



# UNIT-6

## Development of Language and Communication

### Learning Outcomes

**By the end of this unit the learner will be able to:**

- ✓ Describe Lexical Development.
- ✓ Explain the Linguistic Processes.
- ✓ Examine the Learning and Communication Difficulties.
- ✓ Identify the development of skills in a child at different stages.

## Unit 6

### Development of Language and Communication

The first and the foremost success gained in the development period of a child's growth is the understanding of language and their ability to build upon their first words. When a child begins to understand different words, they are officially said to be transformed from an infant to an adult. Language changes a child's social world in the way that they communicate with people. It allows them to join in social learning in different ways. All developed children need the understanding of language. This indicates that there are worldwide features available to support children's language development process which allows the children to become social, as well as have a direct or indirect access to language models.

**Bloom's (1993)**, a famous psychologist, conducted research on the development of language in 12 children. His findings show significant differences in the age at which the children started using their first words.

Typically, children use their first traditional or adult term words at the start of the second year. Some children with extraordinary abilities, start speaking as early as 10-months old. Some children do not get the first word landmark until they are 18-months old.

The children who achieved language success in their first year later indicated that they were smart in school awareness, academic growth, and mental growth. There is a huge difference between children who have early vocabulary development with those who develop these skills in the later stages. Generally, a child, who has extraordinary oral skills including spoken vocabulary and discussion are more intelligent and sharp in sight and sound approach.

Five years is said to be the age at which the child masters the audio system and sentence structure of their language having a vocabulary of a large number of words. This is one of the most amazing processes in the early childhood years. This review explains the major objectives of language growth that a monolingual child (speaks only one language) experiences in the first five years and the systems that have been suggested to document this success.

#### Importance of Language Skills

The language skills of a young child are very important in the child's social and educational success. Normative growth (knowledge about norms and customs) is an essential part of the human experience and it is essential that the child possess the vocabulary to understand the expectations placed on them.

Therefore, it is essential to have explanations of normative growth that will allow identification of children with language inability and to have an understanding of the systems of language and vocabulary development that can provide a foundation for improving growth in all children.

The course of language development and its actual parts are typically described as:

1. Phonological development (sounds)
2. Lexical development (words)
3. Morpho-syntactic development (grammar)

All these domains are interrelated with both language development and in the use of language.

## Phonological Development

The adjustment of conversation understanding to the normal terminology is the result of a learning process. Within this process, infants form psychological conversation sound groups around groups of frequently-occurring sound alerts. These groups then guide understanding, such as that within classification difference is ignored and between classification difference is joined to. This is called phonological development and occurs during first five years of life because infants not only have the ability to hear and discriminate speech sounds and but they also become better at listening to the variations their terminology uses and become more responsive.

### Babbling

Between six and ten months of age, the child is able to produce established syllables which include formed consonant and vowel combinations along with reduplicated babbling. This is considered a major milestone achieved by a child in language development.

### Importance of Babbling

Babbling is the language a child produces in infancy. It is considered to be important as infants discover the connection between their oral language and the sound that is produced as a result. Infants make efforts to produce or copy the same sound they have heard. This helps them in early phonological development. It is found that the children with listening disabilities are late in accomplishing adequate communication skills.

It has been observed that a child completes the psychological development for combining the sounds of their language and generating them within the limits of their speaking capabilities within 18 months. At this stage a child develops strong hold on speech of sounds and he becomes more regular with different words.

## Lexical Development

### Vocabulary Size at Different Stages

It is a fact that vocabulary size increases with the increasing age. Observations show that children:

1. Understand their first words at the age of 5 months
2. Make their own words between 10 to 15 months of age
3. Possess vocabularies of 50 words at the age of 18 months
4. Possess vocabularies of 100 words age of 20 to 21 months

After 21 months, the lexicon grows quickly making it impossible to calculate the exact number of words. The number of words in the vocabulary of a typical six-year old is estimated to be approximately 14,000 words.

## Morpho-Syntactic Development

A two years old child begins to form short sentences by putting different words together. The utterances are often incomplete or incorrect respect to articles, prepositions, and word endings. As soon as the child gains strong control in making grammatically correct sentences, morpho-syntactic development is said to have taken place.

### Complex Sentences

Children typically begin to use more difficult sentence structures approximately two years of age. This process is not complete until the age of four. So we can say understanding comes before manufacturing.

### Importance of Language Development

The most noticeable and important success of early childhood is the learning of language (talking). Children are provided with the language tools that help them in the socialization process. Understanding the world of language and using words as resources open new possibilities for public learning, and sharing experiences, emotions, and needs.

### Importance of School Life in Language Development

Children develop a strong hold in learning of language in the first three years of school life. In school, they learn new words and new ways of using language. Language acquisition has a direct effect on child's future. Schools provide pre-literacy and literacy activities to the children to help with language development.

### Language Impairment (Problems)

Some children are slow by nature. They do not participate in different activities that may help in language development. The children who have poor language and learning skills are said to be facing

language impairment. Research has shown that “Around 8-12% of preschool children and 12% of regular school children in U.S. are having language impairment problems”.

### **Problems Due To Language Impairment**

Children with language development problems often face severe problems in reading. It is estimated that approximately 10–18% of children have a reading disorder.

Children who are unable to read at a sufficient level show a lower level of academic performance than their peers. If a child has a language disorder, they may not be able to express their emotions and feelings leading to serious issues in socialisation process.

### **Factors Influencing Language Development**

Five factors impact language development.

They include the following:

1. Social development
2. Perception (observing and understanding abilities)
3. Cognitive processes
4. Conceptual (based on concepts) processes
5. Linguistic (based on language) processes

Different researchers have different point of views regarding factors that influence language development. Most of them agree that these factors are interrelated.

### **Social Development**

Toddlers take from a speaker’s communicative purpose and then use those details to increase their language development.

For example: starting at about two years of age, children are able to comprehend a new term based on the context and manner in which the new term was introduced.

### **Verbal Environment**

Environment also affects language learning. Children, who are one to three years old, from families where the parents are considered ‘professional’ are said to possess a vocabulary that contains nearly three times more words than the vocabulary of a child who lives in poverty.

### **Perception (Observation and Understanding)**

Babies have different levels of understanding. Language dimension can be estimated by the hearing perceptual abilities at six or 12 months of age while syntactic complexity, i.e. rules about arranging and connecting words, starts at 23 months of age.

### **Problems in Understanding**

The types that are complicated for affected students are types with decreased perceptual are especially noticeable.

### **Cognitive Processes**

The rate of learning is dependent on the ability of a child. Children who listen to a significantly higher percentage of representations of a language type, learn that type quicker than children who receive common feedback

### **Requirement of Psychological Resources**

When the complete utterance needs more mental resources than the child has, 'interchange' among the different words of language can happen.

**Result:** Children make more mistakes in phrases with complicated formats, which use adjectives and prepositions than in phrases with simple structures.

### **Conceptual Processes**

Conceptual processes are connected to psychological age. Words that show concepts of time, cause and effect relationships, dimensions, and acquisitions are associated with an advanced psychological age much more than words that simply make reference to things and activities.

### **Problems Remembering a Word**

Children who have problems remembering a word also seem to know less about the things to which the phrase refers. Language abilities suffer from lack of knowledge of the world in which we live.

## **Linguistic Processes**

Verb endings are hints to action-word significance, a three-year-old will choose that it represents an action if a word ends with 'ing', such as swimming, rather than a finished modify of condition, such as force off.

### **Impacts of Latest vocabulary**

New vocabulary impacts new learning. Children typically choose a new term that they feel better represents the item for which they do not already know a name.

### **Impact of Language Development on the Psychosocial and Emotional Development of Children**

Language development impacts the psychosocial and emotional development of a child. When children have problems understanding others and expressing themselves, it is understandable that psychosocial and emotional changes take place. Language and communicative ability are essential tools for learning,

demonstrating interest in social connections, and exhibiting control of both behaviour and feelings. Alternately, school-aged children who have psychosocial and emotional conditions often have issues with language and communication.

### Research

A formal assessment is required in order to detect language impairment, otherwise, it can go undetected. **Kaler and Kopp** observed toddlers and showed that the way toddlers respond to adult instruction is directly related to how well they recognize language.

**Evans** observed that children facing language problems are frequently shy, quiet, and inhibited. This strongly affects their process of socialization i.e. making friends.

**Issues:** Children with language problems had difficulty entering professional team discussions as adults and were excluded from the group conversation. This reduces their chances of success because it strongly affects the social abilities that are necessary for professional connections.

## Evolution of Communication

The evolution of interaction can be separated into three parts that occur during the first five years of life.

### 1. First Period

The first way through which babies connect with their caretakers is through their cries, looks, vocalizations, and beginning actions. These beginning communicative behaviours are not purposeful, but set the level for later purposeful interaction.

### 2. Second Period

During the second period which starts at six months and ends at 8 months, babies' communicative involvement with grownups becomes intentional. A major milestone is the overall look of joint interest, which includes babies managing visible interest with another person regarding things and events.

### 3. Third Period

During the third period, which starts from 18 months and continues onward, oral language overtakes action as child's primary means of learning and interaction. For example, young children can practice discussions about feelings that take into account someone else's affective state, use terminology for self-control, and have the potential to settle vocally.

### 4. Average Estimate

It is estimated that about 8-12% of preschool children have some sort of language impairment. Typically, children are not diagnosed with a language disorder until they are two to three years of

age, unless they fail to meet their earlier language milestones. Further, roughly 50% of preschool and school-aged children are referred to mental-health services or placed in unique sessions for speech or language-related issues. There is no information on the occurrence of preverbal interaction issues in babies, although the accessibility to new testing resources now makes this possible.

### **Association of Disorders with Language Impairment**

Psychological and emotional disorders have been associated with language impairment. The most common problems in babies are problems with feelings and behaviour control which includes problems with calmness, eating, and sleeping. Physical and significant expressions are associated with verbal terminology as early as 19 months of age.

### **Attention Deficit (Hyperactivity) Disorder**

The most common diagnosis among preschool-age children who show language problems and who are referred to speech-language and mental-health treatment centres is Attention Deficit (Hyperactivity) Disorder. Language growth is also connected with knowledge, public knowledge, and engine abilities.

### **Longitudinal Research**

Longitudinal research generates surprising results for children with language problems. Language and interaction problems are continually related to learning, psychosocial, and emotional problem from birth to puberty. The prognosis is lowest for children who have complications in understanding language or in multiple areas of language development that continue beyond the age of five years.

### **Genetic and Environmental Factors**

Inherited and environmental factors give rise to language, emotional, and psychological growth. The children who cannot communicate properly face severe issues in reading and responding properly. Child abuse at home is the most common factor that affects language development.

### **Questions on Language Development**

The question still continues to be whether there is a specific stage in language development that should act as a main focus for research. Language maybe one of many developing features due to a common actual aspect on one side, however, language may have a main function in the growth of psychosocial and psychological conditions through internalised language. Vocally decided guidelines perform an important part in both self-control and accomplishment as a whole.

## Learning and Communication Difficulties

### Understanding 'Baby Talk'

Some parents can tell exactly what is required by the child when they cry. Sometimes, only the mother can tell what reason a baby is crying simply based on the sound of their child's cries. The distinction between a 'hungry cry' and a 'tired cry' is well recognised by parents, and replying properly to a child's first oral demands is in a sense, enjoying their first words.

Some parents are naturally able to discriminate between cries, while others experience frustration due to their inability to understand why their babies cry.

### Level and Time of Expectation

All children develop at different rates. Some develop the skills of learning early while others develop the similar skills in the later stages. Parents should not worry unless their child has crossed a benchmark of learning development.

### Bilingual Child

A child who speaks two languages is said to be a bilingual child. This typically occurs in families where the home language is different from that of the dominant culture. In such families the child easily differentiates between the two languages (e.g. mother is a UK citizen who speaks English while father is a citizen of France who speaks French.)

### Suggested Solutions for Bilingual Language Issues

Some children easily acquire more than one language while others struggle. They usually mix or interchange words with opposite languages. This leads to serious issues in language development.

### Role of Parents in Life of Bi-Lingual Children

If the mother and father listen to their child combining terms or phrases in languages, especially regularly, then they may need to get involved and take action to sort this out and prevent further misunderstandings. It's beneficial for parents to be aware of the problems that could happen and watch out for any problems or misunderstandings.

**For example:** If there are certain conditions when misunderstandings tend to happen, such as public circumstances where both languages are used by different people, then it may be best to pay attention to discussing one language only, so it's simpler for the child to hold to it. It's also important to make sure they are able to talk and show key words with confidence in one language, so they can effectively show their needs and emotions.

**Things to keep in mind:** The more something seems natural and regular to a child, the simpler it will become to understand the language so the primary thing to keep in mind about a child in any bilingual child is to be reliable in your routines and conversation.

### Concerns for Language Development in Children

Language development is the basic necessity of childhood. Failure in it results in the inability to communicate, making learning difficult. Parents are the primary observers from birth so they must consult a conversation pathologist if they feel that their child is suffering from complications.

1. if a child is not making any noise by three months
2. if a child is not babbling by his first birthday
3. if a child is not forming words by the age of 18 months
4. if less than 50% of the words spoken by a child are not comprehensible to strangers by their second birthday
5. if less than 90% of the words spoken by the child are not comprehensible to strangers by the third birthday
6. if language difficulties appear at the age of 4 or 5 years

### Major Concerns

The major concerns for parents are lisping and stammering.

#### 1. Lisping

A speech defect that involves pronouncing a 's' sound like voiceless 'th' and 'z' like voiced 'th'. Saying the 's' sound like a 'th' is typical among youngsters and is generally outgrown by age seven. Many conversation analysts consider lisping to be an aesthetic or artistic problem, rather than a real language problem, and treat it as such. The following should also be considered:

- Discourage the child from sucking their thumb
- Mouth respiration can give rise to lisping so try to quickly cure colds, allergic reactions, or nasal problems
- Offer the child a straw for their cold beverages, which helps them build lip strength. Blowing bubbles or using a reed device provides the same advantage
- Help your child to make sounds with the help of their teeth. This helps to keep the tongue in the proper position to produce the desired sound

## 2. Stammering

Stammering is the act of pausing uncertainly within a sentence. It is also called stuttering. This is most common among children who are two to six years old. There are many schools to deal with the children facing stammering. A course of treatment is recommended by speech pathologists if this problem continues for more than six months.

### Precautionary Measures by Parents

- Parents must speak slowly and clearly to a child who stammers as this will encourage the child to slow their speech.
- Parents should listen with proper attention allowing adequate time for a complete conversation.
- Parents should never criticise or scold a child who stammers. This will shatter the child's confidence and may cause them to not work toward speaking better in the future.
- Parents should not force their child to complete the sentence. This will confuse them and make them self-conscious.
- Parents should allow the stammering child to express their feelings and needs. A stammering child is often extremely aware of their difficulty. Negative reactions from their friends may make the child less verbal.

### Language Issues

Sometimes, problems with conversation or language difficulty may indicate another problem.

For Example: hearing problems can account for setbacks in conversation-related growth. Children who fail to babble, may do so because they haven't been listening to the sounds around them or they are unable to hear sounds. In other conditions, children who begin to show regular growth plateau may regress back to a previous level of growth. Parents who witness such behaviour, should search for professional assistance so that it may not lead to big issues. Early involvement and therapy offers the best chance that children will experience a positive result.

### Parent's Role in Helping Children

Development of skills and language development is different for each child. Two babies of same age do not necessarily develop the same skills on the same timeline. Parents should try to prevent limit concern or comparisons of one child to another. Provided that the babies are making continuous improvement, they are probably doing just fine.

**Example:** If a child does something that is appreciable, parents should appreciate them in order to increase their confidence level. If a child says "I have won the match", parents must respond that "Yes you did it. We are very proud of you".

**Time of Worry**

Parents should frequently observe the activities and behaviour of their children. There are times when mother and father should be involved.

**Child's Conversational Abilities**

If a child's conversational abilities seem to plateau or deteriorate (weaken); the parents should take the child to a routine check-up with a speech-language pathologist to rule out any difficulties that may require intervention. Conversation problems are not actually troublesome but they should be analysed. If it is determined that the child requires speech treatment, it should be started as soon as possible. This provides the child with the advantage of expert assistance before formal education begins. Stuttering, for example, may start at about this age, but with intervention many children who stammer can be trained to slow their speech and control the stammer, leading to improvements in language and public speaking. More often than not, a check-up will show that the child is producing typical utterances, but when in question, it is better to consult an expert if for nothing more than to ease the mind of the parent.

**Encouraging Language Development**

Parents are said to be the child's very first instructors when it comes to language development. Parents who thoughtfully engage their child in discussions can have a great effect on the child's ability to connect vocally. Speaking with a child is a wonderful way for them to begin to understand the rhythm of discussion, creating the foundation for further language development. Studying with children, as well as experiencing music with them are other ways that youngsters can internalise discussion styles, overall tone, and inflection, providing the way for them to become skilled sound communicators.

**Development of Skills at Different Stages****Language Development in the First Year**

The skills that appear in different stages are given below:

**Birth to 3 Months****Crying**

The only way, which babies have to express themselves and get their needs met, is by crying. As they grow, children start to try out their voices for more things than merely crying, making a sequence of different sounds that will soon become their first words. It is the duty of parents to encourage their child's vocalisations by different methods including discussing, studying, and performing. Children are studying overall tone, inflection, and beat of conversation by listening to conversations around them before they speak their first word.

Children are unique individuals. Different types of cries may indicate different needs for each individual baby. Some astute parents are able to quickly determine what a child needs by discriminating different crying sounds.

The time from birth to the first birthday is a time of impressive growth. Mothers and fathers are often impressed by just how much their child changes in that first year. Although it is a fact that these changes don't happen overnight, the developmental milestones that children achieve before they turn one come so quickly that mothers and fathers might believe that their children grew right before their eyes.

#### **4 to 6 Months**

Babbling (meaningless sounds) takes place at the age of 4 to 6 months. A child repeats the same sounds again and again showing a special affection for that sound or word. They usually combine consonants and vowels like baba or gaga. Children begin to say mama or papa much to the delight of the proud parents. At this age, children do not know the meanings of words. They are simply imitating what they hear.

#### **7 to 12 Months**

Rhythms and tones appear in the sounds of a baby during 7 to 12 months. This sounds similar to the speech of adults. Still the sentence structure is not perfect but they act as if they are talking like an adult. Children develop an awareness of the word 'no'. Parents should talk to their children throughout the day because children are regularly taking in details during this stage of life.

Children start nodding their heads and increase their use of hands and arm gestures when they want to be picked up, even if they are not explicitly taught the meanings of their gestures.

#### **Language Development in the Second Year**

The transition of a child from one to two years old is often very pleasant for the mother and father, as they enjoy seeing their child toddling (a slow walk without any support), walking, eating, and discussing enjoyable activities.

Children gain a strong command of language in their second year of life. Children enjoy adding new words to their vocabulary. The second year of their baby's life delivers many extremely pleased and crazy moments to parents. The second year of life delivers certain improvements. There is no set 'right' time for youngsters to create their vocabulary abilities. This is also a year of socialisation for a child, with vocabulary abilities, which support the socialisation and vice versa.

The development of language that takes place in the second year is explained below:

### **13 to 18 Months**

Children understand their capability to connect their needs through language resulting in even higher efforts once they are equipped with a few real words. Mother and father should try to identify things and people to their children, providing them with opportunities to improve their vocabularies.

Mostly children have a vocabulary of four to six terms by 15 months. Their potential to comprehend is excellent despite of their restricted verbalization. Children in this phase of life are able to understand easy guidelines.

**Favourite books:** Mothers and fathers should read the favourite books to their children between the ages of 13 to 18 months. Many picture books are now available in the market. They provide little ones with a way to demonstrate the information they have learned by pointing to things as they are described.

At around 18 months, children generally have ten or more words in their vocabularies. Little ones are often imitators (person copying someone for fun). They try to do the things again and again and copy their parents. Parents should remember they are role models and discuss topics with their children from time to time. Moreover, selecting helpful conversations can also help little ones to improve their vocabulary.

### **Colour and Shapes**

Parents should help their children recognise different colours and shapes between 13 and 18 months. This is the best time for grasping things.

### **Explanation of Everything**

Parents, rather than passing a child a toy, should pointedly name and explain its use as they successfully pass it to their little one, this will help the child begin to understand what different things mean. For example, if the parent has a doll in their hands, they should ask their child, "Would you like to play with this doll?"

### **19 to 24 Months**

Children between the age of 19 to 24 months, have developed the ability to comprehend many words yet they consistently use only 50-75 terms. The introduction of new words then becomes a daily routine and the children develop the habit of copying their parents. They begin to make two-word phrases like happy now, hungry now. At the age of three, they speak three words sentences easily. In short, they are opinionated and vocally-able humans.

### **Recognition of Names**

A typical two-year old child says their name when asked and introduces family members by name to other people. “No” is a common response from a two-year old child.

### Language Development in the Third Year

Children experience unique developments in their language growth while around the age of three. The development that takes place in the third year is explained below:

#### 25 to 36 Months

The appropriate use of pronouns and tense along with syntax improves significantly during the time between the second and third birthday. This reveals huge steps in a child's ability to connect vocally. Children now have a large enough vocabulary to join in a discussion, referring to their vacations or remembering the facts of a family outing. At this stage, children usually have vocabulary of 200-300 words. They start referring themselves as ‘me’. Three year olds will talk in simpler terms to a classmate, but can practice more specific discussions with a mother, father or teacher.

### Language Development in 4-5 Years

#### 4-5 Years

Children are able to maintain specific and extended discussions when 4 years old. They are able to talk clearly and in mostly appropriate terms. They usually begin to talk with a lisp (a speech defect that involves pronouncing ‘s’ like the voiceless ‘th’ and ‘z’ like the voiced ‘th’), but this is typical and not usually a cause for concern. If children have on-going problems, parents may wish to seek advice from with a conversation pathologist.

## Language Development Chart

<i>Age of Child</i>	<i>Typical Language Development</i>
6 Months	<ul style="list-style-type: none"> <li>• Voice with tone changes</li> <li>• Responds quickly to their name</li> <li>• Replies by turning their head and eyes to human voices without visible hints</li> <li>• Responds suitably to friendly and angry tones</li> </ul>
12 Months	<ul style="list-style-type: none"> <li>• Uses one or more words with meaning. This may be an incomplete sentence.</li> <li>• Easily understands simple instructions, especially if hints through voice or physical actions are given</li> <li>• Practices change in words</li> <li>• Understands the social value of speech</li> </ul>
18 Months	<ul style="list-style-type: none"> <li>• Vocabulary of 5-20 words</li> <li>• Vocabulary consist mainly of nouns</li> <li>• Repeats a word or phrase over and over again.</li> <li>• Makes changes with emotional content</li> </ul>

	<ul style="list-style-type: none"> <li>Follow simple commands easily.</li> </ul>
24 Months	<ul style="list-style-type: none"> <li>Names a number of objects common to their surroundings</li> <li>Is able to use prepositions like in, on, under in most sentences</li> <li>Make short sentence-largely noun-verb combinations; (mean) length of sentences is 1.2 words</li> <li>Approximately 2/3 of what child says should be logical</li> <li>Vocabulary of 150-300 words</li> <li>Poor rhythm and smoothness</li> <li>Uncontrolled volume and pitch</li> <li>Uses two pronouns correctly: I, me, you, although me and I are often confused</li> <li>Confusion between my and mine</li> <li>Responds to short requests like "show me your eyes (nose, mouth, hair)"</li> </ul>
36 Months	<ul style="list-style-type: none"> <li>Correct use of pronouns I, you, me</li> <li>Correct use of some plurals and past tenses</li> <li>Knowledge of at least three prepositions, usually in, on, under</li> <li>Knows main parts of body and should be able to indicate these if not name</li> <li>Handles three word sentences easily</li> <li>Vocabulary of 900-1000 words</li> <li>Approximately 90% of what child says should be intelligible</li> <li>Verbs begin to rule</li> <li>Understands most simple questions dealing with his environment and activities</li> <li>Relates his experiences so that they can be followed with reason</li> <li>Able to reason out such questions as "what must you do when you are sleepy, hungry, cool, or thirsty?"</li> <li>Knows and answers about his sex, name, age</li> <li>Should not be expected to answer all questions even though he understands what is expected</li> </ul>
48 Months	<ul style="list-style-type: none"> <li>Knows names of familiar animals</li> <li>Uses at least four prepositions or shows an understanding of their meaning when given commands</li> <li>Recognises objects in picture books or magazines</li> <li>Knows colours</li> <li>Repeats 4 digits when they are given slowly</li> <li>Repeats words of four syllables</li> <li>Proves understanding of over and under</li> <li>Has most vowels and vowel sounds and the consonants p, b, m, w, n well established</li> <li>Often spoils in make-believe</li> <li>Large verbalisation as he carries out activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Understands such concepts as longer, larger, when a contrast is presented</li> <li>• Readily follows simple commands even though the stimulus objects are not in sight</li> <li>• Much repetition of words, phrases, syllables, and even sounds</li> </ul>
60 Months	<ul style="list-style-type: none"> <li>• Uses adjectives and adverbs spontaneously</li> <li>• Knows common opposites: big-little, hard-soft, heavy-light,</li> <li>• Knows numbers of 4 or more</li> <li>• Counts to ten</li> <li>• Speech should be completely understandable, in spite of joining problems</li> <li>• Has mastery of all vowels and the consonants, m, p, b, h, w, k, g, t, d, n, ng, y (as in yellow)</li> <li>• Repeats sentences as long as nine words</li> <li>• Defines common objects in terms of use (hat, shoe, chair)</li> <li>• Follows three commands given without interruptions</li> <li>• Knows his age</li> <li>• Understands have simple time concepts: morning, afternoon, night, day, later, after, while, tomorrow, yesterday, today</li> <li>• Creates fairly long sentences and uses some compound and complex sentences</li> <li>• Speech on the whole is grammatically correct</li> </ul>
6 Years	<ul style="list-style-type: none"> <li>• In addition to the above sounds, these should be mastered: f, v, sh, zh, th</li> <li>• Completely logical and socially useful speech</li> <li>• Tells a connected story about a picture, seeing relationships between objects and happenings</li> </ul>
7 Years	<ul style="list-style-type: none"> <li>• Has a strong grip on the consonants s-z, r, voiceless th, ch, wh, and the soft g as in George</li> <li>• Handles opposite analogies easily: girl-boy, man-woman, flies-swims, blunt-sharp, short-long, sweet-sour, etc.</li> <li>• Understands terms: alike, different, beginning, end, etc.</li> <li>• Tells time to quarter hour</li> <li>• Reads simple passages and writes many words</li> </ul>
8 Years	<ul style="list-style-type: none"> <li>• Relates stories about events that occurred in the past</li> <li>• Complex and compound sentences should be used easily</li> <li>• Should be few passes in grammatical restriction-tense, pronouns, plurals</li> <li>• All speech sounds, including consonant blends, should be established</li> <li>• Reads with considerable ease and writing simple compositions</li> <li>• Social facilities should be present in their speech in suitable situations</li> <li>• Control of rate, pitch, and volume are generally well and appropriately established</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Carries on conversation at an (almost) adult level</li><li>• Follows fairly difficult directions with little repetition</li><li>• Understands proper time and number concepts</li></ul> |
|--|---|

### Further Reading:

- ✓ *Developing Pre-school Communication and Language, (2007), By Chris Dukes, Maggie Smith*
- ✓ *Language Development in Children with Special Needs: Performative Communication, (2006), By Iréne Johansson*