English Language Development of Young Learners: Instruction for Enhancing Oral and Written Skills

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Abstract

This article aims to explore the various aspects of English language development among young learners, with a specific focus on enhancing their oral and written skills. By investigating the instructional approaches and strategies that have proven successful in promoting language growth, educators and practitioners can design more effective language programs and interventions. In conclusion, the instruction and assessment of oral and written language skills are essential for young learners as they facilitate effective communication, cognitive development, academic achievement, literacy skills, social interaction, confidence, self-expression, and cultural awareness. Research has shown the significance of oral language in the development of speaking and writing skills and its correlation with academic achievement. Learning to write and speak in English requires the acquisition of knowledge and skills at various levels and dimensions, and teachers should consider children's cognitive and physical growth while providing a variety of language tasks and activities. Overall, recognizing the complexity of the oral and writing process can support young learners, ensuring their success in English language development.

Keywords: *Young Learner; Oral Skills; Written Skills*

Introduction

The acquisition and mastery of English language skills are essential for young learners as they navigate the increasingly interconnected world. Proficiency in both oral and written English empowers children to communicate effectively, express their thoughts and ideas, and engage in meaningful interactions. Therefore, understanding the factors that contribute to the development of these language skills and implementing effective instructional strategies becomes crucial in providing young learners with a strong foundation in English language proficiency.

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The development of oral language skills forms the basis for effective communication and comprehension in any language. Young learners progress from basic vocalizations and early vocabulary to more complex sentence structures and expressive abilities. The process of language development is influenced by numerous factors, including the child's cognitive abilities, social interactions, and exposure to rich language environments. Understanding the milestones and stages of oral language development is essential in tailoring instructional approaches that cater to the unique needs of young learners.

In parallel, the acquisition of written language skills plays a pivotal role in fostering children's literacy and facilitating their engagement with various forms of written text. From learning the fundamentals of alphabet recognition and letter-sound correspondence to developing advanced reading and writing competencies, young learners embark on a journey that requires targeted instruction and practice. Effective strategies that integrate reading, writing, and language activities can significantly enhance children's written language skills, enabling them to comprehend and produce written text with confidence and accuracy.

This paper will review existing research and literature on the English language development of young learners, specifically focusing on instructional approaches for enhancing both oral and written skills. By synthesizing current knowledge, we aim to provide educators, policymakers, and researchers with insights into effective practices that support the language growth of young learners in English-speaking environments.

In the subsequent sections, we will explore the milestones and stages of oral and written language development, examine the interplay between oral and written language skills, and delve into instructional strategies that have successfully enhanced the English language proficiency of young learners. Through this exploration, we seek to contribute to the existing body of knowledge and provide valuable recommendations for instructional design, thereby equipping educators with the tools they need to foster optimal language development in young learners.

Literature Review

1. The Development of Children's Oral and Written Language

Oral language refers to the ability to use and understand spoken language. It encompasses skills such as speaking, listening, and comprehension. Oral language development in children is a complex process that occurs gradually over time. In the early stages, infants start to develop receptive language skills by recognizing and responding to familiar sounds and voices. They begin to make cooing sounds and babble, exploring the range of sounds their vocal apparatus can produce. As they grow older, children start to understand simple words and phrases and respond to basic requests and commands.

The development of oral language in children is influenced by various factors. The social environment plays a crucial role, as children learn language through interactions with caregivers, family members, peers, and other role models. The quality and quantity of language input, the opportunities for conversation and storytelling, and the richness of language experiences all contribute to language development.

It is important to note that the rate and patterns of oral language development can vary among children. Some children may reach language milestones earlier or later than others, and individual differences in language abilities are normal. However, consistent delays or difficulties in oral language development may warrant further assessment and support from speech-language pathologists or other professionals.

It is also crucial for parents, care-giver, and teachers to pay attention to children oral language development because research confirms that a rich and extensive oral language foundation is critical to the later development of reading and writing (Dickinson, David, Tabors 2001). Oral language paves the way for learning writing and reading skills such as phonemic awareness, the alphabetic principle, phonics, decoding, and reading comprehension. There are several theories about children's oral language development, and each theory has its strengths and weaknesses. The theories are behaviorist, innatist, constructivist, and social interactionist.

The Behaviorist view of oral language development suggests that conditioning and shaping processes involving stimuli and rewards or punishments are responsible for learning oral language. According to behaviorists, infants acquire oral language through stimulation from human role models in their environment, such as parents and caregivers. When infants imitate adult speech, they receive rewards like praise and affection. However, behaviorist theories face challenges. If parents are unavailable or unresponsive, rewards for speech attempts may not be consistently provided. Additionally, young children engage in selective cognitive processing rather than simply imitating speech, which behaviorist theories fail to explain. Behaviorist theories also do not account for infants inventing words and sounds independently. Arguments against behaviorist theories include instances of regression in speech, evidence of novel language forms, inconsistent rewards, learning abstract words, the universality of language acquisition in humans, and the unique nature of human language learning.

The Innatist View of Oral Language Development proposes that language learning is an innate ability in humans. It suggests that babies are born with a natural inclination to acquire language, which is facilitated by a biological device called the language acquisition device (LAD). This innate capacity allows children to generate and invent language, even ones they have never been exposed to.

The Constructivist View of Oral Language Development, based on Jean Piaget's (1959) work, suggests that language development is closely tied to cognitive development. While Piaget believed that cognition and language operate independently, he argued that language development is rooted in the development of thinking abilities and concepts.

According to Piaget, cognitive development precedes the development of language skills. Piaget's constructivist theory asserts two key points: (1) Children progress through cognitive stages in predictable patterns, and (2) external influences, such as schooling, have minimal impact on their development. According to Piaget, children follow biologically determined timelines, and external factors have limited influence on their growth. These ideas contradict the social interactionist perspective.

The Social Interactionist View of Oral Language Development emphasizes the role of environment and interactions in language development. According to this view, children learn language through collaboration with others, with support and guidance. Lev Vygotsky introduced the concept of the zone of proximal development, where more skilled individuals assist learners in tasks they can't do alone. This social interaction promotes the internalization of language skills. Immersion in reading and writing activities with support facilitates the development of advanced language abilities.

2. The Stage of Oral Language Development

Teachers should understand that oral language development occurs in stages. Being aware of the typical progression of children's oral language skills enables teachers to provide appropriate support and guidance to help children advance and enhance their language abilities. It's important to note that the rates of oral language development can vary significantly among individual children.

1) Parents' Baby Talk: One Way of Getting Attention

Parents often use a form of speech known as "baby talk" when communicating with their infants. Baby talk is characterized by a higher pitch and special intonation patterns. Research suggests that infants are most responsive to high-pitched and rhythmically varied speech. Furthermore, the way infants react to adult speech can influence the speech and behavior of their caregivers. Adults tend to use shorter speech patterns and pauses to encourage infants to respond. It seems that parents and caregivers are attuned to the child's cues and adjust their speech accordingly to promote verbal interaction.

2) The First 12 Months: A Time for Hope

In the first two months of life, infants rely on crying to indicate their needs. Due to the positioning of their tongue and vocal cords, their vocalization is limited. As they grow, infants start making varied sounds based on their experiences in the environment. From around 2 to 5 months, babies begin cooing, producing sounds resembling those made by pigeons. This typically occurs during interactions with caregivers and is accompanied by variations in consonant sounds along with sustained laughter. Cooing and laughter can also happen when the baby is alone or asleep. During this period, babies develop different types of crying associated with specific needs. From 6 months to 1 year, infants engage in vocal play or babbling, where they produce single syllables with a consonant sound followed by a prolonged vowel sound, like "maa maa." Some of these syllables, such as "Ma-ma" and "Da-da," are retained because they elicit positive reactions from parents or caregivers. It is during this stage that infants begin using single words, sounds, or invented words to express complete ideas, demonstrating their emerging language skills.

3) From 1 to 2: By Leaps and Bounds

During the second year of development, children undergo rapid language growth. They mimic their parents' speech, including gestures and intonation patterns. They further develop and improve their comprehension of language rules by forming hypotheses and experimenting with them. A noteworthy achievement in this stage is when toddlers begin to combine two words. These combinations typically involve nouns, verbs, and adjectives. This phase of speech development is known as telegraphic speech since the utterances resemble concise telegrams. Despite their brevity, these two-word phrases successfully convey intricate ideas or express needs, such as "Mommy down!" or "Go potty?"

4) From 2 to 3: What Does It Mean When I Say No?

From 2 to 3 years old, children's oral language development progresses rapidly. They move from telegraphic speech to more complex forms of speaking, incorporating descriptive words. They also begin to understand the meaning of negation, such as the word "no," and how it affects the behavior of others. This marks the establishment of their own identity.

5) From 3 to 4 Years Old: The Why Years

From 3 to 4 years old, children use complex sentences with prepositions, pronouns, negatives, plurals, possessives, and interrogatives. They have a vocabulary of around 1,000 to 1,500 words and may make analogical substitutions in their speech, applying language rules incorrectly. They also start transforming basic sentence structures into questions, often using the interrogative "Why?" repeatedly.

6) From 4 to 6 years old: Years of Growth and Refinement

From 4 to 6 years old, children continue to expand their vocabulary and syntactical structures. They possess a vocabulary of about 2,500 words by age 4, growing to 6,000 words by age 6. Some

articulation difficulties may persist, but children's language usage becomes imaginative and amusing. Teachers may encounter creative descriptions and encounters with taboo words. Understanding the development of oral language in children brings joy to parents and teachers, appreciating the remarkable accomplishment of learning to speak in just six years.

3. Written Language Development

Children's written language development is a crucial aspect of their overall literacy development. As children progress through their early years, they gradually transition from acquiring oral language skills to developing proficiency in written language. This developmental process involves acquiring knowledge of letter-sound relationships, understanding the rules of grammar and punctuation, expanding vocabulary, and developing skills in composing coherent and meaningful texts. During the initial stages, children engage in emergent writing, where they explore writing as a means of communication, often using scribbles, symbols, and invented spelling. As they advance, they begin to form recognizable letters, spell words phonetically, and utilize basic sentence structures. With continued practice and exposure to written language, children refine their writing abilities, displaying improved spelling, grammar, and organization of ideas. Understanding the various stages and milestones in children's written language development is essential for educators and parents to provide appropriate support and instruction that foster their growth as confident and effective writers.

There are several theories that explain and inform our understanding of children's written language development, namely; emergent literacy theory, constructivist theory, socio-cultural theory, and cognitive-processing theory. Thus theories have their strengths and weaknesses.

Emergent literacy theory emphasizes the importance of early literacy experiences and activities that lay the foundation for later reading and writing skills. It recognizes that even before formal instruction, children engage in literacy-related behaviors, such as pretending to read, scribbling, and recognizing letters and words in their environment. Emergent literacy focuses on the development of pre-reading and pre-writing skills, including phonological awareness, print awareness, and oral language proficiency.

Constructivist theory posits that children actively construct knowledge and meaning through their interactions with their environment. In the context of written language development, children construct their understanding of literacy by actively engaging in reading and writing experiences. They draw upon their prior knowledge and experiences to make sense of written texts and to develop their own writing abilities. Constructivist approaches encourage hands-on, experiential learning and provide opportunities for children to engage in meaningful reading and writing activities.

Socio-cultural theory emphasizes the social and cultural aspects of language development. It highlights the role of social interactions, language use within meaningful contexts, and the influence of cultural practices and values on children's written language development. According to this theory, children learn to write by participating in literacy practices within their communities and by receiving guidance and support from more knowledgeable others, such as parents, teachers, and peers.

Cognitive-Processing theory focuses on the cognitive processes involved in reading and writing. It examines how children acquire and integrate various skills and strategies, such as phonics, decoding, comprehension, and writing conventions. Cognitive-processing approaches emphasize the development of specific cognitive abilities, such as memory, attention, and problem-solving, that support the acquisition and application of reading and writing skills.

These theories provide valuable insights into the developmental processes and factors that contribute to children's written language proficiency. They inform instructional practices, curriculum design, and assessment strategies aimed at supporting children's growth as competent readers and writers.

4. The Stage of Written Language Development

Researchers have found that young children go through developmental stages in their writing and spelling, similar to what has been observed in oral language and reading development. This understanding of developmental stages assists teachers in recognizing the foundations of writing and spelling and allows them to support children's progress from scribbling and drawing to more advanced forms of writing.

1) Scribbling and Drawing Age

During the scribbling and drawing stage, young children begin to explore the empty space on a blank sheet of paper using pencils or crayons. Initially, their writing is often called scribbling and is characterized by random marks without specific intent. As they progress, their scribbles start to incorporate alternative forms such as circles, curved lines, and letter-like shapes. Over time, their scribbles become more linear and resemble adult cursive writing, representing meaning in a more conventional way. The tendency to reuse and repeat certain scribbles and drawings is known as recursive writing, which provides comfort and familiarity as children move towards higher levels of writing development.

Children also discover that drawings can supplement their messages, and they differentiate between drawing and writing. Examples of children's early writing demonstrate their use of scribbling, drawing, and disconnected letter-like forms to convey meaning on paper, recognizing that writing is a form of communication distinct from drawing.

2) Prephonemic Stage

The prephonemic stage of writing and spelling development in young children involves the use of real letters, typically in capital form, to represent meaning. However, at this stage, the letters do not correspond to their phonemic or sound values. Instead, they serve as placeholders for meaning, representing syllables or entire thoughts. An example of this stage is seen in Chaundra's writing, where letters are used to convey meaning. It is important to ask the child to explain the intended meaning since the letters do not directly represent phonemic values. Clay (1975) notes that children in this stage often create letter strings and proudly seek clarification from parents about the message conveyed by their writing.

3) Early Phonemic Stage

During the early phonemic stage of writing development, children use capitalized consonants to represent words. They have realized that letters correspond to specific sound values. In their writing, they typically focus on one or two consonant letters that represent the beginning or ending sounds of a word. Samantha's use of consonants to represent the word "house" is an example of this stage. Researchers suggest that children in this stage may struggle to hold words in their minds while analyzing them for phonemes and matching them to known letters. Additionally, it is possible that children are still in the process of learning certain letters or have not yet developed the ability to segment more than the initial or final sounds of a word. Further research is needed to investigate these possibilities.

4) Letter-Naming Stage

The letter-naming stage in writing development represents a significant advancement from the early phonemic stage. In this stage, children use multiple consonants along with at least one vowel to spell words. Chris, a kindergartener, demonstrates the letter-naming stage, where he writes about a rainbow he had seen. Although Chris still uses capital letters exclusively, he incorporates vowels into his writing. He has grasped the concept that words consist of both vowel and consonant sounds, and that these sounds are represented in a sequential manner from left to right in written form. While Chris is not yet reading independently, his understanding of print will contribute to his progress in reading and eventually lead to the development of conventional spelling. Through continued reading experiences, Chris's writing will align more closely with standard spelling, marking the transition to the final stage of writing development.

5) Transitional Stage

The transitional stage of writing and spelling involves a mix of phonetic and conventional spellings. Despite unconventional spellings, their writing communicates effectively. Transitional writers also incorporate standard writing features like punctuation and letter formats. It's important for teachers to create print-rich environments and provide support as children navigate the writing process. Similar to oral language development, children progress at their own pace.

6) The Writing Development of English Learners

Rubin and Carlan (2005) conducted research on English learners (ELs) and found similarities in the stages of writing development among English speakers, Spanish-only speakers, and bilingual children. This research offers valuable insights for educators working with ELs and helps enhance their understanding of children's literacy development through writing samples.

5. Instruction and Assessment of Teaching Oral Language

a. Instruction of Teaching Oral Language

1) Effective Oral Language Instruction

Oral language instruction is a need at all grade levels including young learners and a support for the development of effective oral language instruction itself or in other skill instruction. Researchers have widely acknowledged the significance of oral language in the development of reading and writing skills (Castles et al., 2018; Dougherty, 2014; Lervag 13 et al., 2018). In addition, a correlation between oral language proficiency and academic achievement has been discovered (Hill, 2012; Resnick and Snow, 2009). To ensure that young learners achieve the highest possible standard of literacy learning, teachers must have an extensive understanding of oral language and its potential for instruction. Furtermore, Dutro and Moran (2003) proposed an instructional framework involving language function, forms of language, and language fluency.

a) Language Function

Effective oral language instruction can be understood as a combination of realworld and classroom-based oral language practice. The conceptual framework of oral language instruction is grounded in pragmatics or the study of how language is used in various contexts. Real-world oral language practice is the use of language outside of the classroom, such as in conversations with family, colleagues, and community members. This form of practice facilitates the development of communication skills and the application of oral language knowledge in authentic contexts.

In contrast, classroom-based oral language practice consists of structured activities and exercises designed to improve oral language skills within the school environment. These activities may include discussions, presentations, role-plays, debates, and other interactive tasks that encourage students to interact with language and verbally express themselves. Pragmatics plays a crucial role in this framework because it examines how language is used for different purposes and in different social contexts. It helps students comprehend the appropriate use of language in various situations, such as modifying their discourse based on the audience, recognizing nonverbal signals, and using language to achieve specific objectives. By incorporating pragmatics into the framework for oral language instruction, educators can equip students with the skills and knowledge necessary for communicating and interacting with others in both the classroom and the real world.

b) Forms of Language

Children also require oral language instruction that emphasizes language forms, which Dutro and Moran (2003) define as vocabulary, verb tense, parts of speech, and sentence structure. As indicated earlier, the teacher's knowledge of language components has a significant impact on the oral language development of children. To illustrate this point, comparing a teacher's understanding of language to an artist's knowledge of paints and painting surfaces. Just as an artist needs to comprehend how different materials work together to create an appealing image, a teacher must understand how English functions in its various forms. This understanding enables the teacher to effectively teach and support students' language development. (Fillmore & Snow, 2000; Moats, 2000; Snow, Griffin, & Burns, 2005).

Additionally, teachers must comprehend the general order in which children acquire oral language. By being familiar with the typical progression of language acquisition, educators can appropriately scaffold instruction and support students at different stages of development. Rich and varied vocabulary is essential for the development of a child's language skills, having a broad and diverse repertoire of words is essential for children to effectively communicate and comprehend written texts and subsequent reading and writing success. (Dutro & Moran, 2003).

Dutro and Moran (2003) define language fluency as the capacity to use oral language in a variety of ways. For example, reading aloud a folktale requires a different strategy than solving a math story problem. The use of oral language in various contexts and for various purposes requires training and practice. In order for children to acquire fluent oral language skills, it is essential that they be exposed to a variety of contexts, purposes, and tasks. This includes comprehending the various functions of academic and conversational language.

b) Forms of Language

Supportive elementary classrooms recognize the significance of offering a variety of oral language practice and performance opportunities. These classrooms offer a variety of activities designed to teach, utilize, and refine the function and form of children's oral language skills. Talking protocols, which are structured procedures or guidelines for conducting oral discussions or dialogues, are one example. These protocols, devised by Cooter and Cooter, contribute to the establishment of a conducive atmosphere in which students can engage in meaningful oral language interactions.By providing a variety of oral language experiences and activities, elementary classrooms foster the development of oral language fluency in children. This not only improves their ability to communicate effectively but also contributes to their overall language development and academic comprehension.

2) A Pragmatics-Based Conceptual Framework for Oral Language Instruction

Dutro and Moran's (2003) framework for oral language instruction is both theoretically consistent and defensible for two primary reasons. First, the pragmatics or functions of language relate to the actual reasons why people acquire and use language in their daily lives. Second, as children progress through grade levels, they are expected to comprehend increasingly complex forms of language, which has a significant impact on their future academic success. Therefore, the following activities are designed to enhance and support children's oral language development.

a) Instrumental Oral Language Instruction: Interviews

The instrumental function of language assists us in supporting our individual demands, such as requesting information or assistance from others. Interviewing is a beneficial activity that enhances children's questioning and requesting skills (Tompkins, 2011). It is applicable in both formal and informal settings.

In informal interviews, students propose questions and make requests as they would in a typical classroom setting. During the first week of school, for instance, they may interview their classmates. The instructor can demonstrate the procedure by inquiring about the student's name, favored meals, game or sport, hobbies, career goals, and fantasy travel destination. To introduce older children to formal interviewing, they can view recorded or live interviews on television and discuss the purpose and types of questions presented. It is important to note that effective interview questions go beyond simple yes or no responses and encourage individuals to share information, opinions, and emotions. Children should be taught through instructor modeling how to plan and conduct effective formal interviews. This includes arranging a convenient time and location, planning the questions extensively in advance, and compiling them on note cards. In addition, the teacher should demonstrate how to conduct an interview, including greeting the interviewee, properly introducing themselves, and requesting permission to take notes or record the interview. Students should learn to respond warmly and respectfully to the interviewee's responses, and teachers should demonstrate how to convey gratitude at the conclusion of the interview.

After conducting formal interviews, students are able to present their findings to an audience. They can either deliver an oral report to the class or record a video report for later viewing. Teaching interviewing skills enables children to develop the essential skills of asking pertinent questions and actively listening, which are necessary for obtaining the required information or assistance. In language development dialogues, it is useful to remind students that when they are the "interviewee," they should use complete sentences when responding. Some instructors employ the rule of five to encourage students to communicate in increasingly complex sentences. This rule stipulates, "I only speak in complete sentences." It can be reinforced with visual aids such as a hand with "I speak in complete sentences" written on each finger of a poster board. Students practice thinking, speaking, and writing in complete sentences as a result of this rule's implementation, which has led to improved writing scores.

b) Regulatory Oral Language Instruction: Giving and Following Commands

The regulatory language function is the use of language to manage or control the behavior of others. "Simon Says" and "Copycat" are two iconic and entertaining games that provide practice with this function.

In the game "Simon Says," children acquire both the receptive and expressive aspects of oral language regulation. As Simon, children assume the responsibility of providing orders to others. As participants, they learn to attend and cooperate with instructions. To play the game, one participant is selected to be Simon, and the remaining players serve as Simon's subjects. The game has only two basic rules: (1) If Simon gives a command prefaced by "Simon says," players are expected to follow it, whereas

(2) if Simon gives a command without uttering "Simon says" first, players are not expected to follow it. For instance, if Simon instructs the participants to "jump up and down," they would do nothing. In contrast, if Simon says, "Simon says, 'Touch your nose,'" the participants will touch their noses. Participants are eliminated if they fail to pay close attention to what Simon says. The final player in a round becomes Simon in the subsequent round.

In the game "Copycat," participants are instructed to repeat exactly what the "top cat" says, thus duplicating their words and phrases. The activity may consist of replicating a single word, a phrase, a sentence, or even a series of connected sentences. Usually, the teacher assumes the "top cat" role for the first few minutes, and then a pupil is selected to take over. As the game progresses, each participant will have the opportunity to be "top cat." These two oral language activities aid in the development of children's awareness, structure, and use of regulating words, phrases, and connected language. Through the game "Simon Says," children develop their ability to control their own and others' behavior. In "Copycat," they hone their ability to use language to regulate and control their own behavior and actions by imitating and replicating what is said. These engaging activities provide children with valuable opportunities to improve their understanding and application of regulatory language.

c) Interactional Oral Language Instruction: "Phone" and Small-Group Conversations,

The interactional language function focuses on communicating and interacting with others orally. One activity, "Phone," includes modeling numerous phone conversations using plastic telephones. The teacher provides scenario-specific direction cards, such as contacting a parent to inform them of a school event or inviting a classmate to a birthday celebration. Students practice these conversations under the guidance of the teacher, acquiring essential skills such as initiating and concluding conversations, responding respectfully, and passionately observing.

In addition to telephone conversations, small-group dialogues play an important role in the development of effective oral language. Students take turns asking questions or expressing their ideas, learning to listen with respect and respond appropriately. In addition, they learn conflict resolution strategies and respectful conversation ending. Moreover, discussing characters in a book, sharing after-school activities, reviewing what they've learned in school, discussing current events, planning recess activities, and discussing favored cuisines are examples of topics for small-group discussions.

d) Personal Oral Language Instruction: "About Me!"

The personal language function involves providing information about oneself and one's interests through oral communication. "Show and Tell" is a popular activity that promotes the use of intimate language. In this activity, children bring their beloved objects to school and describe what it is, how they acquired it, why they like it, and what they do with it. This daily ritual, also known as "Bring and Brag," bridges the cultures of the family and school. It is important for teacher modeling in teaching students how to communicate and listen effectively to others. Guidelines for presenters and listeners in "Show and Tell" include speaking about the object, its meaning, and experiences related to it, while listeners are encouraged to pay attention, ask questions, and demonstrate gratitude.

Another option for personal language sharing is to create a "Me Box." Each day, each student takes home a decorated box containing picture frames showing their childhood, name, family, and favored activities. Students can put up to six photographs or artifacts they wish to share with the class inside the box. Sharing the "Me Box" follows similar principles to "Show and Tell," in which students discuss the box and then share the objects or photographs contained within. Children enjoy sharing information about themselves and are appreciative of their friends' interests. Both "Show and Tell" and the "Me Box" provide students with daily opportunities to express their identity and interests to their teacher and classmates.

e) Heuristic Oral Language Instruction: Explaining and Convincing

The heuristic language function is concerned with the use of oral language for debates, explanations, and persuasive communication. Possessing the ability to use language effectively to persuade others is an essential skill. Debates and television commercials are two activities that can help cultivate this skill. When children are enthusiastic about a contemporary issue, debates are most engaging. Participating in debates teaches children how to use oral language to articulate their opinions and persuade others. The procedure entails choosing a discussion topic, such as a book, current event, or classroom-related issue. For instance, the argument may center on whether school meals should include more than one vegetable. Children with opposing viewpoints relocate to various areas of the room, while those who choose to remain neutral become the assessors. The instructor serves as the debate's moderator.

Throughout the debate, one child from every group presents his or her position and offers commentary or explanations. Depending on the available time, multiple students may express their opinions. After the time limit has expired, the judges determine which side presented the most convincing argument by a show of hands or written ballot. Teachers can prepare students for successful debates by demonstrating televised debates and teaching effective argumentation skills. Not only is it beneficial for the debaters, but also for the student evaluators. Teachers can also utilize a rubric to evaluate and enhance students' debating abilities.

Creating television commercials is another activity that encourages explanation and persuasion. Before beginning the production process, students study various methods of communication, which are used to influence the opinions of others. They can scrutinize magazine advertisements, radio ads, and television commercials to comprehend how these techniques function. Once the students have grasped the propaganda techniques, they form small groups and become TV commercial production teams. Each group chooses a specific form of propaganda to implement in their commercial. They then create a script, collect objects and other materials, and practice their commercial. They perform and capture their advertisements in front of a video camera. After recording each commercial, students view them collectively and identify the propaganda techniques used in each. This exercise reinforces their comprehension of the techniques and assists them in recognizing their practical applications.

By participating in debates and creating television advertisements, students acquire experience in persuasive communication. They improve their ability to plainly articulate their thoughts, present convincing arguments, and interact with others effectively. These activities promote critical thinking, enhance communication skills, and empower students to become more effective and self-assured when presenting their ideas and influencing others.

f) Imaginative Oral Language Instruction: "Let's Pretend"

The imaginative language function entails using oral language for imaginary or fantastical play. A popular activity that promotes the growth of expressive oral language is acting out a narrative from a book. Children appreciate this activity, which encourages their creativity. There are various approaches to dramatizing a tale, whether it is one they have heard previously or one they have made up while performing a play. Some children may feel uncomfortable speaking in front of their peers, but when they use puppets to represent themselves, they become more involved. Finger puppets, paper bag puppets, sock puppets, paper cup or plate puppets, and stick puppets are all types of puppets. The teachers can demonstrate how to bring a puppet character to life by employing various accents and engaging actions. Cut-out characters from flannel boards can also be used to tell stories, and wordless picture books can encourage kids to make up their own tales based on the artwork.

It is important to follow crucial components of the narrative structure when telling stories, such as the place, people, problem, aim, events, and resolution. The concept of a good story having a beginning,

middle, and finish should be clear to younger children. Teachers can read aloud classic stories like "The Little Red Hen," "The Three Little Pigs,"

"Goldilocks and the Three Bears," "The Three Billy Goats Gruff," and "Jack and the Beanstalk" to young learners to help them understand the structure and language used in storytelling. When given several opportunities to dramatize and retell stories using props like dress-up clothes, puppets, and cut-out characters from flannel board, children improve their oral language skills. They can express themselves, participate in the story, and develop their language skills through these activities. Children can create a variety of puppets to dramatize stories they have read or created by themselves.

g) Representational Oral Language: Instructions and Directions

The representational language function requires the use of oral language to provide instructions for tasks or directions to a specific location. A treasure hunt is a popular activity for developing these skills. Here is an example of how to do it: Hide two "treasure containers" (granola bar-filled cases) in separate locations. Show the first pupil in each pair the location of one of the concealed treasure containers. Mark the beginning location with an "X." The first child in each pair then verbally instructs the second child on how to locate the treasure. As soon as the second child discovers the treasure, they exchange roles. Partners return to the starting point after showing the second child the location of the second treasure container. The second child then verbally instructs the first.

Small-group activities are also effective for developing oral direction-giving skills. Choose a task, such as creating a chocolate pudding mix, and divide four to six children into two groups. Blindfold one group and have them provide the other group with verbal instructions for completing the task. The group performing the task has to follow carefully the verbal instructions provided by the blindfolded children. To ensure the successful completion of the task, the blindfolded group must first deliberate and plan the instructions to ensure that they are complete and in the correct order. On different occasions, the two groups can exchange tasks and engage in different activities, such as creating peanut butter and jelly sandwiches.

These activities provide young learners with opportunities to practice providing verbal directions and instructions, which helps improve their proficiency with this language function.

h) Divertive Oral Language Instruction: "That's Funny!"

The divertive language function refers to the use of oral language for entertainment, recreation, and amusement. Children enjoy telling jokes and riddles, and they frequently seek out as many listeners as feasible. To support this, teachers can read jokes and riddle books aloud to the class to help children develop a collection of jokes and riddles and enhance their storytelling abilities. Students can then share their favorite jokes and riddles with a neighbor or relative. "pundles" and "sniglets" are engaging in diversionary activities for older children. Pundles are letter, line, and symbol configurations that spell out familiar words and phrases. Sniglets, on the other hand, are terms that should be in the dictionary. These activities test students' creative and linguistic abilities.

Another pleasurable method for elementary-aged students to engage in amusing verbal communication is by singing humorous tunes. There are song books containing humorous melodies, including "A Prairie Home Companion Folk Song Book." It is essential to provide children with opportunities to share jokes, riddles, and humorous language with the class. Using a microphone and karaoke box, "Joke, Song, or Riddle of the Day" allows jokesters, vocalists, and riddlers to exhibit their talents. Including comical oral language activities on a regular basis in the elementary classroom promotes an entertaining and pleasurable learning environment.

i) Authoritative Oral Language Instruction: Now Hear This!

The authoritative language function contains the use of spoken language to convey necessary information to others or to execute rules, regulations, and laws. When reminded of classroom, playground, and lunchroom norms, children frequently encounter authoritative language at school. Teachers can ask students to pay attention to the authoritative language they hear throughout the day and share these observations at the end of the day in order to investigate this concept further. Students may also consider locations outside of school where authoritative oral language is used, such as residences, stores, courts, and police stations.

Dramatizing authoritative roles with students can be an effective activity. Students may, for instance, enact situations in which a police officer instructs a child to cross the street at a marked crosswalk or a lunchroom worker or teacher gives instructions before a child may exit the lunchroom for a break. Similarly, a parent may tell a child that they cannot watch television until they have finished their assignments.

These activities aid students in comprehending and utilizing authoritative oral language in a variety of contexts. Instructing students to give oral reports about their experiences, the books they have read, or the television programs and films they have seen is an additional means of fostering the development of authoritative oral language. Teachers can assist students in acquiring the skills necessary to use authoritative language effectively by demonstrating and providing opportunities for oral reporting. Incorporating activities involving authoritative language in the classroom helps children become familiar with various forms of authoritative communication and prepares them to use it confidently when necessary.

j) Perpetuating Oral Language Instruction: Remember This!

The perpetuating function of language involves the use of oral language to communicate historical events and stories that are worthy of preservation and transmission. Gordon (2001) suggests that "Memorable Moments" and "Pick a Picture" are two activities that support this function.

In the "Memorable Moments" activity, the instructor prepares a deck of storystarting cards. Students can use these story starters to begin recounting a story from their past. The instructor demonstrates the activity by selecting a card and relating a personal story to the prompt on the card. Then, students select cards and share their own stories based on the prompts, taking turns. This activity promotes the preservation of personal memories and the sharing of momentous occasions with others.

Similarly, the teacher accumulates various ancient photographs, postcards, greeting cards, and newspaper photographs for the "Pick a Picture" activity. These objects function as visual cues for narratives. The instructor models the procedure by selecting an item from the collection and relating a personal narrative from their own life to it. The students are then invited to select objects from the collection and share their own narratives based on the visuals. This activity assists students in making associations between visual signals and personal experiences, allowing them to preserve and share their own stories.

Both activities provide students with opportunities to preserve and transmit personal and historical narratives through oral narration. By participating in these activities, students learn the importance of oral tradition and acquire the skills necessary to effectively share their own life experiences.

b. Assessing Children's Oral Language Development and Use

Assessing oral language can be difficult because traditional assessments do not adequately convey the complexity of the spoken word (Walter Loban, 1976). When evaluating oral language, multiple factors must be considered. These include the breadth and depth of children's vocabulary, the average length of their spoken sentences (mean length of utterance), their ability to retell stories, how they use language in various settings such as classrooms and playgrounds, their progress in acquiring specific language structures, and the efficacy of language learning procedures for English language learners. Although all of these indicators are valuable, it may not be possible to evaluate them all due to limited time and resources. Published oral language examinations can be costly and time-consuming. Nonetheless, instructors can assess children's oral language in the typical classroom setting.

Such as the Teacher Rating of Oral Language and Literacy (TROLL), which assesses expressive oral language alongside early reading and writing development, and the Get It, Got It, Go!—Picture Naming Test, which is a reliable and valid assessment of expressive oral language through picture naming, are recommended as assessment aids. The Oral Language Acquisition Inventory (OLAI) is a useful instrument for assessing language structures and components (Gentile, 2003). Teachers may also measure the mean length of utterance (MLU) as a fast indicator of oral language proficiency. By utilizing these assessment instruments and techniques, teachers can gain insight into the expressive language development of children and effectively trace their progress.

1) Teacher Rating of Oral Language and Literacy (TROLL)

According to Shanahan (2006), children must develop strong oral language skills in order to acquire reading and writing effectively. Dickinson, McCabe, and Sprague (2003) introduced the TROLL rating system, which assesses crucial speaking and listening abilities in contemporary classrooms. The TROLL assessment can monitor the language and literacy development of children, inform curriculum decisions, and facilitate communication between parents and instructors. Dickinson & Tabors (2001) noted that TROLL measures oral language abilities such as narrative, use of conversation during imaginary play, and varied vocabulary usage.

The Peabody Picture Vocabulary Test (PPVT-III), which assesses receptive vocabulary, is comparable to the TROLL assessment in terms of formality and cost. Teachers can administer the TROLL in 5 minutes per child with no special training, whereas researchers typically spend 25 to 30 minutes per child with other assessments (Dickinson, McCabe, and Sprague, 2003). Teachers need a copy of the rating form for each student to administer the TROLL. While formal training is not required, knowledge of language and literacy development increases the TROLL's efficiency. It takes between 5 and 10 minutes per student and does not interfere with classroom activities. The accumulated information from the TROLL assessment can inform instructional practices. It assists in identifying children with substantial delays in oral language development, those who may require evaluation by speech professionals, and those who exhibit advanced literacy skills and could benefit from additional challenges. By administering the TROLL multiple times throughout the school year, instructors are able to monitor the oral language development of all students. Teachers can then compare the results of all their students to determine which students require more oral language experiences and which require more systematic instruction. For example, if all students score poorly in question-asking, teachers can provide more opportunities for listening and question-asking during daily classroom activities.

2) Get It, Got It, Go!—Picture-Naming Test

The Get It, Got It, Go! Individual Growth and Development Indicators (IGDI) is a group of standardized measures used to evaluate early language and literacy development. In particular, the Picture-Naming Test (PN) assesses expressive language abilities in children ages 3 to 5. The children are

shown image cards of their family, classroom, and community and asked to identify each one. Figure 2.5 provides an example (Missal & McConnell, 2004).

A free online service allows users to input their own assessment data directly into the Get It, Got It, Go! database in order to facilitate data reporting. Using this Internetbased system, educators can generate class reports as often as necessary. Missal and McConnell (2004) conducted a study that demonstrated the reliability and validity of the IGDI Picture Naming test, demonstrating a significant correlation with the Peabody Expressive Vocabulary Test, a widely used auditory language assessment instrument in schools.

3) The Oral Language Acquisition Inventory (OLAI)

The Oral Language Acquisition Inventory (OLAI) is a commercially available test designed to assist English language learners and children from low-income backgrounds in acquiring oral language proficiency and literacy abilities. The OLAI for kindergarten through third grade was developed based on an analysis of approximately 2,000 oral dictations taken by sixty first-graders during Reading Recovery courses. These dictations helped identify common sentence structures in children's expressive speech, such as simple sentences, sentences with prepositional phrases, sentences with two phrases or clauses joined by a conjunction, sentences with two phrases or clauses joined by a relative pronoun, and sentences with two phrases or clauses joined by an adverb.

The OLAI is a non-formal, repeated-measures test that rapidly provides instructors with information regarding the language structures with which children are proficient. It aids in identifying developmental stages of language for instructional purposes. The evaluation is made available at http://plgcatalog.pearson.com and is published by Dominie Press, Inc. The test materials include a curriculum guide known as the Pre-K–3 Oracy Instructional Guide, which provides oral language experiences and instruction aligned with the strengths and deficiencies disclosed by the administration of the inventory (Dominie Press, Inc., p. vi).

4) A "Rule of Thumb" for Determining Children's Mean Length of Utterance (MLU)

The mean length of utterance (MLU) of children is a measurement of the average number of words in a verbal statement. As an indicator of later language development, it has been the subject of extensive research by scholars around the world (Murray, 1990; Peterson, Carton, & Greenwood, 2005; Saaristo-Hein, 2009). While researchers have sophisticated methods for measuring MLU, Kathleen Cooter (2006) proposes a simple "rule of thumb" that teachers can use to determine whether classroom interventions are necessary to improve students' oral language abilities. Based on the research of Murray (1990) and Peterson et al. (2005), the following is a summary of this rule: Age = MLU.

A typical 4-year-old should generate sentences with an average length of four or more words, according to this rule, an eight-year-old should make statements with an average of eight or more syllables, etc. In the third pillar, it will discuss simple yet effective strategies for expanding students' MLU through oral language activities. it will discover the reciprocal benefits of language acquisition, especially in the development of writing abilities, while performing it.

6. Instruction and Assessment of Teaching Written Language

a. Instruction of Teaching Written Language

1) Background to the Teaching Writing

Writing is a combination of process and product (Sokolik, 2003). When working with young learners, it is essential to remember that they are refining their oral-language skills along with learning how to write in English. The process refers to gathering ideas and working with them until they are presented in a manner that is polished and understandable to readers. Young learners need to know that a final piece of writing, such as a book, has grown out of many steps which make up the process.

When teachers teach writing to children four to seven years old, they must consider two separate areas of development. The concept of writing as a process is beneficial to young writers (Olson, 2003). First, young learners should have fine motor or physical skills. The physical act of forming letters, as well as the act of expressing oneself in written form, are both challenging for young learners. Depending upon their development, young learners may find it very frustrating to form letters physically, and they may be unable to organize their thoughts. Therefore, teachers face the considerable task of teaching them how to give ideas, write words, and construct their ideas on paper.

One type of writing expected in EFL classrooms is pen-pal or pen-friends letters. Pen-pal letters allow children to develop writing skills within an authentic and purposeful writing activity (Berril and Gall, 2000). Children can choose some types of writing, such as posters, postcards, poems, maps, Mother's Day cards, invitations, etc. Children can create their version of virtually anything that has been printed. In addition to pieces of correspondence, children can write over a hundred different pieces of text. These range from a one-word label on a poster to a novella-mini-novel. Children who understand the concept of print can produce writing even if they are at the beginning stages of English language development.

Moreover, there is a wide variety which represents typical creative writing activities. Children will also enjoy writing text that can be classified as environmental print. For many children, this is a significant type of writing. Teachers can also have them design different things with their writing to make it very interesting and intriguing for young learners. Therefore, young learners can create mini-billboards announcing an upcoming field trip or students' play production.

2) The Writing Process

Teaching writing to young learners is quite challenging for some teachers. Cameron (2011) proposes that just as young children learn to speak fluently, they must also learn how to write fluently. The process writing approach involves the steps necessary to produce good final writing. The following steps are:

a) Prewriting

In the classroom, prewriting can be as simple as a drawing activity or woven into a discussion between the teacher and learners. As a pre-write, the teacher reviews what the children have been doing related to writing newspaper articles. Through the prewriting activity, children were primed, so they immediately got to work. The next step is for them to write the title for their newspaper article and to begin to write the article itself. The time spent on the prewriting activities has prepared them to sit down and write immediately.

They show no fear of the blank page because they have been given the time and necessary guidance to gather their ideas.

b) Writing

After prewriting, the next step is to get thoughts and ideas down on paper. At this point, it does not matter if she leaves out a step or repeats herself. The point is to get the thoughts down on paper. Young learners need to know that at this point in the writing process, they can write down any idea related to the topic. The ideas can be rearranged, added to, and edited later on. Some young learners may get silly and write things that they think are funny but utterly unrelated to the writing topic. These young learners must be reminded that their writing must be related to the chosen topic. In addition, teachers can help eliminate the silliness factor if they make sure learners are writing about topics that interest them.

c) Revising

Revising occurs when a writer seeks feedback from a teacher or another student (Vaca, Vaca, and Gove, 2000). Children tend to think that when one word is down on paper, they are finished writing. As a teacher, our role is to help them learn how to make their writing interesting and understandable to the reader. Teachers do not need to be the only person to give students feedback. Besides learning to revise independently, their classmates, caregivers, or classroom aides can help students fix their problems. Teachers' comments should focus on content and not grammatical or spelling errors. The feedback should complement and provide suggestions where the student can improve. d) Editing

Children have a hard time accepting that editing is necessary. They are very honest about how painful it can be to rework a piece they feel is already finished. Correcting children's errors and helping children find and correct their own errors presents a real dilemma for teachers. On the one hand, teachers do not want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard spelling, grammar, and punctuation conventions. Therefore, teachers can use the checklists which tell students what to look for in their writing as well as in the work of their peers can also be very useful. Moreover, the checklist reminds students to ensure that all people's names have been capitalized.

e) Publishing

After editing a piece of writing, it is ready to be published. The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and on a computer so that it can be displayed or shared. Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can be a great motivator for young learners.

The statements above mean that process writing helps young learners develop English-language writing skills. Process writing is especially appropriate for ESL or EFL young learners because one of the prominent features is an emphasis on fluency. The process started by thinking about what will be written for the topic and collecting ideas formally and informally. The final step is to publish. The broad definition of publishing is to make it public. A piece of writing is published when it's put into a form that can be formally shared with others.

3) Classroom Technique and Activities

Children should be encouraged to jot their ideas down regardless of the program objectives. Several techniques and activities for implementing different aspects of process writing are discussed in this section.

a) Writing Models

Good writers read both fiction and nonfiction, and good writers are also readers. Therefore, you should offer reading material as an excellent example of the writing your young students will generate. You are assisting children in becoming better writers by reading to them and introducing them to various wonderful fiction and nonfiction. b) Group writing

The students can complete A writing assignment collaboratively, but the teacher must adequately plan it. The language experience technique can be used to introduce writing and group writing and teach reading to young children. Additionally, young students can collaborate in small groups to produce various written texts. Two students may conduct a simple experiment as part of a science report, and a third student could record the results as they happen. The three can meet together after the experiment is finished to revise, edit, and publish the science paper.

C) Writing Centers

Children can use the writing center at any point during the writing process. It can be used as a starting point for writing or as a location to "publish" their writing. Writing conferences between teachers and students or between two classmates can also occur at the writing center.

D) Writing Conference

Writing conferences are a popular and effective method for assisting kids with revision. One conference may be held for each piece of writing, or several conferences may be held for a single piece of writing. Children must be taught how to comment on and critique their writing and that of their peers to function effectively.

The statements above mean that implementing a process approach to writing can easily be done in ESL and EFL classrooms with young learners. Teachers should know the strength and weaknesses of each technique they will apply in the classroom. By observing the young learners' behaviors, teachers can decide the most suitable technique in their classroom.

b. Assessment of Teaching Written Language

A sample of writing is elicited and examined in order to evaluate writing. The students are allowed to produce a sentence, paragraph, or essay sample. This sample can be evaluated using a holistic or analytical rubric and can be either fiction or nonfiction. A holistic score is an overall score while an analytical score is split down into areas.

A student's individual work is compiled in a portfolio. Student portfolios can show how a child changes and matures throughout time (Gronlund and Engel, 2001). The teacher and/or learner choose examples of classroom work that show what has been accomplished in class for the portfolio. A portfolio serves as a visual representation of a learner's growth throughout time. Children can use portfolios to record their progress toward

Discussion and Conclusion

1. Discussion

The instruction and assessment of oral and written language skills are crucial for young learners. They promote effective communication, cognitive development, academic achievement, literacy skills,

social interaction, confidence, self-expression, and cultural awareness. By providing a strong foundation, these practices enable young learners to excel academically and become effective communicators and global citizens.

Oral language instruction is a crucial need for students of all grade levels, including young learners, as it serves as a support for the development of effective oral language skills and aids in other areas of instruction. Various researchers have widely acknowledged the significance of oral language in the development of reading and writing skills (Castles et al., 2018; Dougherty, 2014; Lervag et al., 2018). Additionally, studies have revealed a correlation between oral language proficiency and academic achievement (Hill, 2012; Resnick and Snow, 2009).

To ensure that young learners achieve the highest possible standard of literacy learning, teachers must possess an extensive understanding of oral language and its potential for instruction. Dutro and Moran (2003) proposed a framework for oral instruction that was considered both theoretically consistent and defensible for two primary reasons. Firstly, it focuses on the pragmatics or functions of language, which relate to the actual reasons why people acquire and use language in their daily lives. Secondly, as children progress through grade levels, they are expected to comprehend increasingly complex forms of language, which has a significant impact on their future academic success. The activity on the framework is possible to address some issues in learning oral instruction as well as enhance oral development for young learners. They are Instrumental Oral Language Instruction

(Interviews), Regulatory Oral Language Instruction (Giving and Following Commands), Interactional Oral Language Instruction (Phone and Small Group Conversations), Personal Oral Language Instruction (About Me), Heuristic Oral Language Instruction (Explaining and Convincing), Imaginative Oral Language Instruction (Let's Pretend), Representational oral Language (Instructions and Directions), Divertive Oral Language Instruction (That's Funny),

Authoritative Oral Language Instruction (Now Hear This), and Perpetuating Oral Language Instruction (Remember This).

When learning to create English-language letters, children learning ESL or EFL may encounter significant challenges. When teaching writing to young children, teachers must recognize the complexity of the process (Dorn and Saffos, 2001). For instance, their native languages might be written with characters rather than letters or they might have learned cursive writing before printed writing. Additionally, they might not be comfortable with words, sentences, or paragraphs written right to left. Teachers frequently place an arrow flowing from left to right at the top of the page to indicate where to start writing for young students who are just learning how to write in English or who write letters and/or characters in a different direction.

Children who are learning to write in English must acquire knowledge and abilities at various levels and dimensions. Cameron (2001) proposes that just as young children learn how to speak fluently, they also need to learn how to write fluently. Young learners should be recognized for their approach to learning to write. It implies that we must take into account their cognitive and physical growth. We can provide children with a wide variety of language tasks, games, and activities that focus on different levels of skills and knowledge needed for successfully laying the foundations of their growth in literacy. Teachers should be aware of the complexity of what must be learned in order to become a successful writer.

Conclusion

In conclusion, the instruction and assessment of oral and written language skills are essential for young learners as they facilitate effective communication, cognitive development, academic achievement, literacy skills, social interaction, confidence, selfexpression, and cultural awareness. Research has shown the significance of oral language in the development of speaking and writing skills and its correlation with academic achievement. Teachers play a critical role in providing oral language instruction, focusing on the pragmatics of language and progressively introducing more complex forms of language. In teaching writing, teachers must be aware of the challenges faced by children learning English as a second language, such as different writing systems and directions.

The process of learning to write and speak in English requires the acquisition of knowledge and skills at various levels and dimensions, and teachers should consider children's cognitive and physical growth while providing a variety of language tasks and activities. Overall, recognizing the complexity of the oral and writing process can provide a support for young learners therefore they are success in the English language development.

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