Factors Affecting Children's Language Development: A Systematic Review

Yuxuan Wang *

High School Affiliated To Nanjing Normal University, Nanjing, 210000, China

* Corresponding Author Email: 160301223@stu.cuz.edu.cn

Abstract. Language development is a crucial part of preschoolers' entire growth trajectory. Meanwhile, with the development in economics and the advance in science and technology, the issues of education for preschool children have received unprecedented attention. The review focuses on the factors that may affect children's language development, like learning speed differences, vocabulary variations, and grammatical accuracy. Therefore, this review takes a lot of reading on literature with the aim of collecting opinions and data from different perspectives, also analyzing them. Ultimately summarizing the possible factors as comprehensively as possible. The research points out that there are various factors related to children's language development, which can be divided into internal and external factors. Internal factors include gender difference and language aptitude. The external actors, for instance, parent-infant interactions, bilingual family effects, and speech heard at school. What's more, whether have a preference for using symbols to express needs and wants in infancy has also influenced children's language development to a certain extent. The possibility of these results occurring is discussed in light of the separating situations. Some paradoxes of the research are also mentioned in the end.

Keywords: Language development; Language impairment; Children.

1. Introduction

Language has been regarded as the most basic tool for communication, as well as exposing a person's logic of thinking down the ages. What's more, early childhood plays a decisive role in language development, especially oral development. Language development in early childhood runs through all fields and is the most basic discipline and element of the concept of "interdisciplinary learning." While using language to communicate, young children are also developing their interpersonal skills, the ability to understand others and judge the situation of communication, and the ability to organize their own thoughts is also concluded. According to a good many studies, those children whom children who still need to sustain persistent SLI are used to have specific language impairment (SLI) [1-3]. Access to information is an important function of language, and often people ignore the inevitability of development and think that this is a natural feature of human beings. By acquiring information through language, children's learning gradually goes beyond the individual's direct perception. This is a very clear illustration of the value of children's language learning and development for their overall growth. Language is the way children communicate their needs to parents, describe events, interact with others, and express ideas and emotions [4-6]. It is an essential tool for children to integrate into classes and other new groups. There is a rule that children with better language development tend to be active in thought, cheerful, like to interact with others, and have strong, active skills. Conversely, children with poor language development tend to be taciturn, timid, and less active. However, the current situation of the development in children's language education is that the educational point of view is lagging behind, and many teachers still adopt traditional teaching methods in language teaching, resulting in young children can only passively accept knowledge. In addition, theories and teaching practice cannot be effectively combined, contributing to most young children's lack of practice in daily life communication, which greatly reduces the subjective initiative of independent exploration. According to the problems nowadays in the field, the research question of this article is what factors could influence children's language

development. The purpose is that comprehensively identify the types of factors, then provide some professional suggestions for the future language development training of children.

2. Methodology

The database used for data retrieval in this review is Google Scholar. The determination as to whether a retrieved study should be contained or eliminated from this review was based on the relevance of the study, taking into account the design of the study [1]. The main keywords when researching are children and language development. Additionally, the review excludes congenital or acquired diseases in the field of biology and has no relevant analysis of the structure of the human brain. Therefore, the choice of database is biased towards the analysis of educational psychology majors, not biological psychology. Across the literature review, theories and factors of different directions are seen as the focus, pursuing the diversity of what is possible. Conversely, the study of a certain factor is not in-depthThe research and meta-analysis which refer to this review are stochastic or non-randomized clinical trials. It affects evaluating a term of language intervention that includes parents training in children with an average age of fewer than six years [7]. The review selects the literature in terms of publication year and tries to cite the literature of recent years as much as possible in order to grasp the latest developments in this field.

3. Literature Review

3.1 Language Experience

First, it seems that picture book sharing intervention is one of the possible factors. In a meta-analysis conducted by Dowdall, it was found that the effectiveness of picture book sharing intervention was both on the language used for expressing and adapting. The picture book sharing interventions have a large impact on children's language learning and development [8]. Picture book sharing intervention is very common in daily life, and it is accepted in scenes such as home, school, and children's entertainment venues. The experiment uses children's vocabulary use in public reading as a measure, and vocabulary testing after book sharing is a quantification of receptive language. Overall, evidence of an acceptable quality suggested that, compared to controls, shared reading interventions targeted at parents have a small positive effect on both the expressive and receptive language of children. When only the ten studies with a longer duration of the intervention (e.g., over 90 minutes) were considered, expressive language may have a better outcome than receptive language is the fact that a core feature of book-sharing interventions is to encourage children to play an active oral role in activities. Many of the dialogue techniques are used to attempt to elicit oral responses, and this reason for promoting children's oral participation may be the linguistic reason for the consistent benefits of children's expression [8]. In addition, the same opinion is that reading books can improve children's language skills. Language and learning are indispensable. Children at a young age rely on the ability of reading to understand what their parents point out, as well as insight into the whole world in children's and infants' way. The CSMR hypothesizes that initially, there is a primary dependence on code-based abilities such as linking sounds to letters and analyzing the sounds of spoken language into small units [9].

Afterward, the opinions which the CSMR assumed were checked out by estimating a good many languages and reading-related abilities obtained from early readers included (2nd and 3rd grades), as well as a cluster of older readers reversely, which suffer from middle-income households (6th and 7th grades) [10]. The participants in the study are variable, which has tested hundreds of complete strangers, twins. Through lots of experiences and reading, it is pointed out that book reading provides an ideal setting for fostering language while at the same time building strong affective bonds between parents and children. Book reading also provides parents with regular opportunities to help their infants and toddlers learn to regulate their attention and respond to stimuli [10]. Reading is actually a typical environment-promoted growth, which is a subtle method. Children are not born with so

many syntax and words, and after school, they pick up and master the complex structure of language from their environment at an astonishing rate in order to adapt to using language in a social way. On the other hand, this achievement did not happen in a vacuum but obtain in a vacuum. Children must hear many languages from adults willing to explain and expand, including a wide range of vocabulary and sentence structures, to show this growth [10].

3.2 Social Contexts

Since human beings have been forced by different social environmental factors since ancient times, the social context has been considered a crucial force for the development of early human language. The composition of society as a whole is very complex, as well as there are many opinions on the criteria for classifying different types of society. First, an Eco behavioral model has been proposed by a couple of psychologists in children's language development recently [11]. Based on the ecological behavior framework of human history, this paper attempts to propose a widely applicable ecological behavior model of language development. This underlying model focuses on the causal mechanisms of learning and utilization. Even more valuable, this model refers to more distant variables, which refers to the social factors to a large extent, environmental composition and resource availability, policy introduction, practice, and interpretation. By constantly influencing the frequency, quality, and effect of these interactions, the basic points for modeling are obtained. Finally, using the interdisciplinary advantages of science and engineering, and humanities, it could be found out the general law of change of these points and build a mathematical model that is as close as possible. Obviously, specific mathematical relationships can be defined in the social interventions of early childhood language. Secondly, as mentioned above, the classification criteria of different social states raise some concerns. In specific, the barriers of social crime rate to the speed of children's language development are further considered. The low crime rate shows the expected function of preschool education, which shows that preschool education has formed a good value orientation for people. The security level and ethos of the entire social environment will definitely cause a discrepancy in the formation of children's characters and even in acquired changes. This indirectly changed the willingness and satisfaction of children to speak. Thirdly, parental language input was pointed out at the beginning of the study of this topic, and as the most intimate social relations in early childhood, the influence of parents is unquestionable. The educational level and education level of the parents, the jobs they hold, and the importance they place on the education of the next generation are all major factors that can be considered. In addition, these factors produced by parents are not independent of each other, but may affect each other. For instance, the educational attainment of parents directly affects the importance they place on the education of the next generation. In the end, in addition to the influence of parental education, there are some factors that are attached to physical parameters. Such as how center-based child care works, also been deemed the results of being closely connected to children's language development, even discovering one year before age [9].

3.3 Physical Factors

In addition to the influence of complicated social contexts, some factors are attached to physical parameters. Fundamentally, the age of children beginning their language education leads to a huge contrast in the final results [7]. Several studies have confirmed that the age of four is an important learning stage in children's language development and the composition of language sounds, and this period is the period of language development at the fastest rate. After missing this period, the rate of language learning will gradually slow down with age. Last but not least, the gender difference is regarded as one of the most significant physical parameters in the field of children's language development. Early researches confirm the linguistic superiority of girls over boys in the early stage. Substantial expressions, including words, phrases, and even sentences, are exerted by girls rather than boys. To be more specific, the utterances that girls could learn to use a large number of grammatical forms and more complex syntactically at the same time [12]. The characteristic may be largely due to congenital and biological differences between men and women. Studies on child learning have

shown that there is little difference between boys and girls in terms of pairwise association, discriminating learning, accidental learning, and imitation learning because the average IQ of men and women is similar. However, in terms of perception, girls have higher sensitivity, a more sensitive sense of touch and smell, and stronger hearing ability. When receiving external information, boys' well-developed visual channels largely compensate for the lack of other pain at home compared with girls. In addition, in terms of memory, girls generally focus on mechanical memory and image memory, with a wide range of memory and better short-term memory. This ensures a great advantage of their early language learning, where language can only be output. Boys tend to perform better in abstract memory tasks, such as geometric figures and tables. Although it is not as good as girls in terms of breadth, it is more in-depth. In terms of attention, girls are more focused on people, sensitive to interpersonal relationships, and quickly adapt when interpersonal relationships change. It just so happens that one of the most important functions of language is to provide a viable way for humans to communicate, which matches girls' propensity for interpersonal communication. In terms of way of thinking, girls tend to imitate, and early language acquisition needs to be achieved by imitating a lot of people around them. It is well known that girls pay attention to parts and details when dealing with problems, but have a poor grasp of the relationship between the overall picture and the parts. Boys think more independently, have better analytical and comprehensive skills, and pay more attention to the connection between the overall situation and various parts when dealing with problems, but most boys do not pay enough attention to details, as the review has already mentioned, such accuracy of the syntax, which is extremely detailed problems.

4. Implications

However, none of the factors mentioned in this article can exist independently of each other, and there is a strong correlation between them. This relationship between the various factors discussed is not clearly defined. Because in real life, it cannot get rid of these non-human-controllable variables and some laws of nature. In addition, children's language learning is an exploration in the field of humanities and social sciences, but it is clear that quantitative analysis using mathematics is a rare and extraordinary way. Although an attempt has been made to build an Eco behavioral model in this review, the intuitive identification and criteria of the influence of other factors do not realize its quantification process. All investigators believed that the specific effects of influencing factors varied across domains throughout language experience, social context, and physical parameters. Thus, in the future, this research hopes to find specific ways to quantify the impact of different factors, such as using mathematical and modeling knowledge. Strive to stop making children's language development an ethereal substance. Furthermore, those ways of influence may play a role to varying degrees in infants and young children at different ages. However, they are not discussed in detail in this article. Instead, it only summarizes the universal laws of different influencing factors across all ages.

5. Conclusion

To sum up, the review extracts a couple of factors that influence children's language development, since theories and teaching practice cannot be effectively combined, contributing to most young children's lack of practice in daily life communication, which greatly reduces the subjective initiative of independent exploration. According to the problems nowadays in the field, the research question of this article is what factors could influence children's language development. The purpose is that comprehensively identify the types of factors, then provide some professional suggestions for the future language development training of children. The aspects include language experience, social contexts, and physical parameters. Among them, picture book sharing intervention, language input by parents, symbol gesture use, Eco behavioral model of language, and gender differences are the specific points that have been excavated in the review. The review has also mentioned that there is a relationship between each point. In other words, there is no way for them to exist independently of

each other. Regrettably, whether these influences differ between ages and how and how they are quantified is not taken into account. The two regrets are implications for the future, and perhaps the field as a whole should appropriately shift its attention to the quantitative process and the breakdown of age differences.

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