

## THE ROLE AND STRATEGY TO STIMULATE LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD DURING COVID-19

**Evania Yafie<sup>1</sup>, Iliaria Giavarini<sup>2</sup>, Muhammed Z.M. Qaddoura<sup>3</sup>**

<sup>1</sup>Department of Early Childhood and Primary Education, Universitas Negeri Malang

<sup>1</sup>Department of Educational Technology, Universiti Teknologi Malaysia

<sup>2</sup>Faculty of Medicine, University of Milan

<sup>3</sup>Department of English and Technology at TESL, Universiti Teknologi Malaysia

E-mail: evania.yafie.fip@um.ac.id<sup>1</sup>, ilaria.giavarini@gmail.com<sup>2</sup>, m90.qaddoura@gmail.com<sup>3</sup>

**Abstract:** The development of aspects of language in human life is very important. A language is a tool of education and interaction between individuals. Language development problems in early childhood that often arise are late language emergence (LLE). From some previous studies, stimulation and education factors become guidelines for teachers and parents in providing appropriate stimulation through the principle of play while learning and adapted to the development and age of the child. The purpose of this study is to describe the role and strategy of stimulating children's language development during the COVID pandemic. The design of this study uses the method of literature study or literature review. The results and discussion of strategies for developing children's language for 1-2 years old can be done by 1) Mothering, 2) Recasting, 3) Echoing 4) Expanding 5) Labeling. While strategies for developing children's language for ages 3-6 years 1) Increasing Interaction and Communication with Children 2) Reading aloud, 3) Involving Children in Storytelling, 4) Providing literacy activities.

**Keywords:** strategy, language development, early childhood, covid-19.

### INTRODUCTION

The development of aspects of language in human life is very important. A language is a tool of education and interaction between individuals. Language is a tool to convey ideas or ideas that can be understood by those around them. Aitchison (2008) Language is a patterned system of arbitrary sound signals, characterized by structure dependence, creativity, displacement, duality, and cultural transmission Bornstein, Hahn, & Suwalsky (2013). According to Stanley, there are 10 key factors for a person's success from the results of his research, and 3 of them have links with language. These three factors are getting along with people, having strong leadership qualities, and having an ability to sell my ideas/products. Someone will be successful if it is easy to get along with people around him, have a quality leadership spirit, of course, must be supported by appropriate communication, and can sell ideas or products from the results of his thinking which is also a language skill in pouring ideas from the results of thinking to be accepted others (Lennox, 2013). This shows that language has an important role as a means of survival. Katrena by the development

of language in children aged early must develop optimally to ensure the future of children (Ogrady & Cho, 2011). Teachers and educators working in the world of early education must understand that language is an important component that supports other aspects of development and language development reflects how intellectual levels, and psychological levels (Undiyaundeye, 2013).

Language development issues in children aged early that often arise are late language emergence (LLE). LLE is a delay in language onset with no other diagnosed disabilities or developmental delays in other cognitive or motor domains (Yew, O'Kearney, & Early, 2015). LLE is caused by several factors, both internal factors, and external factors. Internal factors are factors that originate from the children themselves or biological factors such as perception, cognition, and prematurity factors are considered factors causing speech delay in children. While external factors are factors that originate from the surrounding environment such as family history, parenting, verbal environment, and education or providing stimulus (Yarrow, 2014).

Efforts to maximize child development can be done by conditioning factors that originate from outside to be factors that stimulate child development (Kennison, 2013). Some studies show that good parenting will encourage children to receive good examples of language from the family because they have sufficient communication partners and also have the opportunity to interact will have high language skills (Duff, Tomblin, Catts, 2015). Furthermore, a good verbal environment will affect the language learning process of children. Furthermore, family environment factors also show an influence on children's language development where the professional family environment will learn three times more words a week than children who are raised in an ordinary family. The most important factor that determines a child's language development is education where the child's language development can be maximal if it gets proper stimulation and education according to the child's age characteristics. Another study reported that mothers with low levels of education were risk factors for language delays in their children (Mashburn, 2011).

From some previous studies, stimulation and education factors become guidelines for teachers and parents in providing appropriate stimulation through the principle of play while learning and adapted to the development and age of the child. The teacher plays a role in designing children's learning activities at home which are conveyed through parents. Children's learning activities at home must be fun for the child, improve the vocabulary of the child, improve the child's ability to listen, understand, and retell stories read (Janus, Labonté, Kirkpatrick, Davies, Duku, 2017). Person parents act as facilitators and accompany children to play at home by providing various literacy play activities for children to play, encouraging children to play and giving praise when children do positive things that have never been / rarely done, and also being involved as friends playing children who a lot of fun. In developing a strategy, one must pay attention to several aspects including indicators of developmental achievements, children's characteristics, the ability of teachers and parents to implement facilities and infrastructure, especially in the COVID era where

general strategies that are usually implemented in schools are difficult to implement (Mayberry, 2007).

## **METHOD**

The design of this study uses the method of literature study or literature review. The reviewed literature is a comprehensive overview of the research that has been done on a specific topic to show the reader what is already known about the topic and what is not yet known, to look rationally from the research that has been done or for further research ideas (Denney & Tewksbury, 2013). Literature studies can be obtained from various sources, both journals, books, documentation, the internet, and literature. The type of writing used is a literature review study that focuses on writing results related to the topic or variable of writing.

## **RESULT AND DISCUSSION**

Developing children's early literacy skills requires appropriate support from teachers and parents. During the COVID pandemic period 19, some of the teacher work done in PAUD was done by parents at home. Therefore, teachers need to convey to parents about how to support children in developing children's early literacy.

### ***Strategies for Developing Children's Languages for Ages 1-2 Years***

According to Yoder, Woynaroski, Fey & Warren, (2014), suggests that children aged early can use the past mapping is a process by which a child can absorb the meaning of a new word after listening once or twice in a conversation / a sentence to form a sentence questions, negative and command. There are several ways to develop children's language, including:

#### **Motherese**

Motherese is a method used by a mother, or other adults, to communicate with babies as often as possible using simple sentences (Loeb, & Armstrong, 2001). In medical science, babies in the womb can begin to feel the expression of a mother when the mother emphasizes a word. From there the first baby learns to understand language. Simple sentences that are often repeated can stimulate children's language development. This method is believed to strengthen the relationship between a mother or an adult other with a baby. The way that can be done as we pet the child (baby) by saying the words "mama", "papa", "mother", "sister" or something else. Even though there will be no response back from the baby, it can improve children's language development (Bryant & Barrett, 2007).

#### **Recasting.**

Recasting can be used by parents to improve children's language skills. The technique often used is for adults to imitate children's speech. This was stated by Saxton, Matthew (2010) who stated that in this form of repetition, adults repeat the child's wrong phrases in the correct form. This allows

the child to learn the correct pronunciation, grammar, and sentence structure. Sometimes parents cannot understand what the child is saying. A good way to teach him is not to scold the child for his fluency. But parents can apply the method This recasting is to justify what the child wants to convey to us (Mahdhaoui, et al., 2011).

### **Echoing**

Echoing- This method is the same as some previous methods. But the difference is this method is only a form of repetition of words or often known as a parrot. Children need to be able to mimic what is said by a mother, or other speakers. Usually, the child will be a little trouble to imitate what he thought was new for him. So, this way needs to be done to stimulate children's language development (Gardner,2008).

### **Expanding**

Expanding is a way that is done by giving a repeat statement to the child when the child can say a sentence that is said to be fluent in its pronunciation. Because in this process the child already has enough vocabulary to speak (Wandel, Rauschecker, & Yeatman, 2012).

### **Labeling**

Labeling is a way of naming or identifying objects by giving names to the object. You can give an example by classifying objects based on dimensions, size, color, or others. This will make it easier for children to know or recognize an object. Then the child is taught to recite the name of the object in question (Yarrow, 2014).

## ***Strategies to Develop Children's Language for Ages 3-6 Years***

### **Increase interaction and communication with children**

Parents can build a strong foundation for children's language by being a responsive and cumulative communication partner. Being responsive means trying to encourage it to communicate interactively so that an effort to respond to parents and children arises. Parents must allow the child to talk and try to pay attention to what the child is doing and say, and then respond by talking about whatever interests him at the time (Henderson, 2015). In this way, the child knows that the parent is interested in what he is communicating, and that encourages him to continue to interact and communicate. The more opportunities a child has to convey the greater the chance he has to practice communicating. These back and forth interactions are like small talk, and they build a strong foundation for Poulin-Dubois, Blayne, Coutya & Bialystok, 2011). Being responsive can be done in several ways including:

1. Face -to-face-to-face, parents can face-to-face with their squats and position themselves so that their faces are level with their children. Parents can see and hear exactly what they are doing or saying. This is very important for children with delayed language development who may send

very subtle messages. Establish face to face also makes children know that parents are interested and ready to receive messages and interact with them.

2. Observing, Waiting, and Listening, after parents face to face, they can then observe what children do, parents must listen to what the child is saying carefully and attentively. When the process of observing, waiting, and listening takes place the child will feel very valued and will communicate comfortably. When the child is talking to do it, the task of the parents is to prepare a response that suits their current interests. Then the interaction can continue, back and forth.
3. Following the child's instructions. When communicating with children, parents must stay focused on the child's interests. Parents can respond to children in ways that create continuous interaction, giving children many opportunities to communicate. There are many ways to respond to messages from children by imitating their voices and actions, making comments that describe what they are doing, joining and playing with them, staying focused on what they are doing, and what they are interested in.

Being a responsive partner is the task of parents for children in building the foundation of communication. The more opportunities the child has to communicate during the back and forth interactions with parents, the more he will build a strong base and learn how to send messages. Children will also learn how to receive messages from others and hope that the conversation will continue as long as they interact together. Finally, on this strong foundation, children will have the opportunity to add new communication skills, such as gestures, sounds, or words. This is the way Language learning always works - first by learning how to interact with caregivers, and then, by sending more specific messages (such as words). The foundation of your child's language is the key to his success as a communicator. It is through this back and forth interaction that other language skills are built.

### **Read aloud**

Teachers can ask parents to introduce books to children and try to attract children's interest in books by reading aloud. Reading aloud is done by parents by reading the words written in books in a loud voice. The position of the book faces the child so that the child can see pictures and write (Downer, López, Grimm, Hamagami, Pianta, Howes, 2012). Reading aloud can be done to build children's interest to be interested in books from the beginning, Children learn new vocabulary, rhythm, and the right intonation when listening to reading, improve listening skills, understand language, and build imagination through the stories they hear. The reading technique aloud can be done by reading aloud every day, using books that are already known to children and new books, choosing books that are following the interests of children, so that children are interested in hearing them, introducing a brief outline of the story of the book briefly before reading it, reading with voice

and clear intonation with facial expressions and body movements that are appropriate, give an explanation when parents readout. Also introduce how to hold and open a book, mention the title of the book, the author,

### **Involving Children in Storytelling**

Storytelling helps develop language and literacy skills, expand vocabulary, and help children become active listeners. Storytelling is not using books but using dolls, hand puppets, or other props. Facial expression and intonation and various sounds from parents become language learning for children. Parents can choose to tell stories about animals, fairy tales, traditional stories, legends, religious stories, and others. Storytelling techniques can be done by choosing a story that the child likes, parents reading several storybooks from various topics to be ready whenever needed, understand the true storyline and messages to be conveyed, use facial expressions, eyes, body movements to strengthen the storyline, use different types of sounds to attract the child's attention, For children who can already read on their own, parents can support children by providing new books or discussing old books that they like (Curby, Rimm-Kaufman, Ponitz, 2009).

### **Providing literacy activities**

To support literacy skills in children, it is necessary to develop an environment that is rich in literacy. Teachers need to convey to parents a literate-rich environment that can be done by giving labels or writing to objects that can be reached by children, containers containing tools and play materials, making printed letters and numbers from playdough, writing words contained in storybooks (Cadima, Leal, Burchinal, 2010). The summary of strategies that can be done summarized in Table 1.

**Table 1. Stages and Strategies for Language Development**

<b>Age</b>	<b>Child Development Achievement Level</b>	<b>Strategy</b>	<b>Media / Games</b>
<b>3 months</b>	<ol style="list-style-type: none"> <li>1. Crying</li> <li>2. Shouting</li> <li>3. Mumble</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding the type of crying baby (hungry, uncomfortable, lonely, sick)</li> <li>2. Give attention and be near the baby when the baby woke up (bonding with the baby)</li> <li>3. Communication is intertwined with care (bathing, breastfeeding, carrying)</li> <li>4. Train to follow the views of parents</li> <li>5. Train to follow the sound source</li> </ol>	Sound toy
<b>3 - 6 months</b>	<ol style="list-style-type: none"> <li>1. Pay attention / listen to what people say</li> <li>2. Babbling; like ba ba ba)</li> <li>3. Laugh to people who invite to communicate</li> </ol>	<ol style="list-style-type: none"> <li>1. Interaction/invite to talk and joke with family (try with happy or funny expressions)</li> <li>2. Playing mirror with mother (seeing expressions and practicing bubbling)</li> <li>3. Invite applause and shake hands</li> <li>4. Calling his name to practice the child's response</li> </ol>	Mirror
<b>6 - 9 months</b>	<ol style="list-style-type: none"> <li>1. Start mimicking words consisting of two syllables</li> <li>2. Respond to the game "Peekaboo"</li> </ol>	<ol style="list-style-type: none"> <li>1. Play Peek-a-boo</li> <li>2. Call his name, shake hands, clap, read a fairy tale.</li> </ol>	Toys that contain sounds

Age	Child Development Achievement Level	Strategy	Media / Games
<b>9-12 months</b>	<ol style="list-style-type: none"> <li>Express rejection by shaking his head or crying</li> <li>Point to the desired object</li> </ol>	<ol style="list-style-type: none"> <li>Repeatedly mention mama-papa, brother</li> <li>Practice saying simple syllables</li> <li>Introducing the name of objects around</li> </ol>	Things around are harmless
<b>12 -18 months</b>	<ol style="list-style-type: none"> <li>Get to know the part/name of the body</li> <li>Understanding simple stories</li> <li>Respond to questions with "Yes or No" answers</li> <li>Say a sentence consisting of 2 words</li> </ol>	<ol style="list-style-type: none"> <li>Introduce the names of body parts</li> <li>Tell a simple fairy tale</li> <li>Questions and answers about the wishes of children</li> <li>Practicing the pronunciation of children uttering sentences</li> </ol>	Puzzle, flashcard, fairy tale book
<b>18 - 24 Months</b>	<ol style="list-style-type: none"> <li>Get to know and pay attention to the picture</li> <li>Understanding simple words from the utterances that are heard</li> <li>Answering questions with short sentences</li> <li>Sing a simple song</li> <li>Express the desire with short sentences</li> </ol>	<ol style="list-style-type: none"> <li>Introduce the child to picture books and picture stories</li> <li>Give commands with simple sentences</li> <li>Doing questions and answers to children (simple discussion)</li> <li>Singing with children's songs</li> </ol>	Picture books Matching/puzzle book Song video
<b>23 years</b>	<ol style="list-style-type: none"> <li>Playing words/sounds that are heard and said repeatedly</li> <li>Memorize some simple children's songs</li> <li>Understanding simple stories/tales</li> <li>Understanding simple commands</li> <li>Use question words appropriately</li> <li>Use 3 or 4 words</li> </ol>	<ol style="list-style-type: none"> <li>Sing a children's song</li> <li>Introducing a thank you note,</li> <li>Practice introducing yourself</li> <li>Give commands to children to do simple things ( put toys on the table, take toys from the box</li> <li>Do Question and Answer with children with the sentence Ask (what, who, how, why, where) can use picture books</li> <li>Train children to express requests using simple sentences (eg I want to drink water)</li> </ol>	Children's song video Storybook Question and answer/discussion game
<b>3-4 years</b>	<ol style="list-style-type: none"> <li>Begin to understand the two commands given together</li> <li>Start expressing your wishes by saying simple sentences (6 words)</li> <li>Begin to tell the experience experienced with a simple story</li> </ol>	<ol style="list-style-type: none"> <li>Give simple commands to children, for example, take toys on the table and give them to caregivers or educators</li> <li>Talk to children with long sentences and train children to answer in full</li> <li>Asking children to talk about what they do, what they like, why they like it (question and answer discussion)</li> <li>4. Ask the child to tell the picture he or she saw</li> </ol>	Picture storybook Play simulation / role
<b>4 - 5 years</b>	<ol style="list-style-type: none"> <li>Listen to the words of others (mother tongue or other languages)</li> <li>Understand the two commands given together</li> <li>Understand the story being read</li> <li>Get to know adjectives</li> <li>Listen to and distinguish sounds</li> <li>Expressing feelings with adjectives</li> <li>Express an opinion</li> <li>Retelling stories/fables that have been heard</li> </ol>	<ol style="list-style-type: none"> <li>Introduce the second language to the child</li> <li>Give commands with complete sentences combined</li> <li>Viewing animated films/learning videos</li> <li>Frequently asked questions about the character traits of the characters (naughty, stingy, kind, brave, good, bad, etc.)</li> <li>Introducing sound types and sound sources (melodious, loud, noisy) (animal sounds, vehicle sounds)</li> <li>Train children to express their feelings and tell the character of their</li> </ol>	Playgroup Roleplaying Film Interactive media Puzzle

Age	Child Development Achievement Level	Strategy	Media / Games
	9. Participate in conversations	friends (good, happy, naughty, stingy, kind-hearted, brave, good, ugly, etc.)	
		7. Train children to express opinions to others along with the reasons either agree or disagree	
		8. Retelling stories/fables that have been heard	
		9. Participate in group conversations both with family members and friends	
<b>5-6 years</b>	1. Understand several commands simultaneously	1. Give a complete order to be done	Playgroup Roleplaying Film Interactive media Puzzle
	2. Repeat more complex sentences	2. Repeat more complex sentences	
	3. Understand the rules in the game	3. Playing with the rules to be obeyed (playing hide and seek, playing guessing animal names)	
	4. Be happy and appreciate reading	4. Retell the contents of a picture storybook	
	5. to mention groups of images that have the same sound	5. Mention group of images that have the same sound	
	6. Have a vocabulary, and recognize symbols to prepare for the reading, writing, and counting.	6. Have a vocabulary, and recognize symbols to prepare for the reading, writing, and counting (introducing letters, writing letters).	
	7. Arrange simple sentences incomplete structure	7. Arrange simple sentences in complete structure (main sentence-predicate-description)	
	8. Continue with some of the stories	8. Continue some of the stories from the book as well as interpret the contents of the story	

## CONCLUSION

Strategy for developing children's language for 1-2 years old can be done by 1) Mothering, 2) Recasting, 3) Echoing 4) Expanding 5) Labelling. Strategies for developing children's language for ages 3-6 years 1) Increasing Interaction and Communication with Children 2) Reading aloud, 3) Involving Children in Storytelling, 4) Providing literacy activities

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