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EXPRESSIVE TEACHING TECHNIQUES AND STUDENT DEVELOPMENT: AN ANALYTICAL STUDY

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ABSTRACT

When it comes to children who struggle with communicating in conventional courses, individualised instruction is very necessary. Students who have language difficulties, namely expressive language disorder, are the people who are the focus of this research. The purpose of this study is to investigate various methods and activities for teaching Hindi. For the purpose of this investigation, a descriptive qualitative research technique was utilised, with the primary objective being the execution of an exhaustive analysis of relevant literature. A descriptive analysis was performed on the data that was obtained in order to assist in the development of Hindi language instruction and classroom management practices for children who have expressive language disorder. Based on the findings of the study, several instructional strategies were found that have the potential to improve children's expressive language abilities. Modelling, extending, presenting alternatives, waiting or withholding, mirroring, parallel talking, visual communication, paraphrasing, and placing objects that are beyond the child's grasp are some of the strategies that fall under this category. There are a number of activities that may be employed during this time period to provide assistance to children who have expressive language disorder. These activities can be utilised in the classroom as well as at home. The following are examples of activities that fall under this category: wordless books, books with basic language, bubbles, play dough, plush animals,

pretend food and toy train sets or vehicles. To that end, it is anticipated that persons who suffer from expressive language disorder would be able to enhance their capacity to comprehend and make effective use of language by utilising these tactics and participating in these activities.

KEY WORDS: Children, Individualised Instructions, Expressive Language, Activities, Classroom Management Practices.

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INTRODUCTION

The ability to communicate our thoughts and participate in a wide variety of social activities is made possible by the acquisition of a language, which is a fundamental component of our human nature. However, in order for infants to improve their language abilities, it is necessary for them to speak the languages that are spoken by their family and community (Damor et al., 2014; Lalith et al., 2020). Infants have the innate potential to learn new languages. The process of acquiring language and speech abilities in children and adolescents is a progressive one, and the same principle applies to the process of learning a new language. Even children who are growing normally may have difficulty with some words, phrases, and even full sentences while they are in the process of learning. According to the findings of study carried out by Lamy-Dhaduk et al. (2021), Van Lith et al. (2021), and Wildová & Kropáčková (2015), it has been demonstrated that the majority of children have achieved a level of proficiency in language skills by the time they complete the age of five. The majority of specialists are in agreement that all children go through these phases of development (Bhagirathsinh et al., 2020; Pransiska, 2017). This is despite the fact that the timing of important developmental milestones in language acquisition may cause differences between children. Researchers Phillips et al. (2021) and Sproston et al. (2017) found that neonates that are developing normally start crying almost immediately after delivery and continue to improve their linguistic abilities. By the time they are six weeks old, newborns begin to make mild murmuring noises, and by the time they are six months old, they begin to produce vocalisations that are repetitive and make no sense. Between the ages of one and one and a half years, children often develop the ability to pronounce single or double words. This ability can manifest itself in a variety of ways. By the time they are two years old, youngsters

have begun to build negative assertions, pose questions, and inflect words. Children begin to use sentence patterns that are progressively more complex when they are around five years old. By the time they are ten years old, they have reached a level of verbal complexity with their language. As a further point of interest, Graduate (2006) states that children often start to create their first words between the ages of one and one and a half years old. Beginning at the age of 18 months, their vocabulary continues to grow on a daily basis, continuing until they reach maturity and beyond. Expression language disorder is a mental ailment that hinders an individual's capacity to communicate effectively via spoken or written language (Inamdar, 2017; Sandra & Kurniawati, 2020). This problem can include both verbal and writing communication. This psychological condition is characterised by the inability to articulate one's own thoughts and ideas, which is an intrinsic component of the psychological disorder. The disease known as expressive language disorder is a condition that affects children and is characterised by difficulties in communicating through spoken, written, sign, and nonverbal ways. Preschoolers, who have not yet begun their formal schooling, may have difficulty expressing themselves through writing since they have not yet begun reading. There is a possibility that some children would initially fall behind their classmates throughout the first three years of their lives; nevertheless, there are other youngsters who are able to catch up and attain standard milestones in language development. "Late talkers" is a term that is occasionally used to refer to this group of youngsters (Imtiyaz & Gidvai, 2021; Fatima et al., 2019; Fojdar et al., 2002). When children continue to struggle with verbal expression, it is possible that they will be diagnosed with expressive language disorder or language impairment.

There is a possibility that you are experiencing language impairment if you have trouble adequately articulating your thoughts and selecting the appropriate words. Research conducted by Rosalea et al. (2021) and Tejvindar et al. (2020) has demonstrated that it can also hinder an individual's ability to comprehend and comprehend the meaning of the words said by other people. People who have challenges with language may have trouble understanding and using written, spoken, and other forms of language for a variety of reasons. According to Ashvin and Sachin (2019) and Sheppard et al. (2021), certain pupils have difficulties with the organisation, significance, or usage of language. These difficulties are a result of a language disorder. In the context of language, problems in processing linguistic information are referred to as language disorders or impairments. It is possible for students who suffer from these conditions to have difficulty in the areas of semantics, syntax, and morphology, or in a combination of these areas. Children who have language

impairments may have challenges in both verbal and writing communication, according to research conducted by Arvind and Riddhi (2019) and Paul et al. (2018). It is also important to note that students who struggle with communicating in standard classrooms will want individualised support from their teachers. According to the findings of research carried out by Lisa et al. (2019) and Sandra & Kurniawati (2020), teenagers who struggle with communication issues have challenges in both academic and social contexts.

This is because the difficulty in communicating has a negative influence on the development of their speech and language. Before offering assistance to a kid who has communication impairment, teachers are required to perform an assessment to determine the precise sort of ailment that the child is suffering from. There may be challenges involved in comprehending and communicating with students who have speech issues. It has been suggested by Arvind and Riddhi (2019) and Rosmala et al. (2021) that these students may provide challenges while participating in classroom debates and giving presentations, regardless of whether they are doing it individually or as part of a group. It is important for teachers to demonstrate tolerance and make sure that children are given several opportunities to express themselves throughout the activities that take place in the classroom. It has been suggested by Faruq et al. (2021) and Hooda and Fulwala (2012) that teachers should work to create an inclusive classroom climate that encourages students with speech difficulties to feel comfortable approaching them for assistance. Moreover, it is the responsibility of instructors to encourage their colleagues to adopt a complementary strategy. By actively engaging in class discussions & activities and by serving as a positive role model, teachers may help their students cultivate and retain effective and powerful communication talents. This can be accomplished by the teachers. Taking into consideration the fact that children's language development, delays, deviations, and disorders are essential components of their learning process is of the utmost importance when it comes to the process of planning lessons and implementing techniques for managing the classroom. By devoting some of their time to gaining an understanding of the specific nature of the speech and language impairments that students with communication disorders have, by putting into practice a few straightforward instructional strategies, and by cultivating an atmosphere that encourages collaboration, both inside and outside of the classroom, teachers can significantly improve the educational experience of students with communication disorders. Motivated by the need to learn more about Hindi language education practices for children who have language impairments, namely those who have expressive language disorder, the researchers are doing this research.

RESEARCH METHOD

Within the scope of the study, a descriptive qualitative research methodology was employed. According to Riduwan (2008), the primary purpose of the descriptive qualitative approach is to investigate the connections that exist between variables that are not subject to artificial manipulation and to arrive at generalisations. For the purpose of this investigation, approaches that were drawn from literature reviews and were based on relevant sources were employed. A comprehensive search of databases was conducted by the researchers who participated in this study in order to locate information about instructional techniques for children who struggle with expressive language disorder. According to Nimeshchandra and Bhatti (2019), this knowledge may be found in a variety of kinds of written material, including scientific journals, research papers, articles, theses, dissertations, regulations, yearbooks, encyclopaedias, and other printed and digital sources. Reading, analysing, and taking notes on the most important portions of the literature are all part of the process of collecting data. This piece of literature provides a portrayal that is both methodical and rich in information. The development of individualised educational plans for children who struggle with expressive language disorder was made easier as a result of this discovery.

DISCUSSION

Language disorders are characterised by difficulties in verbal and nonverbal communication, as well as difficulties in interpreting and using words in the proper situations. These difficulties are referred to as “language impairments”. According to Lehri et al. (2019), past research has shown that people who have language issues have difficulty while speaking in everyday situations and have limitations in their ability to communicate. They are unable to communicate themselves in a manner that is courteous, and they are not familiar with the abilities that are necessary to successfully transmit their views. Language acquisition inadequacies and developmental language delays can cause children to have one or more of these symptoms. These manifestations can be seen in children. Despite the fact that they may perceive a word by sight or sound, newborns are not yet capable of fully comprehending the meaning of the word. It is possible that they have diminished communication skills, which might make it more difficult for others to understand the message that they are trying to convey. According to Gandhi (2017) and Kansagra (2021), language disorders are marked by difficulties in grammar, syntax, and vocabulary. As stated by Indrayani (2016) and Yamini et al. (2020), a language loss must be noticeable from a young age and cannot be attributed to intellectual disability or global developmental delay. Additionally, the language loss must be a result of a cognitive impairment.

A great number of youngsters who have HLD are not aware of the variables that are responsible for their symptoms. Despite the fact that the kid is developing normally in other areas, it is possible that they are having difficulty in the development of their language skills (Hooda & Fulwala, 2012; Pierson, 2020). Expressive language disorder is a condition that may be identified in children who have Down syndrome, autism, or hearing loss (Lohana et al., 2013; Sandra & Kurniawati, 2020; Sproston et al., 2017). All of these conditions are more common in children. Brain lesions, epilepsy, traumatic brain injuries, and other complex medical diseases are the principal causes of acquired expressive language difficulty. Other potential causes include a variety of different circumstances. It is possible for children who have issues with expressive language to also have difficulties with receptive language, which can make it challenging for them to absorb language in general.

According to the findings of many studies, there are a number of different approaches that may be taken to help youngsters improve their expressive language abilities. The tactics contained in this list are: modelling, presenting extra choices, delaying or abstaining, mirroring, engaging in parallel discourse, employing visual aids for communication, restating in one's own terms, and keeping stuff unavailable to the youngster (Pierson, 2020). A further research has confirmed that applying a modelling intervention might be an effective strategy for improving symbol understanding and expression in certain autistic children (Dave et al., 2006). This theory was supported by the findings of the aforementioned study. The findings of the research that was carried out by Wolfe, D. L., and Heilmann (2010) provide credence to the idea those youngsters who struggle with expressive language are more likely to experience the expansion effect. Variations in the examiner's input were shown to have an effect on the child's pragmatic language usage, according to the findings. The child's overall expressive language production increased noticeably as a direct result of the prolonged input condition, which was specifically the case. When it comes to developing their expressive language skills and improving their verbal communication, children may benefit tremendously from the use of a variety of things that are frequently found in parents' homes. Wordless novels, bubbles, play dough, plush animals, model trains or vehicles, and pretend dinners are just some of the activities that researchers have suggested for children to participate in. During the course of their interaction with these things, children may develop a greater sense of self-assurance in their ability to verbalise their thoughts and improve their abilities to articulate themselves. In keeping with the findings of prior research, this study investigated the ways in which preschool teachers in bilingual Gujarati-Hindi courses employed wordless picture books in their interactions with their students. As a result of the

research, it was determined that there are three unique narrative styles: conversational sharers, instructional builders, and instructional suppliers (Sachin, 2015). As a result of the various tactics that were taken, the manner in which preschool teachers engaged children in conversations about books was quite different. Additionally, according to the findings of another study (Vishkaie & Levy, 2015), Bubble Play is intended to facilitate the development of fundamental language and numeracy abilities, as well as to encourage strategic thinking via the use of visual ideas.

The findings of this study offer a concise review of the repercussions that are associated with speech and language difficulties in children. The findings of this study provide children who have speech and language impairments with activities and strategies that can assist in the development of expressive language. The findings of this study will be beneficial to readers, particularly educators, since it will provide them with the knowledge they need to properly help children who have difficulties with speech and language. In addition to this, it will be of assistance in the development of activities and methods that contribute to the enhancement of children's expressive language abilities. The scope of this inquiry is relatively restricted because it is only a literature research. This is because of the nature of the investigation. All of the information that has been supplied is acquired purely from an examination of new sources. As a result, it is of the utmost importance for academics to continue their investigation into the practical effects of this approach on successful communication, particularly in educational settings.

RESULTS

RESULTS OF TIMEFRAME WITHIN WHICH LANGUAGE GROWS

There are three stages to a child's language development: the prelingual, early lingual, and differentiating phases. Table 1 provides an explanation of those periods.

TABLE 1: TIMEFRAME OF LANGUAGE DEVELOPMENT

Sr. No.	STAGES	EXPLANATION
1	0-1 years of Age - Prelingual	Children do not have the ability to correctly communicate “spoken language” throughout their formative years, which is an indication that they are not conversant with the grammatical rules of a specific language. A child's babbling is an example of the different language development that occurs at this period of development. At the age of nine or ten months, for instance, a child may demonstrate a reaction to particular people or situations by using the phrases “baba,” “mama,” or “tata,” which may

		indicate the beginning of a cognitive development that has the potential to eventually lead to maturity.
2	1-3 years of Age – Early Lingual	During this time period, children started to vocalise particular words, despite the fact that their level of speech development was not yet fully evolved. Certain letter combinations & individual characters, such as “r, s, k, j, & t”, tend to provide challenges in terms of pronunciation even in the present day.
3	3-6 years of Age – Differentiating Phases	Children that have reached this stage of development have a more developed comprehension of the structure of sentences and are able to differentiate between individual words. At this point in time, it may still be difficult to master the pronunciation of a variety of consonants that are complex in nature. What differentiates it from other verb tenses and nouns is the presence of auxiliary verbs, pronouns, and prepositions in the sentence. It is possible to get the desired results through the use of communicative language, which operates successfully.

“EXPRESSIVE LANGUAGE DISORDER”: A CONDITION CHARACTERISED BY DIFFICULTIES IN USING LANGUAGE TO EXPRESS THOUGHTS, IDEAS, AND FEELINGS

A person is said to be using expressive language when they are able to communicate their thoughts and knowledge to other people via the use of words, phrases, body language, and written text. A kid who has a handicap that affects their expressive language may have difficulty communicating through a variety of channels, such as verbal communication, written language, sign language, and gestures. The various functions of expressive language include the expression of desires and needs, the naming of physical objects, the description of events and actions, the construction of coherent sentences, the utilisation of correct grammar (for example, “I had a drink” rather than “Me dranked”), the recounting of stories and the response to inquiries, and the advocacy of one's viewpoint. Many children struggle with their ability to express themselves via words. Having this psychiatric disease is characterised by the inability to articulate one's own thoughts and ideas, which is an intrinsic trait of the disorder. The disease known as expressive language disorder is a condition that affects children and is characterised by difficulties in communicating through spoken, written, sign, and nonverbal ways. There is a possibility that preschoolers, who have not yet begun their formal schooling, may not instantly exhibit difficulties when it comes to expressing themselves via writing. There is a possibility that some children would initially fall behind their classmates throughout the first three years of their lives; nevertheless, there are other

youngsters who are able to catch up and attain standard milestones in language development. When referring to children that have delayed language development, the term “late talkers” is frequently used as a descriptive term. When children continue to struggle with verbal expression, it is possible that they will be diagnosed with expressive language disorder or language impairment.

LANGUAGE & SPEECH IMPAIRMENT

The development of language and speech is a constant and seemingly natural phenomenon that begins at birth and continues throughout infancy. Language and speech are vital components of human nature, and their advancement is continuously occurring. The development of speech and language is extremely susceptible to the influence of unfavourable atmospheric conditions. If a kid does not fulfil the developmental milestones that are expected of them, it is commonly believed that the child may have difficulties with their speech and language. A speech and language disorder is a term that describes the difficulty that individuals experience in communicating or in areas that are associated to communication, such as mouth motor function. When children have difficulties communicating verbally, it may have a substantial influence on their overall well-being as well as their development. Children who are affected by these diseases may have considerable difficulties in their academic performance, their ability to connect with others, and their capacity to create and sustain meaningful relationships with both their peers and adults. They considerably increase the likelihood of a variety of unfavourable consequences, such as social isolation, mental health illnesses, difficulty in learning and self-control, academic hurdles, extended need on special education, and unemployment throughout one's whole life. The combination of severe speech and language deficiencies with additional risk factors, like as poverty, can dramatically raise the likelihood of a wide range of unfavourable consequences. The difficulties that fall under this category include difficulties in social interaction, emotional well-being, cognitive impairments, behavioural abnormalities, poor academic accomplishments, and protracted unemployment. Language impairments can be identified by a number of symptoms, including difficulty in selecting acceptable words and expressing intended meanings, inefficient articulation of ideas, inappropriate grammatical use, a restricted vocabulary, and an inability to effectively follow instructions. There is a possibility that individuals who have language challenges will have issues not just understanding but also expressing spoken communication. When it comes to language, an individual's expressive language competence comprises the capacity to develop innovative ideas and words, whereas their receptive language aptitude focuses on receiving verbal

communication from other people. A language disorder is diagnosed in a child if the kid's language skills are considerably below the standards that are suitable for their age and are likely to have a detrimental effect on the child's social, academic, occupational, and communication abilities.

SIGNS AND SYMPTOMS OF A LANGUAGE PROBLEM

It may be challenging for children who have expressive language disorder to compose statements and phrases in a correct manner. For instance, a young person could misspell essential grammatical terms, use a wrong verb tense (for instance, saying “I goed” instead of “I went”), or completely omit words that are necessary to be included in the sentence. As a result of their restricted and less extensive lexicon, children who have a lesser vocabulary have a tendency to use a drastically decreased number of words in their sentences and phrases when compared to their peers who are the same age. Children who have Hindi Language Development (HLD) typically exhibit performance that is below average in the following areas: (1) the ability to construct cohesive sentences in order to effectively communicate ideas and thoughts; (2) the ability to recall specific vocabulary when it is required; and (3) the ability to engage in appropriate interactions across a variety of settings and with a variety of individuals (for example, at home, in school, with teachers and parents). The following are some of the signs that indicate expressive language impairment: difficulties in retrieving words, the substitution of fictitious terms for actual ones, difficulties in articulating thoughts, difficulties in organising ideas, difficulties in being understood by people with whom one is not familiar, difficulties in selecting appropriate vocabulary to describe objects, difficulties in narrating stories, and difficulties in labelling objects and items.

LANGUAGE DEVELOPMENT EXERCISES FOR THE EXPRESSION OF IDEAS

There are a number of different approaches that may be taken in order to encourage using expressive language. An increase in your child's language competence can be accomplished through the following exercises, which you can do at home. All of the activities are included in Table 2.

TABLE 2: EXERCISES FOR LANGUAGE DEVELOPMENT

Sr. No.	EXERCISES	EXPLANATION
1	Books without words	Books that do not include any words are a fantastic way to help young children develop their expressive language abilities. It is possible for young infants to easily grasp inquiries such as “What is this?” and “What colour is

		this?” since these are easy questions. It is possible for parents to improve their children's grasp of the activity by recognising their children's assertions and making comments such as “You are correct; that is indeed a cat.” This kitty is a mystery to be sure. The advantages that this will bring to the language model will be felt in both its input and its output.
2	Literature – Easy – to - understand	It is possible to successfully improve the language skills of young children by engaging in the activity of reading aloud to them, particularly when the books that are used have essential content. When reading aloud to your child, you should always be sure to use a manner of inquiry that leaves room for open-ended responses. Providing youngsters with the opportunity to come up with their own solutions is a fantastic way for parents to encourage their children's creative thinking. Some examples of questions that might be asked include “What is his emotional state?” and “Describe her current activity.” It is best to steer clear of asking inquiries that can be answered with a single word.
3	Toy dough Play	The usage of toy dough play allows for the creation of a broad variety of items, including landscapes, animals, and even culinary creations. It is important to get the children's feedback on the ideas or things they would want to see in your show. For youngsters who struggle to express their creativity when playing with toy dough play, the use of cookie cutters or other moulds can be a valuable aid that can be of assistance. Children and teenagers would benefit greatly from being exposed to the phrases “I want...” and “I need...” through this particular chance. It is possible that this term will be of assistance to children in communicating their needs and wishes while they are participating in toy dough play activities.
4	Bubbles	When it comes to connecting with younger children, bubbles might prove to be a very useful resource. After you have finished inhaling bubbles, take a little pause. If the young person wants to blow bubbles as well, they should either ask for additional bubbles or say “my turn” when they want to do so.
5	Fun Eating	Through participation in this activity, children are given the chance to experience what it is like to work as a waiter or a chef. It is recommended that you either inquire about your dietary preferences or seek a comprehensive explanation of the food that is being made and the people who are going to be eating it. Furthermore, the utilisation of puppets is a method that works very well with this strategy. It is possible that you may advise the youngsters to use words such as “Consume the banana puppet” or “Consume the apple puppet” in order to urge them to feed the puppet. Engage with them by making a clear display of

		your appreciation or unhappiness with the meal or by expressing your enthusiasm for it.
6	Pretend Pets	Making use of one's imagination when playing with pretend pets is a really good activity. Ascertain that the questions you pose are of an open-ended nature. The phrases "I want..." and "I need..." are wonderful terms that children may use, and this is a wonderful chance to encourage the use of these expressions. It is your responsibility to instruct him to offer a comprehensive account of the occurrence and the creatures that were there.
7	Car & Train Sets	As is the case with stuffed animals, automobiles and trains serve several functions. There are occasions when ramps or rails are installed along the sides of trains or vehicles. If ramps are not accessible, folks can make due using a table or another piece of furniture in order to get around the situation. You may be able to encourage your youngster to express words such as "go again," "go up/down," or "ready to go" by utilising ramps or tracks.

METHODS TO ENHANCE COMMUNICATIVE EXPRESSION

A wide variety of approaches to improving expressive language abilities are outlined in Table 3, which also includes a list of signs that indicate challenges in this domain.

TABLE 3: EXERCISES FOR LANGUAGE DEVELOPMENT

Sr. No.	METHODS	EXPLANATION
1	Growth	When a young person uses a label or utters a term, it is essential to offer them with a succinct description in order to assist them in comprehending the concept by providing them with a concise synopsis. The phrase "the baby is sleeping" or "more juice" when the child says "more" are two possible responses that might be given in response to a youngster saying "baby."
2	Delaying or Refraining	It is possible to achieve success with this method by utilising a strategy that involves withholding food or things until the youngster can answer. One possible explanation is that the child just wants more time to reply. The youngster should not be allowed to have the thing that he wants until he is able to make a request for it either verbally or manually.
3	Concurrent Conversation	"Parallel Talk" is a tactic that may be utilised by an adult in order to describe the observations or actions of a young person. During activities such as playtime, dinner, and bath time, parents should play an active role in initiating talks with their children and participating in such conversations

		themselves. An example may be “You are building a large tower,” as opposed to “You organised five blocks!” The choices are “Uh oh, one fell down” or “You are consuming a piece of fruit”. Both of these suggestions are available.
4	Restate in your own words	When communicating with young children, it is recommended that you avoid using complicated language and instead make use of concepts and phrases that are easy to understand. Simply being exposed to chilly weather does not require one to take the necessary steps of putting on warm clothing and making their way to Grandma's residential location. Don your coat instead of that. By using language that is easier to understand, you can increase the likelihood that a young person will finish a task or comply with an instruction.
5	Process of designing	When using the first technique, it is necessary for newborns to actively participate in the auditory perception of spoken language before they are able to replicate it. Continuously offer vocal narration of the acts that the kid is performing, such as directing them to “insert your arms into your shirt” or alerting them that “Mommy is preparing breakfast.” This will help to ensure that the young person continues to participate in the activity and preserve their interest in it. It is vital to keep in mind that the majority of young toddlers have difficulty correctly pronouncing a large number of words; hence, it is okay if your child makes an effort but has difficulty expressing some sentences. “Ba” has the potential to be considered a child's formal phrase for “ball” if they use it frequently by themselves. In order to guarantee understanding, it is important to consistently articulate the last “l” sound.
6	Options available	The goal of this method is to teach children how to communicate via the use of physical motions and vocalisations by providing them with options whenever it is possible to do so during mealtimes and playtimes. It is a good idea to give your child an option when he shows that he is hungry by displaying him the milk and juice that are in his cup and asking, “Are you thirsty?” Which of the two beverages, milk or juice, do you prefer more? Give the kid the opportunity to express their preference through a variety of methods, including but not limited to staring, signalling, physically touching, speaking, or vocalising.
7	Replication	Particularly remarkable imitative abilities are possessed by infants and young children. In the beginning, the youngster is able to copy their own actions, namely those that are enjoyable or amusing, such as making funny expressions or sounds that are out of the ordinary. Move on to the next step, which is to imitate innovative motions by singing along with songs like “Wheels on the Bus” or by generating noises that are comparable to “whee, zoom, beep-beep, ding-dong, uh-oh, moo, woof, meow.”

8	Graphical Expression	Through the utilisation of visual aids, such as pictures portraying actions and objects, this strategy is utilised. When a young person indicates or directs their attention towards visual representations, they are able to get the objects that they desire. By, for instance, organising images inside a condensed photo book, you may create a compilation of visual representations of the activities that your child participates in on a regular basis. By gathering a collection of images portraying various cuisines from magazines and affixing them with Velcro, he will be able to quickly choose his chosen food by simply presenting you with the image that corresponds to it.
9	Keep the things at Child's Arms Length	One of the most important aspects of this strategy is to ensure that the youngster is unable to get his hands on the items that are being used. It will be necessary for him to either design a sign or verbalise a message in order for him to acquire it. It is possible for him to perform the same behaviour with the treasured toy he has owned.

CONCLUSION

Children who have difficulties with language may have difficulties in a variety of facets of life, including communication, schooling, and the establishment and maintenance of social interactions with both their peers and members of their own family. Problems with language have a detrimental impact on the development of children's capacity to express themselves via the use of language. The disease known as expressive language disorder is a condition that affects children and is characterised by difficulties in communicating through spoken, written, sign, and nonverbal ways. Furthermore, children who have difficulty with expressive language may have difficulties in precisely composing sentences and phrases with the same level of precision. An improvement in children's capacity to communicate effectively may be achieved via the use of a number of different tactics. When parents are at home, they use these tactics to accomplish their goals. It is possible to implement these ideas with a wide variety of everyday materials found in the home.

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