



Sculpting Speech: A Comprehensive Framework for Holistic Language Development in Third Grade Pupils

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ABSTRACT

This investigation looks at how third-graders are developing their speech in primary schools. The study identifies problems like limited vocabulary and emotional expressiveness, language being impacted by the coarsening of society standards, and inadequate parent-child communication. In order to tackle the observed underdevelopment, a comprehensive strategy has been proposed. It is stressed how important it is to have a step-by-step, all-encompassing educational plan that incorporates fun word games. The study presents a method for fostering expressiveness via folklore and creative writing, which fosters the best possible environment for language assimilation.

Keywords: Speech Development, Elementary Learners, Creativity, Vocabulary Development, Emotional Intelligence.

INTRODUCTION

In modern socio-economic conditions, interpersonal relationships within families undergo significant changes. As children grow and develop, their spiritual connection with adults is essential, yet there is a deficit in communication between children and parents. Parents often choose uninteresting and inaccessible artistic works for children, reading them not with the aim of conveying meaning to the child and eliciting positive emotions and feelings but rather to quickly fulfill their parental duty.

As noted by Ashton & Lee, the process of coarsening societal morals is gaining strength, leading to a decline in overall culture and linguistic traditions. In speech activities, this is expressed in an increase in vocabulary with reduced emotional and expressive coloring, colloquial forms, vulgarisms, and jargon. (Ashton & Lee, 2007). The consequence of all this is the limited vocabulary of the child, the use of slang, word substitution, the absence of emotional expressiveness, and imaginative perception of surrounding objects and phenomena, which impoverish not only speech but also the child's soul.

2. THE NEGATIVE IMPACT OF THE TECHNOLOGICAL HELP

2.1 New Means, New Questions

The ability to articulate speech is one of the most significant and characteristic manifestations of human personality development. Developing speech contributes to the overall development of the individual, and any aspect of personal development promotes language development (Edward Diener, Richard E. Lucas, & Jordan A. Cummings, n.d., para. 16.1)

At the same time, a child's language development is closely linked to the development of their thinking, and a lag in language development can hinder a child's intellectual development (Ashton & Lee, 2007)

2.2 Knocking the Reality Door

Our many years of experience observing primary school pupils (Third grade pupils) have shown an obvious underdevelopment of children's speech in recent years. Objective reasons for this are well-known:

- ✓ Reduction in verbal communication: direct verbal communication has been replaced by television and, later, smart phones from an early age.

- ✓ A significant decrease in the level of societal speech culture.
- ✓ The disappearance of the "HARD copy" book from the family.

In the conditions of the primary school pupils (Third grade pupils) we observed:

- ✓ Weakened health, slowing down the development of basic mental processes (memory, thinking) in this level.
- ✓ Most children are "home-oriented," and their level of intellectual development depends not only on health but also on the social and educational level of parents.
- ✓ Frequent absences from primary school due to health conditions, and even when present, children spend a limited time speaking and expressing themselves.

Therefore, a system is needed that would compensate for the lag in the speech development of primary school pupils and provide the most favorable conditions for children's overall development.

A child's speech develops through communication with peers, adults, and educators. This process should be purposeful, systematic, and consistent, using special techniques and methods. In our view, expressive language means, the means of artistic literature, and oral folklore play a significant role in shaping a child's developed speech.

Expressiveness in speech develops throughout the entire primary school age, from involuntary emotional speech in young children to intentional speech in middle-group children and linguistic expressiveness in older primary schools.

The desire of older primary school pupils to attract the attention of interlocutors is expressed in attempts to make their speech expressive and emotional. At this age, a child can not only use intentional means of speech but can also master typical means of expressiveness, such as comparison, and metaphor. However, the process of forming the speech of third grade primary school pupils cannot be mechanical—it is a joint work of the mind and feelings, requiring pedagogical support.

To develop the expressive speech of third grade primary school pupils, it is important to use both verbal (intonation, vocabulary, and syntax) and non-verbal (facial expressions, gestures, pauses) means. It is necessary to create conditions in which each child can express their emotions, feelings, desires, and views, not only in ordinary conversation but also publicly, without feeling embarrassed in the presence of unfamiliar listeners. It is important to instill this from early childhood, as it is not uncommon for people with rich spiritual content and expressive speech to be introverted, shy away from public speaking, and get lost in the presence of strangers.

Dramatized activities using means of artistic literature and oral folklore can undoubtedly help in developing the expressive speech of third grade primary school pupils. Fairy tales are particularly popular with children. As a means of influencing a child, they have an advantage over other educational methods. Being a work of folk art, a fairy tale carries a rich spiritual charge, a whole world of images; it transports the child into magical events, makes them experience together with the characters, contributing to the development of imagination and feelings.

Thinking poetically, playing with words, sounds, rhymes, and meanings, a child goes into the mysteries of language, its vocabulary, phonetic (sound) system, and grammatical structure. To master words, to become acquainted with the treasury of one's native language, perhaps, is the most crucial task in the preschool age.

Purposeful work on speech development is a highly responsible section in primary school education. The foundation of our work lies in the results of experimental research on forming an active vocabulary in third grade primary school pupils.

3. ANALYSIS & DISCUSSION

3.1 The Population Chosen

The analysis we conducted of third grade pupils' development and education programs (Ouargla's primary schools, and mainly city of Ennasser's primary schools) revealed that despite the common tasks for developing children's speech, general methodological recommendations, lists of literature recommended for reading and discussion, they still do not allow achieving the necessary result, namely, to cultivate well-developed, expressive figurative speech in primary school. Working with third grade pupils, we have come to the conclusion that at this age, they already possess language to such an extent that their speech structure approaches that of an adult. Mostly, third grade pupils have formulated sound and word pronunciation, a sufficient vocabulary, and all grammatical categories of spoken language (children inflect words by number, gender, and coordinate them in a sentence).

3.2 The framework

However, emotionally expressive perception of the surrounding reality by children is weak. They still face difficulties:

- ✓ Constructing elaborate statements.
- ✓ Establishing emotional connections with others.
- ✓ Formulating thoughts, constructing messages in text.
- ✓ Establishing verbal interaction with a conversation partner.
- ✓ Identifying figurative expressions in the text.
- ✓ Using available language means of expressiveness from literary works and folk creations in their own speech.
- ✓ Experimenting with words (word creation, rhyme creation).

It is evident that children do not skillfully utilize non-verbal communication means: intonation, gestures, mimics, and pantomime.

We hypothesize that if we improve the process of emotional perception of artistic literature and folklore, enrich the language environment in primary school groups, it will:

- Expand the active vocabulary of children.
- Develop sensory perception of literary works.
- Enrich the emotional sphere of the child.
- Broaden their horizons and foster an interest in speech.

A prospective plan of educational work, constructed considering the following didactic principles, could serve as the form of the methodological complex:

Sequence.

Systematic approach.

Gradual and progressive complexity of the material.

Working on the expressiveness of speech allows addressing all tasks of a child's speech development. Word perception requires the formation of phonetic culture, to use a word in connected speech, one needs to coordinate it with others, and to express thoughts with words, one needs to understand the meaning of the words used. Based on the above, we propose the following main directions for educational work:

Enrichment of children's vocabulary by establishing a connection between the nominal concept and its emotional content.

- ✓ **Main goal:** Forming initial notions about the word.

Qualitative and quantitative analysis of the results of studying the vocabulary of third grade pupils allows us to draw the following conclusions:

Words of a "domestic" nature prevail.

Words such as comparisons, definitions, and complex adjectives are absent.

The quantitative composition of the vocabulary does not correspond to normative indicators.

✓ **Tasks for the teachers:**

- Highlighting the word as an object of study.
- Establishing the main function of the word – nomination (naming).
- Familiarization with elementary methods of word formation and word creation.
- Introducing to the understanding of the polysemy and metaphorical nature of the word.

Vocabulary enrichment is carried out through:

- Highlighting figurative expressions in the text.
- Establishing a connection between the nominal concept and its emotional content.
- Vocabulary games and exercises.

Expected result:

- Conscious grammatically correct use of the word in speech.
- Quantitative and qualitative increase in the vocabulary of third grade pupils.

Enrichment of the child's emotional sphere.

Main goal: Formation of skills in understanding emotions and the emotional state of a person.

Relevance:

In recent years, the development of a child's emotional sphere has not always received sufficient attention. The emotional sphere itself does not qualitatively develop. According to Duschinsky, excessive prohibitions on expressing feelings (cannot cry, cannot speak loudly) lead to the loss of that natural spontaneity, charm, and grace with which a child is endowed from birth. (Duschinsky, 2018)

Tasks for the teacher:

Familiarization with basic emotions and their expression in speech and gestures.

Developing the ability to understand the feelings of other people.

Teaching the expression of one's emotions in words and gestures.

Strengthening emotional connections with others.

Enrichment of the emotional sphere can be carried out through:

Reading literary works with vividly expressed emotional states of characters.

Dramatization of plots and scenes involving emotional experiences.

Conversations and discussions aimed at identifying and understanding emotional states.

Creative activities, such as drawing or sculpting, as a means of expressing emotions.

Expected result:

- Development of the child's skills in recognizing and expressing emotions.
- Strengthening emotional connections with others.
- Understanding the importance of emotional expression in communication.
- Development of expressiveness and imagery of speech through working with artistic literature and folklore.

Main goal: Forming in children the ability to use figurative expressions and means of expressiveness in speech.

Relevance:

- Working with artistic literature and folklore is an effective means of speech development. Proverbs, sayings, riddles, and fairy tales enrich vocabulary, develop logical thinking, and cultivate the ability to express thoughts vividly and expressively.

Tasks for the teacher:

- Familiarization with various types of artistic literature and folklore.
- Active involvement of children in discussing and interpreting works.
- Supporting children's creative activity, such as creating their own fairy tales or riddles.
- Developing the ability to use figurative expressions and means of expressiveness in their own speech.

Enrichment of expressiveness and imagery of speech can be carried out through:

- Using various literary works in working with children.
- Theatrical activities, including dramatization of scenes from fairy tales or creating their own productions.
- Discussing characters and their behaviors, analyzing their speech.
- Creative assignments, such as writing their own fairy tale or creating riddles.

Expected result:

- Forming in children the ability to use figurative expressions and means of expressiveness in speech.
- Developing an interest in literature and folklore.
- Increasing the level of expressiveness and imagery of speech.

Work on non-verbal means of communication.

Main goal: Developing in children the ability to use non-verbal means of communication, such as intonation, gestures, mimics.

Relevance:

Non-verbal means of communication play an important role in conveying emotions, expressing feelings, and establishing contact with others. Developing these skills helps children interact more effectively and expressively with other people.

Tasks for the teacher:

- Familiarization with various non-verbal means of communication.
- Developing the ability to use intonation correctly in different situations.
- Teaching children to use gestures and mimics to express their feelings.
- Strengthening the ability to perceive and understand non-verbal signals from others.

Working on non-verbal means of communication can be carried out through:

Role-playing games, including scenarios with various emotional situations.

Exercises to develop mimics and gestures.

Group and individual tasks aimed at recognizing and interpreting non-ver

Tasks in this direction include:

Expand children's understanding of the emotional world of humans:

- Implementing characteristic movements of animals.
- Working on voice through sound imitation.
- "Animating" and "voicing" figurative words.
- Enacting fairy tales, dialogues, characters, excerpts from poems, and stories.
- Theatrical modeling (for example, monologues of geometric shapes).

Expected result:

Children will learn to "feel" the word, understand the internal, emotional content of figurative expressions, and convey their feelings through various expressive means.

Development of sensory perception of literary works:

Teach children to understand artistic works with their specific verbal and expressive means, focusing their attention on the imagery and expressiveness of the language of literary works.

Relevance:

Incorrect approaches to organizing children's reading at home, such as selecting uninteresting and inaccessible literary works, mechanical reading excluding content exploration, and reading not aimed at awakening emotions, lead to a general impoverishment of speech.

Tasks in this direction:

Forming skills to notice and highlight comparisons, irony, and other expressive elements in literary texts.

Teaching understanding of idioms, comparisons, definitions, figurative words.

Establishing a connection between the nominal concept of a figurative word, expression, and its emotional content.

Forms of implementation:

A series of sessions introducing third grade pupils to works of fiction.
Vocabulary and didactic games.
Discussions on the content of works of visual arts.

Expected result:

Children will develop skills in emotionally perceiving works of fiction.

General development of third grade pupils' speech through targeted activation of expressive speech means:

Create conditions for activating mastered expressive speech means during communication, play, and educational activities.

Relevance:

Many acquired knowledge by children often does not find application in their daily lives, leading to its loss over time.

Tasks in this direction:

Reinforce acquired concepts about expressive speech means.
Teach children to use figurative expressions and idioms in everyday life.

Implementation:

- Teaching creative storytelling in speech development sessions.
- Discussions and exercises on problematic situations in the life of the children's group.
- Encouraging the use of figurative expressions in speech, highlighting them in peers' speech.

Expected result:

Children will develop a sustained interest in speech activities, gaining practical experience in using various expressive speech means in everyday life.

Achieving these goals is possible only through a comprehensive and sequential approach to organizing education. Determining the sequence of solving each of these tasks, possible ways of their interaction in various forms of educational work is a task addressed by prospective planning.

Over several years of experimental work, we selected engaging activities not only for speech development but also for introducing children to the surrounding world and literary works. Word games played a significant role in forming initial notions about words. These games not only introduce a word into the child's vocabulary but also help them feel, hear, and see its lexical uniqueness. Such games are a mandatory part of educational activities and an element of any form of educational work.

The proposed system for developing the expressiveness of preschoolers' speech through artistic literature and folklore has allowed:

Creating favorable conditions for children to assimilate accessible language of literary and folklore works, their expressive means, such as comparisons, personifications, metaphors (as means of expressiveness), etc.

Eliciting an emotional response to literary works and oral folklore.

Forming an interest in characters from literary and folklore works.

Ensuring the understanding of the content of works of verbal creativity of the people and literature (what is being talked about).

Equipping children with the ability to identify linguistic expressive means: comparisons, metaphors, personifications, etc., without using specific terms.

Creating conditions for the development of the ability to use available language means of expressiveness from literary works and oral folklore in their own speech.

Supporting interest in works of verbal creativity of the people and literature.

Encouraging children's desire to invent a fairy tale, a riddle, proverb, tell a poem, etc.

4. CONCLUSION

To sum up, this research paper has carefully examined the various facets of expressive language and speech development in primary school pupils, with an emphasis on third-grade pupils. The study examined the difficulties and shortfalls in young children's speech development, such as poor communication between parents and children, the effects of language-coarsening society morality, and the limitations of emotional expressiveness and vocabulary. The analysis was focused to highlighting the important connection between language and thought processes and how delays in language acquisition might hamper intellectual development.

The conclusion explained a thorough approach to overcoming these obstacles, including vocabulary expansion, emotional domain development, expressiveness and imagery in speech, and the critical function of nonverbal communication techniques. The paper outlined the desired outcomes, provided teachers with thought-provoking assignments, and emphasized the significance of each characteristic. The significance of a methodical and all-encompassing approach to structuring education was emphasized, with a focus on forward planning.

Moreover, the integration of stimulating exercises, particularly word games, was found to be a crucial element in cultivating preliminary ideas regarding words. The strategy that was suggested for fostering expressiveness in children s' speech through the use of artistic literature and folklore was shown to be an effective technique that would foster emotional reactions, language development, and language assimilation.

Overall, by offering an in-depth explanation of the complex interactions between language development, emotional perception, and expressive speech strategies in the context of primary school education, this study work makes a significant contribution to the field of educational psychology. The all-encompassing strategy presented here not only tackles issues of the present but also provides educators with a framework for the future that will help them mentor learners toward a rich and expressive command of language, which will ultimately promote holistic development.

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