most crucial human ability—especially in the case of parents—to fear that someone who has been delayed in language will not succeed or create meaningful relationships. But do not despair if you or your kid has receptive or expressive language problems – professional speech therapists, proactive parents, supporting bosses, and friends can make a huge difference in helping everyone cope with a language problem (Figure 8.10).
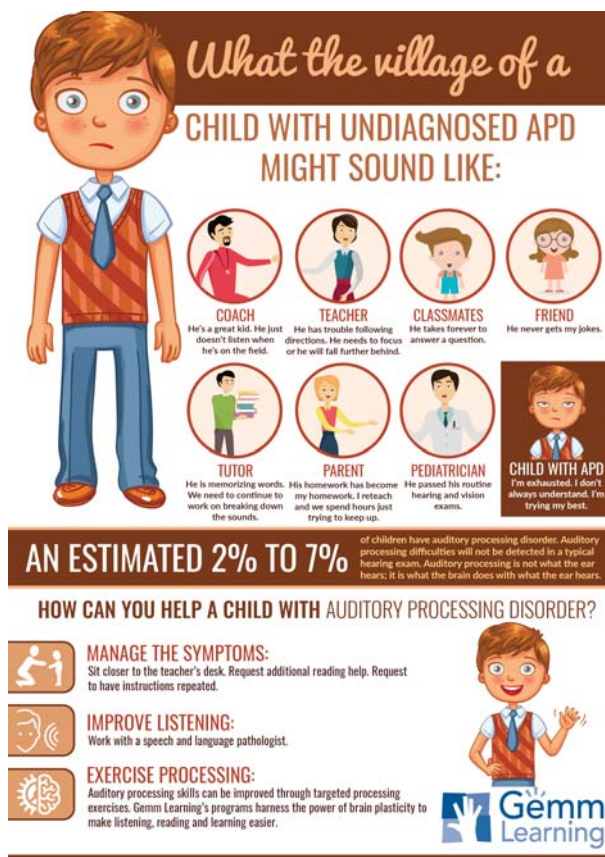
Figure 8.10. Audio disorder treatments may involve environment changes to decrease or remove certain noises, training skills in compensating for the disorder, and working in collaboration with an audiologist to correct the hearing impairment itself.

Source: https://www.gemmlearning.com/can-help/central-auditory-processing-disorder/info/life-with-apd/.

While the "appropriate age" isn't perfect to aid, normally, it is better sooner. Check with your doctor for a speech pathologist or find one via the school of your child, through the EI programs of your state, or your local university if you have any concerns. As soon as you are formally diagnosed with a language problem, you have an opportunity to proceed and establish support for yourself or your child.

8.5.1. Using Speech Therapy for Treating Language Processing Disorders

Many parents of youngsters with language problems prefer to use the public school systems to seek language and speech treatment. The school of your child may offer you several options, depending on the district:

- **Individual therapy**: This is most suited to serious linguistic problems, which require one-on-one care. Also, individual therapies are particularly effective for children with associated illnesses such as ADHD and learning difficulties. This is especially effective for families with complex schedules which will not permit the more stringent group therapy session (Ness, 2006).

- **Group therapy**: For many young children with language difficulties, group treatment can be the most useful and productive alternative. Because no two children with language difficulties are identical, group therapy enables youngsters to comprehend others' challenges and to deal with people with different strengths and shortcomings. It is crucial for children to work with their own ages in group therapy—to go to a treatment with children who are much younger or older could harm the self-esteem of their children, causing them to retire or otherwise be unproductive.

- **Therapy in-class**: Tell the school about in-class therapy choices if you are worried that your kid will suffer bullies or miss critical time during school speech therapy. The speech therapist might come into the classroom of your child periodically and "team teach" together with your teacher to design lessons to help children suffer with speech and language issues depending on the size of the school and its resources (Figure 8.11).

Since most instructors don't have a professional speech therapy training—and the speech therapist would probably not come every day—it can feel like a bit more than a stopover approach for kids with normal IQs who benefit from traditional treatment. That is why Patricia McAleer Hamaguchi, M. A. is the speech-language pathologist and recommends that only intellectual disabilities teach teams. The teaching team approach can concurrently allow youngsters with lower IQs to address their language difficulties and gain social skills in a "natural" environment rather than a "clinical" environment.
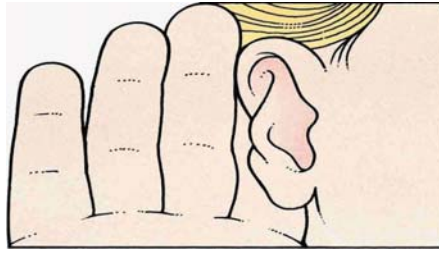
Figure 8.11. Virtual and in person support services can assist parents and individuals connect to people with similar issues and provide ideas for therapy or accommodation.

Source: https://www.additudemag.com/how-to-treat-auditory-processing-disorder/amp/.

As your child grows up, you probably must change the therapeutic approach you receive. Adolescents (especially middle school students) may feel ashamed and oppose spoken treatment—and youngsters should be active and willing to participate in therapy to be helpful. Besides, your child may begin "plateau" at this age, and additional treatment is not necessarily beneficial. It might be time to call a meeting with the special team in your school to review its plan if your child's growth seems to be halted or seems reluctant to talk about his therapy sessions.

Private practice voice therapists are also an alternative to address linguistic difficulties for adults with language disorders and good insurance—as well as parents who wish to seek out treatment outside school (Sidek & Hasimah, 2017). Private therapists are proud to be able to meet the individual needs of each patient and normally propose to visit you or your children once or twice a week (compared to once a week at most in the public school system). Private therapists can often accept busy schedules, as an additional advantage, without taking a kid out of school or an adult away. A personal therapist can also recommend workouts at home and contact a teacher of a child to provide classroom activities to promote the growth of languages.

8.5.2. Academic Intervention

While speech therapy is the best approach to deal with language difficulties, the school may offer ways to improve your child develop crucial skills.

Talking to the school about accommodations such as:

- **Helping the child plan**: Adolescents having expressive language issues typically have difficulty answering on the spot questions. Instructors can assist the youngster by alerting him in advance when he is being called upon so that he can prepare a response mentally.

- **Asking less open-ended questions**: Offering a kid or asking questions can let them show what they know, without exactly interpreting what they are asking.

- **Without correcting, modeling proper sentence structure**: If you combine words or use wrong verb tenses, urge your teacher rather than bothering the youngster by pointing out mistakes, to repeat replies in the correct form (Figure 8.12).

Figure 8.12. It can be difficult to recognize language difficulties; children with language disorders may just be considered "shy," "silent," or "distracted."

Source: https://www.accel.org/blog/language-processing-disorder-in-children/.

8.5.3. Interventions Done at Home

These easy actions can assist a child learn and preserve language abilities together with speech therapy:

- Talking or singing to the child as much as possible – It's essential for your child to follow a normal growth course by giving him lots of opportunities to practice his/her language abilities.

- Avoid the impulse to end his sentences for him whenever he

strives to find words. This helps your youngster gain trust and learns that he cannot rely on you to talk for him (Morley, 2001).

- Educating oneself on your child's issues is a critical first step toward assisting her in adapting to and overcoming her language problems.

8.5.4. Interventions at the Workplace

Adults with language problems may find it challenging to understand what is expected of them at work or communicate with their coworkers. Your employer can help you if you have a language impairment by adjusting for you, such as:

- Make meeting agendas available long in advance. Being able to receive the meeting agenda ahead of time will allow you to mentally prepare and prevent being caught off guard by a question from your boss.

- Give the employee advance warning of when he or she will be needed to speak. If you must deliver a presentation, request that your manager give you advance notice so that you can prepare your remarks and anticipate any questions that may arise.

- Instead of spoken comments, allow written responses. Request that your supervisor send you questions by email rather than visiting your workstation, so you can write a well-thought-out reply.

Speech therapy can be a sluggish, both for children and adults, so it is crucial that you promote the adaptation that allows you to thrive in the meantime for your child or yourself. If this helps, connect with other individuals or parents who are experiencing similar challenges – they could train you in a difficult scenario or aid you with language disorders.

In conclusion, we have covered the present opinion on the description, assessment, and administration of APD in this article. Considering the increasing interest in APD signs, disturbance, and related behavioral or psychoacoustic disorders over the past 20 years and the increasing evidence for diagnostic and treatment relevance of a pathological entity as APD, many efforts are still needed to improve understanding of the first thing to do is to make a considerable effort to improve, standardize, and standardize APD diagnostic processes. Despite its most essential influence on speech processing, APD, despite the potential language independence of its diagnostic procedures, is currently diagnosed mostly based on non-

specific, psycho-acoustic tests and no battery. The necessity for well-defined diagnostics and established, standardized psychoacoustic test sets, together with the associated demand for broad-scale data from various APD demographic patients, is obvious (Van Keer & Verhaeghe, 2005).

Second, comprehensive, and broad scale study on neuroscience will be needed to better define the basis of the neuro-physiologic syndrome, which may provide insight into APD's developmental, incidental, or genetic genesis. In short, significant efforts are needed to help diagnose and manage APD patients, particularly during childhood, in multi-disciplinary and tailored ways, so that a main listening issue is not routinely a catastrophic disturbance with highly severe social-compartmental repercussions.

Chapter 9

How We Can Support Literacy Development

CONTENTS

9.1. INTRODUCTION

Being literate has become the new normal. During the prehistoric period, people believed in the passing of messages through word of mouth. Other methods were used to pass information such as the like of blowing of horns, smoke signals, ululations, screams, among other means. The storing of information was not done in any physical way, rather they believed in the power of remembrance; whereby only the older people who had the ability to remember more information from their past were consulted in situations whereby references were to be made about an event that occurred in the past.

With the continued advancement in the technological era, so many fields of the human daily life advanced. In the late prehistoric period, writing was invented in order to help in the storing of information through the format of scripting; and definitely, with the invention of writing, reading has also to exist, for how would people be able to understand what they were reading. The art of writing and reading was solely for the royalty in the society and the well to do members of the society.

As more people became interested in the art of being able to read and write, a chance was opened for all people for them to be able to pay a certain amount of levy, for them to be taught about the art of reading and writing. Within a short period of time, the ability to read and write almost became like the new normal; and even governments made an effort to easily avail educational resources to its citizens, for them to also be equipped with the new skill which was slowly becoming one of the most valuable skills around the globe (Villarreal, 2013).

Literacy is the ability to read and write. Over the ages, a large percentage of our society has shown the skill of being able to read and write and exploring more on different educational fields since they are able to read and write, fields which are in their own respective ways are making the world a better place to live in. In our current generation, the equipping of people with the art of being able to read and write had become a compulsory activity in all parts of the world; whereby, each, and every young child of a certain age is required to enroll into a learning institution for them to be equipped with the skills of reading and writing basic words, to complex words, and the ability to be able to comprehend the complex aspects of the different fields that make human life more easier to live (Figure 9.1).
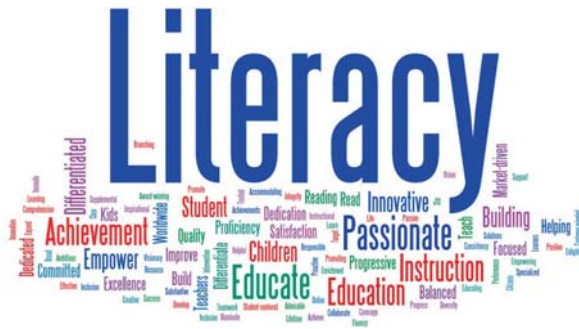
Figure 9.1. An image showing a literacy logo promoting the theme of literacy.

Source: http://fawe.org/2020/09/08/literacy-teaching-and-learning-in-the-covid-19-crisis-and-beyond/.

9.2. LITERACY DEVELOPMENT

Despite the efforts of almost all governments in our current society of pushing for all young people to be enrolled in learning institutions, there is still the need of ensuring that, the equipping of an individual with the art of being able to read and write requires much more than just being enrolled in a certain learning institution.
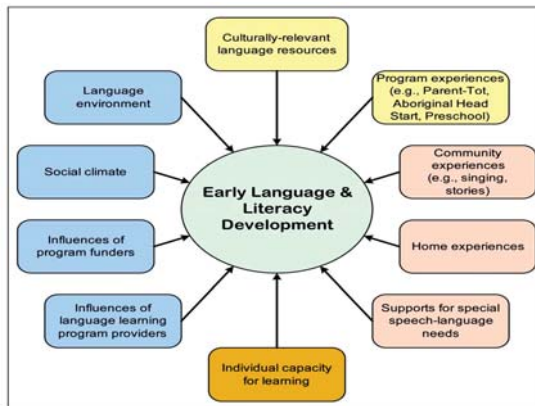
Figure 9.2. An image showing some of the general basic steps of literacy development.

Source: https://www.researchgate.net/figure/key-contributors-to-promote-Aboriginal-language-and-literacy-development_fig2_242216349.

Literacy development is the process of ensuring that the acquiring of the reading and writing skills is made as easy as possible for the parties involved. Most individuals confuse literacy development to be a process strictly limited to young children, however, some adults need the incorporation of literacy development traits for them to be able to master literacy skills at a faster rate (Figure 9.2).

9.3. SUPPORTING LITERACY DEVELOPMENT

The literacy development process requires much more than just enrollment into a learning institution; it requires the incorporation of so many different activities in order to make the process as easy as possible for all involved parties. Therefore, there exists different mechanism of supporting the literacy development process; which are divided into different categories depending on the individuals being targeted to improve their literacy level, a factor which is mostly determined by the age group they are in. It is quite safe to say that; literacy development support techniques are mostly divided into two categories (Williams, 2015). The first category is that involving literacy development among young children, and the second category is the one involving literacy development among adults.

9.3.1. Literacy Development in Children

Once a child is born, they are introduced into a new world, which as they grow, are required to adapt in order to survive in this world. Throughout their growth process, they are always learning a new concept about the world we live in, and how better to navigate through life in a more like smooth way. For a child to be able to fit in our current world, where literacy has become the new normal in our society, they need to establish the literacy blocks which makes it easier for them to be able to master the skill of being able to read and write. The main literacy blocks, which are the solid foundations of the world of literacy; are the ability to listen, the ability to comprehend information being passed over to you or to someone else; the ability to observe how things are being executed; and the ability to draw or to interpret a drawing (Figure 9.3).

Figure 9.3. An image showing some of the activities that support literacy development in children.

Source: https://learningpolicyinstitute.org/product/early-childhood-essentials-framework-report.

Among children, there are several activities that could be done to help in establishing the literacy blocks in a child. In order to be able to draw and also interpret a drawing, parents are advised to often use pictures and help their young ones in mastering the art of interpreting pictures, by talking about the objects in the picture, what they are and what they represent; this way, as a child develops, they will be able to look at a certain picture and be able to interpret the contents of the picture (Rose, 2017).

Parents and also tutors, who are responsible for teaching children about the most basic information about the literacy world; should help children in mastering all the letters and their sounds depending on the language they are to use. This way, a child will be able to understand that, this is a certain letter, and this is how it sounds; and once they get to the level of being to read a word, they will relate the letters and their respective sounds, and the be able to pronounce the word appropriately. The stage of word pronunciation requires teachers to be able to mindful of how they pass on the skill of being able to read. Tutors have the responsibility of ensuring that their students are able to understand the art of rhyming words which have the same sounds in the same places during pronunciation; the dissemination of a certain word into its syllables in order to help them understand how the word is to be pronounced based on the letter sounds of each syllable; among other traits of mastering the art of word formation and its pronunciation process.

Communication with a child helps a lot in building a solid foundation which will make it easy for the children to develop their literacy skills once

they get to the official stage of literacy development. Even as toddlers, parents should be able to communicate with their young ones. Babies have their own ways of communication whereby they make different sounds. At this stage, it is advisable that parents imitate their children by making the same sound as they are; a habit which draws the attention of the child, and makes them appreciate that, at least someone is paying attention to what they are saying and listening to them. As they grow, they get to a level whereby they are able to master basic pronunciation of the words which are often used in their environments (Reed & Vaughn, 2012). At this stage, parents are advised to use baby talks, whereby they could say certain words correctly, but instead, say them using a childlike tone, speak slowly, and be repetitive; this way, it will be easy for the child to master what the parent is saying, and be able to comprehend how different words are pronounced, and as they grow, they will be able to understand how the words are put together in order to pass a certain message. If possible, parents could sing to their children. Most songs are repetitive in nature in that, different lines of the song are repeated severally, and a child is able to master the repetitive words and know how they follow each other in a sentence. Conversing with a child about the things a parent is doing, whether the child is able to respond to what the parent is saying or not; builds the child's understanding of how words follow each other. A parent could also tell stories to their young ones about their childhood life. During such conversations, a parent is advised to break different words they are using into different syllables; a habit which helps the child master the art of word construction. The art of conversing with a child builds upon their literacy skills by helping them understand the pronunciation of different words which help in writing; and how words follow each other in a sentence, which also helps in the art of writing sentences.

Reading to a young one helps in making their literacy development process easier for them. As stated earlier, listening is one of the building blocks of literacy. Reading to a child helps in growing their interest in books, by showing that they can find both relevant information and be able to find some pleasure in reading books; and the more they reading, the more they will understand the pronunciation of different words, how they follow each other in a sentence. If possible, parents could read books filled with pictures to their children; this way, the child will be able to relate the information they have read with the drawing and also be able to understand how they can use the words from the book in writing sentences. Reading to young ones, who are yet to get to the level of being able to understand

the art of reading and writing; helps young children master different letter sounds and how they are used in our daily conversations (Reitsma, 2020). Reading books to children helps them appreciate the importance of face to face conversation and be able to understand that there is also some beauty in printed works; for they can also gain information from printed books or even read some interesting story from printed books. Reading books increases the vocabulary list of a young one, for the more they read a certain book, or they have a book read to them, they will definitely come across a new word. Reading books to a child, more so books on folk-related stories, helps them understand how different problems are to be solved; hence they are able to master some basic skills of problem-solving from the books they read. Apart from mastering the art of problem solving, children do also gain some insightful knowledge from the books they read, which build them in a morally upright manner; and as we all know, literacy goes hand in hand with morality, the more an individual is discipline, the easier it will be for them to grasp new information about different aspects of life. Books turn out to be interesting to young ones, giving them a topic to discuss with their peers as they play. Such discussions build on their literacy skills, for they are able to retell the story in their own but using some of the words they read from the book; improving the information retention capability, which turns out to be quite helpful while writing. Most children books, tell the story of the society but in a manner that will be interested to the children. As more books are being read to a child, they get to know more about the society we live in. With the understanding of our society, children will be able to find ways to live peacefully in our societies and do their best to make their societies a better place; and as they master more literate skills, they will find it easy to use them around their fellow members of the society, for they have a better understanding of how to interact with them.

The art of singing songs to young one is an extremely underrated art when it comes to literacy development among children. Children are quite observant and attentive to new information which seems interesting to them; and definitely, the rhyming of sounds in songs, in poems, in plays, draws the attention of a young one. Listening to the rhyming sounds helps a child appreciate the beauty of letter sounds, how they follow each other in a song, and more so how they relate with each other. To better improve the listening skill in children, which play a big role in literacy development; a parent could engage their young ones in playing games which involve the use of rhyming sounds. Rhyming sounds challenge the child to be keener on their pronunciation, helping them differentiate the different letters combined in

order to come with such a rhyming sound. Parents could also read books that have heavy use of rhyming words, perfecting the concentration skills of a young one on what is being read to them. Challenging young ones with tongue twisters and pans helps them appreciate the beauty of words and the combination of different letters in order to come up with such a beautiful word.

Children need to engage in activities which are solely done without the help of their elders, but under their supervision. For instance, a parent could fill up a box with different household objects, and challenge the child to identify with the objects. As the child identified with the objects, they will master their specific names, what they are used for, and how their physical appearances. This helps in perfecting the art of sentence construction in children, for a child will be able to construct a relevant sentence which uses the right vocabulary, for they already know, a certain object is used for this purpose (Rogde et al., 2019). Parents could also challenge their young ones to engage in reading activities; whereby, they will give them a certain book after school sessions, and request them to read out loud the words they see; with the help of the parent, as they correct them in a polite way of the mistake they will make, for it is a learning process and quite obvious that they will make a mistake. As the child gets to read the book, they are able to improve their pronunciation skills which helps in writing skills; they are also able to understand how words follow each and their use in the appropriate context, improving on their sentence construction skills and also their writing skills; they are also able to comprehend what they have read, with the help of their parents, adding more vocabulary onto their language. After reading a book, parents could also challenge the children to retell the story in their own words, improving their content retention power, a skill which is quite helpful in literacy development, for they will need to retain different types of information such as the mastering of all the letters and sounds in different languages. Parents could engage their children in watching of children movies. As they watch the movie, children perfect their listening skills, which as stated severally in the above section, it is a major building block in the world of literacy. Children could also act the movie with their children, and if necessary, they could change the ending of the movie. As they act the movie, they perfect their information retention power.

9.3.2. Literacy Development in Teenagers

Most people believe that only young ones need help in literacy development; however, the fact is, despite the age group we are in, we will always need to

perfect our literacy skills, for like technology, they have their own unique ways of evolving and becoming better with each passing day. Being able to read and write does make one literate person, but not an expert in the world of literacy. Literacy has no ultimate level (Figure 9.4).
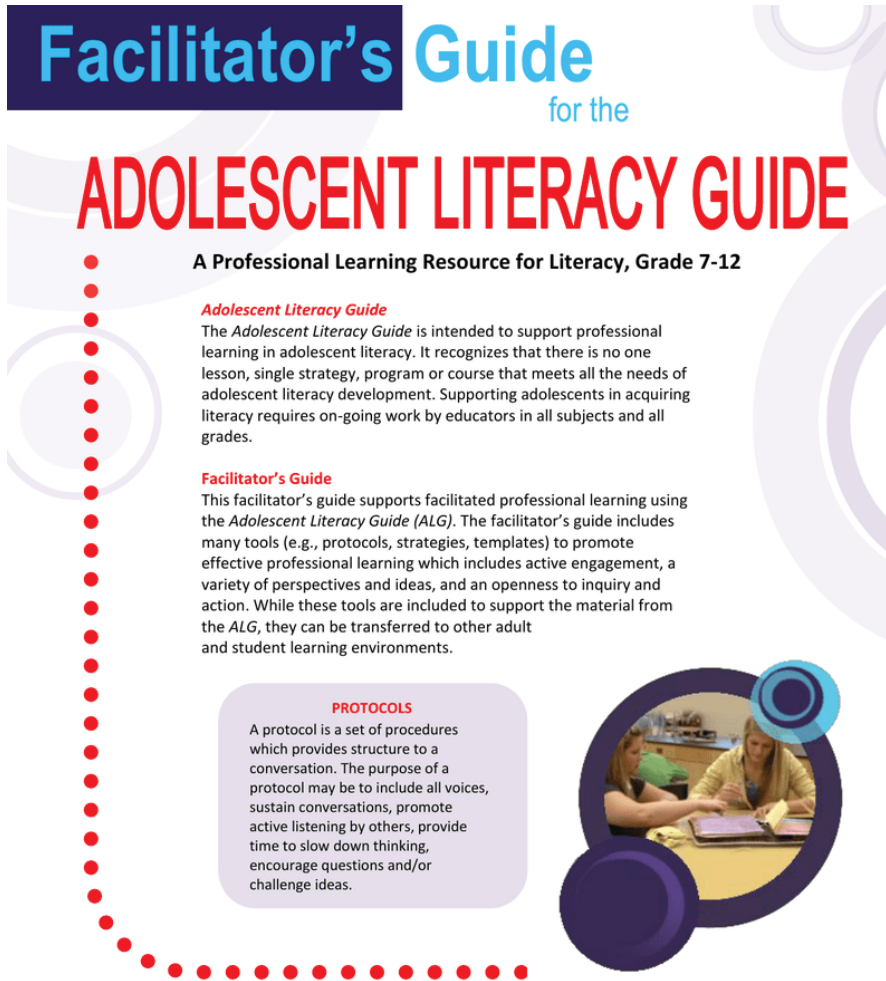
Figure 9.4. An image showing activities that help support literacy development in teenagers.

Source: https://studylib.net/doc/18367953/facilitator-s-guide.

Teenagers believe themselves to be the most perfect individuals in this world. Challenging a teenager to go ahead and perfect their literacy skills come out as a disrespect to them. However, there sure does exist different

activities which could help teenagers in perfecting their literacy skills (Phillips et al., 2007). One, engaging in rich conversations with teenagers helps them appreciate the beauty of the depth of information we have in our current society. For instance, tutors could engage teenagers in conversations about a specific field, such as the world of politics, whereby they will be able to appreciate the beauty of politics from a different perspective pushing them to let go of their much focus on the politics they see happening around the world. Appreciating politics opens their mind to exploring more facts about the world of politics, being able to master new vocabularies which are specifically related to the world of politics, among other benefits. Helping teenagers explore a certain field they once underrated, will develop a habit of exploration in them, which requires more reading; and definitely with more reading, their literacy skills such pronunciation of ambiguous words, spelling of ambiguous words, and the use of such words in our day to day lives; among other skills, are perfected.

Teenagers could also engage in research activities about the current events happening within their environments. Conducting research requires them to explore different sources of information; from the internet to reading books about the topic at hand, among other activities. The activities that teenagers engage in during their research process helps them come across new words which adds on to their vocabularies; they are able to appreciate the beauty of words they once brushed off, by noting that, they have a much deeper meaning and they could be used to pass a different message.

High schools, which are the learning institutions handling teenagers, tend to challenge them in book reading, whereby they are assigned a certain book, which they have to read, analyze it thoroughly, come up with book reviews, and they are later examined on the book. In order to perfect their literacy skills, teenagers are advised to engage in discussions which helps them share their different perspectives about the book. Sharing of the different perspective about the book helps them appreciate the beauty of each other's opinion, and they are also able to gain more insight from each other; and words which meant differently to them, are further elaborated, helping them appreciate the beauty of literacy and the fact that it is not a one-sided coin, rather, it has different phases, which are all to be appreciated. Apart from engaging in book reading activities which have only been assigned by the school, teenagers ought to be challenged to read different books at their own will. Reading a book just because you are interested in it helps teenagers appreciate the beauty that comes with books, and the knowledge which they are able to gain from the random books they read, also perfecting their

literacy skills. Technology has come at an age where the much supervision from parents has become a thing of the past. Technology offers different kinds of information, some of which are quite helpful, more so when it comes to literacy development, and other kinds of information which are quite misleading. Both tutors and parents are encouraged to advise their teenagers to use the new era of technology to their advantage, by using it as a positive mentor to them and not as a negative mentor (Rueda et al., 2008). By being a positive mentor, teenagers could use the internet to gain information on different ways which they can use to perfect their literacy skills. Social media platforms, instead of being used for unproductive activities, teenagers could salvage the opportunity and instead create group chats strictly for academic purposes. The group chats could be made up of students from different institutions, whereby they will be able to share information on the different skills they have been taught in their respective schools; appreciate the beauty of the different skills; and do their best to try and incorporate the skills they acquire from others in their day to day academic activities. The use of technology in the most appropriate way is a sure boost to the literacy development process, not only to the teenagers, but also to all members of the society.

9.3.3. Literacy Development in Adults

Just like teenagers, most adults believe that they have reached their optimum literacy level and that they do not need to further perfect their literacy skills. Most of them, all they focus on, is their respective area of work; if its writing, they only focus on writing memorandums and reports about their line of work; and if its reading, they strictly focus on reading books related to their line of work) (Sailors, 2008). What most people do not understand is that, our minds are automatically wired to resist monotonous activities; meaning, the more we engage in activities which turn out be monotonous, our minds will brush off most of the new information we feed it on the same subjects over and over again, making our literacy skills lag behind (Figure 9.5).

The human mind requires constant change, exploration, to experience new things; for it to be receptive of the new information we feed to it. If we do not let our minds enjoy the beauty of exploration, chances are it will fail us when it comes to the maintaining our literacy level, for our minds will end up being bored, and they will tend to get even the old information we once had, for they have not been kept active for quite some time. In order to avoid such embarrassments, it is advisable that individuals engage more in activities that keep their minds alert and not dormant.
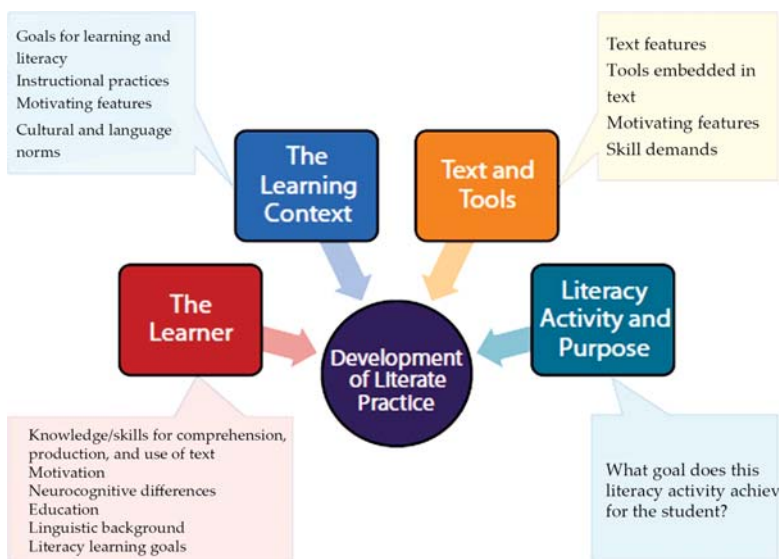
Figure 9.5. An image showing activities that support literacy development in adults.

Source: https://www.nap.edu/read/13468/chapter/4.

Literacy development activities in adults require them to explore different fields other than the ones which provide them with their livelihood. In order to retain their literacy level, and also be able to perfect on the literacy skills they have managed to acquire over the years, human beings are advised to read less monotonous books more often. They could even enroll in short term causes which equip them with new skills which are currently being required in our day to day lives such as the likes of; leadership development courses, since we are all leaders, either leaders of our families, our leaders of our places of work; short cybersecurity courses which equips them with the skills of how to shelter themselves from cyber-crimes which have become the new normal in our societies; among other short term skill-related courses. As they venture into the above mentioned courses, they are able to learn a new vocabulary, a new literacy skills, perfecting on their already earned skills. The frequent reading of books challenges their minds in comprehending the new information they are acquiring and pushes them to perfect on the skills they already have, keep their minds alert and active; and in the process, they might also read some new information). (Pearson, 2014).

In conclusion, literacy development is an important process, not only to the young ones, but also to the entire society, despite the age group they are

in. The continued perfection of literacy skills ensures that individuals will easily adapt to the rapid changes taking place in our current society. People will also find it easy to digest even the new information they might acquire in the course of their lives since their literacy levels are top-notch or almost close to being top-notch.

The challenges which individuals of all age groups face when it comes to literacy development ought to be eliminated, in order to make the process of literacy development as smooth as possible for all ages. All we need to do is, appreciate the beauty of literacy development, and accept the fact that literacy development is a never-ending process, and instead, we ought to embrace the process and make it part of our day-to-day lives.

Chapter 10

Factors that Impact the Selection of a Communication Approach

CONTENTS

10.1. INTRODUCTION

There are a number of factors that determine effective communication among them being proper selection of the communication approach. There are numerous communication approaches, but one has to be selected depending on the situation. Communication is termed as complete if the message is passed to the recipient in the manner in which the sender intended it to be. However, if there was a form of disruption along the path of communication, then communication is not complete. This is because the message will not reach the sender as it is intended to be. The oath taken for the message to be transferred from the sender to the received is known as the communication path. There are several barriers that can hinder the transfer of information from the sender to the receiver. This can be worsened if an inappropriate communication is used. This means that there certain factors that one has to take into consideration before a communication approach is selected. Some of the factors are as follows:

10.2. NATURE OF THE MESSAGE

The nature of the message refers to the conditions surrounding the transmission of the message. There are cases where the message is urgent and is to be transmitted in as soon as possible. For instance if some gets in to an accident and paramedics are to be summoned then this message is urgent in nature and the communication approach should be fast. Sending a letter in such a situation would be pointless as the message should get to the paramedics immediately (Ortlieb & Norris, 2012). By the time the letter gets to the paramedics then a casualty would have been experienced. In this case it would be appropriate to use a phone to call them. The call should be directly to the paramedics meaning that one should not call another individual to ask them to call the paramedics. With urgency, it means that there is need for immediate feedback once the message has been conveyed. For instance, in the case above, the paramedics could instruct the individual how to conduct first aid before they respond to the situation.

In other cases, the message to be delivered is confidential. For a message to be termed as confidential them the context of the message is to be known by concerned parties. The communication approach, in this case, should ensure confidentiality. For instance, a confidential message can best be passed through face-to-face meetings where only the concerned individuals. Such messages can not be communicated through phone calls as there are third parties listening to conversations. The same case applies to letters, they

can be opened by another individual if not properly delivered. The same applies for private messages. For both private and confidential messages, it is best if they are shared through the face-to-face approach.

There are certain messages that cannot be passed through other means. They are passed through face-to-face meetings. Messages of the passing of a loved one are usually passed through the face-to-face approach. It was decided that it was the best method as such messages are received differently by people. There are those who will be able to handle themselves after receiving the news, while others may faint or get a heart attack. With the uncertainty around the conveying of such a message, most police departments go to visit the family members in person to give them the news. Face to face may not be the exact approach as there are cases where phone calls were used. However, the face-to-face approach is the best approach for such a message.

There are important messages. The manner in which such messages are to be transmitted is different from other messages. Such messages are usually sent once in a while and can not be put in the same category as ordinary messages. If they are passed through letters, there is usually an indication that it is an important message. Important messages are usually transmitted through face-to-face or phone calls. Depending on whether the important message is confidential or not, the most appropriate method of transfer is selected. When selecting the means of communication, depending on the nature of the message, one should check whether it is private, confidential, or urgent.

10.3. CONFIDENTIALITY

There are certain messages meant to be heard by certain people. Exposure to third parties may result in severe impacts. For instance, therapy sessions are usually done through face-to-face meetings as this method of conveying information is much cheaper than others. This means that certain channels of communication are used in relaying confidential information. These methods are those that third parties cannot access. In most cases, organizations use registered mails or may give employees copies of an internal memo through a closed envelope. Though certain forms of communication may be seen as appropriate for confidential messages, they may not be.

Take the case of mobile phones. Though one may be communicating with a friend, whatever is said is usually hear. There are call recordings in telecommunication companies. There are cases where an individual confesses

a crime to a friend and are found guilty by using the call record. This renders phone calls an inappropriate method of conveying messages (Ness, 2006). For most companies they opt to send some of the confidential messages through mails. However, they do not use ordinary mail services. They use those that have been given service encryption. These email providers include Proton Mail. This have been able to ensure minimal cases of breach, more so by advertisers. Initially, common email providers were safe. Over the years, there were multiple cases of email breaches. Data shows that about 8 billion email addresses of people have been compromised. Compromised addresses can be checked on certain sites. Even though providers like Gmail provide personalized service providers, advertisers use a default setting which allows them to send an individual message based on the type of content they send in their mails. Encrypted email providers are safer compared to ordinary email providers as one has to have an encryption key for them to access it.

For governments services, using fax may allow sending of confidential messages. This is because those used in government offices are usually encrypted. Fax is a bit safer as it uses a two-way principle, and it is quite difficult to intercept messages sent through fax as the machines are not connected to the internet. The transmission being outside the internet makes it hard for hackers to intercept such messages. For one to intercept such messages, they would breach the phone line used in transmitting the message. Though it may be quite hard for messages through fax to be intercepted, there are cases where fax machines get snagged or stolen. This means that the machine should be well protected. To ensure confidentiality of the message, those who receive the message are advised to shred the message after reading it.

The safest and most secure method of transmitting confidential messages is through face-to-face meetings. It has been used since the very beginning and is still used today. This method of communication is said to cut off the dangers of tampered privacy (Moore, 2016). However, for the confidentiality of the messages to be maintained, one has to ensure that the environment is free from their parties. If one picks a location where there are several people, then there is a high likelihood that someone could be eavesdropping on their conversation. Also there are areas where there are CCTV cameras. Those engaging in the communication will have to be smart about how they handle the situation. They can use a device which muffles other recording devices. Also, it is best that they sit in an area where the camera can not capture their faces as there are people skilled in lip reading. One can cover their mouth to hinder lip reading. If possible, those engaging in the face-

to-face conversations can use coded language or a different language well understood to them. This further heightens the security.

10.4. COST

Among the factors, one takes into consideration when choosing the method of message transfer is the cost of sending the message. There are various methods of communication that are cheap. However, depending on the audience, among other factors, the means of transferring may become expensive. For instance, if a telecommunication company wants to pass a message, it will broadcast a message. This is cheaper compared to them sending the message one by one. Face-to-face communication is also cheaper if both parties are readily available. However, if there is a large distance between them, it may be costly as one will have to travel to the other. Availability if technology has made communication cheaper as it eliminates the need for one to travel from one point to the other in order to pass a message.

However, some of the technological tools used in passing information are quite expensive. Tools such as fax machine are quite expensive for the family unit to use it for communication. This method is more useful and convenient for large enterprises. Also, it is much cheaper for an enterprise to send messages to a large group of individuals through ordinary texts rather than sending fax or mails. It is also cheaper for Board members to share messages amongst each other through face-to-face meetings rather than having telecommunication meetings.

10.5. DISTANCE

Distance between the sender and the recipient determines the mode of communication. There are those suitable for short distances while there suitable for longer distances. For instance, for people living under the same roof, it is more convenient to have face-to-face conversations rather than calling each other or video chats. Devices used in sending warming messages are more convenient over shirt distances. This includes fire sure and paging. The sounds produced by the warning signals can be used over short distances because there is a limitation in the extent in which the siren can reach. It is inappropriate for one to use a siren to warn individuals who live in other cities or towns. Other methods of communication used over short distances include calling or video chats. These can be used for fairly

extended distances. They can also be used in sending messages over longer distances. For instance, if one has to communicate to a relative in India while they are in the United States, the most appropriate method of communication would be calls, texts or video calls (Sargusingh-Terrance, 2008). It would be inappropriate and costly if the individual was to travel all the way to India to converse with the relative. These forms of communication have been tailored in such a way that messages can be sent on a global scale. Emails and fax letters can also be used in sending messages over longer distances. The advantage of using emails and fax letters is that when compared to ordinary written letters, they take a significantly short time for them to be delivered. They are also quite cheaper sending messages through fax and email than written letters.

In business settings, there are cases where the members have to hold meetings, but there are members living in different parts of the world. In such a situation, it is more appropriate to use teleconference as it will allows members in different parts of the world to attend the meeting. However, for the meeting to be successfully held without any set backs, one will be required to ensure they have good internet connectivity. Video chats can also be used for people who need to see whoever they are speaking to. Social media platforms can also be used in passing messages to individuals globally. Currently, a large percentage of the world's population has access to social media platforms allowing them to interact with anyone across the world. It also allows the sharing of videos and pictures to make communication livelier.

Television broadcasts are used in communicating messages to a large population. The same applies to radio stations. These two channels of communication have been used over a long period of time and have been used by the government and president in communicating very important messages to the public. They have also been used in sending warning messages such as impending storms, hurricanes, and heavy rainfall. They have also been used in teaching the public in how to conduct themselves. Television broadcasts are useful in sending information over a large distance like countrywide or nationwide. It is effective as almost every home has access to a television or radio.

10.6. TIME OF DAY/SEASON

The time the message is to be delivered should also be taken to consideration. In most cases, messages are conveyed during the day as people are awake

during these hours. Phone calls, email, and fax can be sent during such hours. If the message should reach the recipient at the correct time, then the sender should be considerate with the time the message is sent. With seasons, there are different seasons which could influence the transmission of the message (Sembiring et al., 2018). For instance, during the winter season and there is a strong storm, it may not be appropriate for the sender and receive to meet at a certain location to have a conversation. In this case, it may be advisable for both parties to use other channels of communication that do not require the physical presence of both parties. Seasons could also mean the occurrence of a pandemic. Recently, there was the emergence of the Covid-19 pandemic which saw people limiting their interactions and while those working had to move their work to their homes. During these season face to face conversations were inappropriate. Other channels such as the use of other channels such as emails, telegram, voice chats, and calls were very reliable.

10.7. NEED FOR ACCURACY

In some settings, there is a high regard for the message being transferred being accurate. Such cases include the recipient being given the results of a survey or an analysis done for a given event. For instance, when budgeting for a wedding, the couple will need to get a statement of the total amount they have to pay (Schmitt, 2018). The statement should not be approximations but the exact amount to be paid. The same applies to companies when making an order of what they want. The methods used in there should allow the sender to send the whole information. In some cases, phone call conversations are used to give the sender such information. However, the receiver will have to write down what is being said. This reduces the level of accuracy as there are cases where the recipient will make a error due to poor listening or the speaker confusing some statement due to normal human error.

In such cases, the right channel of communication may involve written statements. For instance, if a bank client asks the bank for a statement of their fund usage, the bank may send the reply as a bank statement through email, letter or text. In this case, the sender will get accurate information as the statement will show the exact amount the sender used and saved for each month. When considering the need for accuracy, it is more appropriate if one chooses method that will ensure there are few chances of information getting altered. For this reason, it is best for the information to be noted down and presented in written form. The major challenge with using face

to face channel of communication is that there is a high chance that the sender will forget vital information; therefore, the message passed will not be entirely accurate.

10.8. NEED FOR A WRITTEN RECORD

There are situations where the letter sent needs to be in writing to allow future references. Such records are vital in proving someone's innocence before a court or is solving any issues that may have arose with regards to the topic in question. This means that channels used should allow sending of letters. Though text messages may be in a written format, it may not prove effective in formal situations (Morley, 2001). I'm formal settings, there are instances where the written message should bear the signature of the sender, proving that a certain individual was the one involved in sending of the information. For instance, if the company is firing an employee, they will send the employee an email or letter of termination. In the letter, grounds of termination are listed so that when the employee decides to go to court, the company can be able to show proof of ground for termination.

In some cases there are the message is passed in a spoken form, but there is someone who notes down whatever is being said. This person is known as a scribe. Ascribe listens to people speaking and types every word spoken. They are trained to have a fast typing speed which allows them to not down everything that has been said. The challenge with this is that the scribe may make a mistake or omit some words reducing the accuracy of the information. The types of conversations is then stored in soft or hard copy depending on the preference of those involved in the conversation. Also, there has been a growing trend of people having their conversations transcribed. During this process, people will have their conversations as usually the catch being that the conversations are recorded. Once finished, the recorded conversation is given to a transcriber who will listen to the conversation and note down everything as it was said. In this form, the conversation is written in the form of a script and the final copy given to either the speaker or the recipient (Sidek & Hasimah, 2017). This method is mostly used by companies when they have board meetings or when they conduct surveys among groups of people. The challenge is transcribing is that there may be omission of words by the transcriber or if the speaker use words that are not familiar with the transcriber, then it may pose as a challenge noting down what was said.

With the growing trend of dependence on technology, many are abandoning the use of letter as a means of conveying written messages.

Letters have been replaced with emails which allows an individual access content of the message anywhere in the world.

10.9. LEGAL REQUIREMENTS

There are situations whereby law, there is a recognized channel of conveying messages. For instance, when the police want to arrest someone or search their property, they are required to present a document showing that the court has given them a warrant to search their house. This document is a channel of communication as it conveys the message from the court to the individual in question. This channel of communication is recognized by law. Another situation is when one wants to get a divorced or settle an issue in court. They can not simply go to the judge and tell them that they want to be divorced. They will be required to write a letter which states that the individuals in question want to get a divorce on the certain grounds.

10.10. COMPLEXITY OF THE MATERIAL TO BE COMMUNICATED

Less complex messages are usually sent through texts, telegram, nails, or letters as they are simple in nature, making them easy to understand. However, there are cases where the message to be communicated is very complex. For instance, if one has an idea they want to present to board members, it may be quite difficult for them to explain their whole idea through text or mail. This is why most pitch presentations are done before board members using the face-to-face approach (Van Keer & Verhaeghe, 2005). This allows the speaker to break down their idea to explain it further so that they can understand the idea properly. It also gives the board members an opportunity to ask questions and seek clarification in areas they had not understood. Most teaching sessions in school employ the face-to-face approach because introducing a concept to a child will seem complex to them, and they will require the teacher to use different strategies to breakdown and explain the concepts.

If face-to-face meetings may not be capable, then they can use teleconference options to facilitate the meetings. This is best illustrated when the Covid-19 pandemic hit and children and employees had to work from home. Ideas were pitched through teleconferences while students were taught through the same.

10.11. AVAILABILITY OF THE MEDIUM FOR BOTH THE SENDER AND THE RECEIVER

When looking at the method of choice, it is best that the sender ensures that the received uses the same medium. For instance, if the sender wants to send an email to the received, he or she needs to ensure that the received has access to email addresses and a device that will allow them access their mail. If not, there are chances that the sender will convey the message and it will not get to the receiver. The sender should ensure that they have the medium accessible by the sender. Some other channels available for individuals include radios, televisions, and mobile phones as they are available to a large population of individuals.

10.12. IMPRESSION ONE DESIRES TO CREATE

If one desires to create a positive impression with their future employer or any other individual, it is advisable for them to pick the face-to-face approach. This is because, one can send a text message or email and ends up being misunderstood by the received. It is also quite difficult for a person to explain themselves through texts or email (Villarreal, 2013). With face-to-face meetings, the individual can best express themselves, leaving a positive impression. This is because the recipient will be able to analyze both verbal and non-verbal cues and also look at the manner in which the sender is dressed. Also, if the sender wants to demonstrate that they are confident, they are able to do so through face-to-face meetings.

10.13. RELIABILITY

When sending the message, one needs to ensure that the message will get to the intended receiver at the right time and in the right form. Of all forms of communication, face-to-face communication is said to be the most reliable form of communication as one can get immediate feedback. This is because one is able to inquire clearly and get immediate feedback. Written channels of communication can be considered reliable if there are carrier services. This means that the written message is taken directly to the intended person.

10.14. STATUS OF THE RECIPIENT

The status of the recipient will determine whether the channel to be used is formal or informal. For instance, in a business organization, if the recipient

of the message is of a higher position, then the sender will have to use a channel considered official. Therefore, in this case, the sender will have to send an official letter. If they are of the same level, they can use either formal or informal means of communication. They can choose to call their fellow employee or send them a formal letter depending on the level of formality of the business organization. If the recipient is a friend to the sender, then they can use entirely informal means of communication.

10.15. TYPE OF AUDIENCE

The intended audience will determine the channel of communication used. For instance, if the recipient has a listening impairment then it is crucial that the sender use face to face channel of communication to allow them to use signs. This is if the individual does not know how to read and write. If they know how to read and write, then they can use a written channel of communication (Williams, 2015). If the message is intended to be sent to a large audience, then television or radio broadcasts are be used if they are dispersed. Also, companies can use broadcasts messages to reach a large population. If the audience is gathered together and face to face method is used, then the speaker will have to use technologies such as speakers, microphones, and amplifiers will be used to ensure the message gets to every listener.

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INDEX

Language and Comprehension

Speech development is crucial in kid's improvement. A vital tool to learning for conversation and constructing relations with others, as well as improving language attainment in kids that is top precedence. It is not just the responsibility of these operating with kids to offer support for language development and sustenance of the kid, however, a joint partnership with parents, caregivers, households, and policymakers is necessary. Many parents start conversation with children during pregnancy, communicating with this baby by making touch with the child. At early childhood, babies cry to attract interest and communicate with adults to get what's they want. This cuts across when they may be wet, hungry, in pain, need attention, and adults in turn respond definitely to the infants. From when children are born, they get included within the language of the day with the aid of folks who have interaction with them, like dad and mom and different adults. They respond via meeting with eyes, making sounds and gurgling. This leads the kids through taking part in conversations to end up as communicators. The improvement of language is a strong bridge for a kid's brain and cognitive development. Whilst there exist many options of language to choose from, ingenuity of language utilization abounds, and new methods of speech are generated. This book mentions speech as the fundamental requirement for human interactions, when youngsters struggle with communication, it causes frustration for the dad and mom and the kid. The improvement of language is a strong bridge for a child's mind and cognitive development. Having a big terminology will increase creativity and helps the man or woman provide new ideas. There are a number of blessings to learn more than one language. In other words, the development of language can't be considered in isolation but largely vital to a toddler's usual development at some stage in the primary years of his or her life, having a friendly environment wherein an infant reads books proportional to his or her age. Parents and other adults find approaches to play and have a laugh with the toddler as this will help accelerate a little one's language acquisition and as a practice for faculty. This might increase normal progress on other improvement milestones and assist additionally in the provision of many extra possibilities for speech development.

Language and conversation make a contribution to the six key regions to studying and knowledge of the kid. They encompass; innovative development, social-physical improvement, verbal exchange, language, and literacy, cognition, analysis, and numeracy, knowledge, and information of the world and private social and emotional improvement. The book stresses the significance of giving opportunities for the infant to speak thoughts, emotions, ideas, and building up relationship with mother and father, caregivers, and each different. Additionally, the authors verify the significance of promoting helpful relationship with different family members as a key role to establish the youngster's sense of safety, attitude, confidence, and independence, anti-discriminatory roles. Children learn the art of conversation by means of looking at adults, as they take turns to speak, through watching, listening, and taking part.

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