

SOCIALIZATION SKILLS AND LANGUAGE LITERACY OF LEARNERS WITH SPEECH DIFFICULTY

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ABSTRACT

Speech difficulty in learners can pose significant challenges in their academic and social development. This research paper investigates the impact of socialization skills and language literacy on learners with speech difficulty. The objectives of this study were to assess the relationship between socialization skills, language literacy, and the overall development of these learners. We employed quantitative approach, utilizing questionnaire and a question-type test to collect data from elementary grade learners identified as learners with speech difficulty. Our results indicate that learners with speech difficulty face unique challenges in both their socialization and language literacy development. It revealed that the performance of learners with speech difficulty in language literacy is low but high in socialization skills. These findings have important implications for educators, speech therapists, and policymakers working to support this vulnerable population.

Keywords: Speech Difficulty, Socialization Skills, Language Literacy, Learners, Impact, Intervention, Development.

I. INTRODUCTION

Children who have problems with speech-language skills may also have difficulty learning how to read and spell. Research has shown that verbal skills are very influential in developing reading skills. And children who have difficulty with verbal production need to be able to associate sounds with letters, and then segment those apart in order to successfully learn to read and spell. This skill can be especially hard for children who struggle with a speech-language disorder.

"Speech difficulty in learners, characterized by challenges in articulation, fluency, or voice production, can significantly impact their ability to communicate effectively. These learners often face unique hurdles in educational and social settings. While the focus has traditionally been on addressing the speech-related issues, it is essential to recognize that communication encompasses more than just spoken language. The ability to socialize and the development of language literacy are integral components of a learner's holistic development.

This research problem explores the complex relationship between socialization skills and language literacy in learners with speech difficulty. It seeks to understand how these learners navigate their educational journeys, interact with peers, and acquire language skills in light of their speech challenges. The overarching goal is to uncover how a deficiency in language literacy may be compensated by strong socialization skills and vice versa, leading to a more comprehensive understanding of the needs of this unique population. By shedding light on this interplay, we aim to provide valuable insights for educators, speech therapists, and policymakers, guiding the development of effective strategies and support systems for learners with speech difficulty."

II. LITERATURE REVIEW

Socialization Skills

Social skills as defined by (Skills You Need,2022), are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others.

What is said is influenced by both verbal language and the way we use it - tone of voice, volume of speech and the words we choose - as well as by more subtle messages such as body language, gestures and other non-verbal communication methods.

On the other hand, each child is unique by their character, aspirations, shortcomings and virtues; when a disability is added to the mix, it becomes harder for teachers and parents to find the best approaches to

facilitating the process of learning and completing school obligations/tasks. There are, however, certain supportive approaches that can be generally/comprehensively implemented with each individual child(Allison Academy,2022)

Social Interaction. The first indicator of socialization skills in this study described that social interaction is one of the most important aspect to any child's development..

If social skills are nurtured in pre-school age, then the child with Specific Language Impairment ,can have a very good transition from school to society and later on work (AJAST,2017)

The speech and language communication enables children to build positive relationships, form friendships and learn by listening, talking and questioning. By interacting and playing using speech and language, a child or young person develops social skills and friendships that support their well-being. (City Guilds, 2019) Additionally, it is also important to consider the needs of children who may have a speech disorder. These children may have a very tough time in social situations and additional care should be given in assisting these children to allow them to interact with others in a way that still allows them to feel safe and comfortable.

Peer relation .The second indicator of socialization skills in this study which is defined by (Hirsch,2021) Students with speech problems want to be accepted like everyone else. But sometimes they're targeted by others who see them as "different." Be mindful of bullying, and keep a zero-tolerance policy for that behavior. Kids with speech problems can feel stressed and anxious, which can make it even harder to talk and express themselves. A student may speak slowly in class and should be given plenty of time to express thoughts. It's not helpful to interrupt or complete a sentence for the student, and might embarrass them.

Learning in school. The third indicator of socialization skills in this study states that communication skills are at the heart of life's experience, particularly for children who are developing language critical to cognitive development and learning. Reading, writing, gesturing, listening, and speaking are all forms of language – a code we learn to use in order to communicate ideas.

Learning takes place through the process of communication. The ability to participate in active and interactive communication with peers and adults in the educational setting is essential for a student to succeed in school (WETA,2022)

On the other side, (DO2Learn,2021)gives some learning activities in order to address the needs of an individual with speech and learning impairment through Academics & behavior such as; Reducing unnecessary classroom noise as much as possible, being near the student when giving instructions and ask the student to repeat the instructions and prompt when necessary, providing verbal clues often, providing a quiet spot for the student to work if possible, and speaking clearly and deliberately.

Language Literacy of Learners with Speech Disorder

Language development is the process through which children acquire the ability to process speech and communicate. During this process, a child may slowly understand basic linguistic patterns and expand their vocabulary gradually before achieving fluency.

Children are born ready to learn a language, but they need to learn the language or languages that their family and environment use. Learning a language takes time, and children vary in how quickly they master milestones in language and speech development. Language development is an important part of child development It supports your child's ability to communicate. It also supports your child's ability to: express and understand feelings, think and learn, solve problems, develop and maintain relationships.(Raising children,2006-2022)

However, children with language disorders may find it difficult to express themselves or find the words required to tell or write a story coherently. They may have difficulty developing and maintaining peer relationships and may present with externalizing or internalizing problems.(Lyons,2021)

Uses Limited Vocabulary

The first indicator of Language Literacy of learners with speech difficulty in this study described(Rohmatillah, 2014) Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of 70 spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. (Victoria State Government Education and

Training, 2021) states that vocabulary is an important focus of literacy teaching and refers to the knowledge or words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships). It means that even someone has good grammar but it will be useless if they do not know many vocabularies.

Reading Comprehension

The second indicator of Language Literacy of learners with speech difficulty is reading comprehension for learners with speech difficulty involves assessing their ability to understand and make sense of written text, even if they have challenges with spoken language. These learners may have difficulty articulating words, but they can still develop strong reading comprehension skills.

On the study conducted by (Dawna Duff, 1 PhD, J. Bruce Tomblin, 2 PhD, 2018) emphasized that learning to read also requires several skills. It is common to differentiate between two main aspects of reading: word recognition and comprehension. Word recognition consists of knowing how a word is pronounced. Early in reading development, children need to recognize letters, be aware of and able to manipulate sounds within words, and use conventions about the relationship between letters and their pronunciation. In addition, the child needs to be able to interpret the meaning of the printed text. The skills involved in this aspect of reading are very similar to those used in listening comprehension. Although word recognition and comprehension are often considered separately, they can influence one another over development, in a bidirectional way. For example, vocabulary knowledge contributes directly to growth in word recognition, 2,3 and later in the school years, skill in word recognition predicts the rate of vocabulary growth.

Poor in Spelling. The third indicator of Language Development of learners with speech difficulty is poor in spelling. Most children acquire basic reading and writing skills during the first few years in the elementary schools. However, even the smallest advance toward learning to read and write requires extraordinary efforts. (Cicerchia, 2022) When a child's spelling ability falls below that of same-age peers, it can undermine his or her confidence and result in poor performance at school. It may affect both the amount a student writes and the complexity of their written work. Poor spellers sometimes avoid using words that are part of their spoken vocabulary out of a fear of making spelling mistakes. They can be reluctant to participate in group activities, especially those which involve writing on the board, and are less likely to take notes during lessons. (Haywood, 2022) Most children learn to spell without incident, and good spellers develop a range of strategies which help them to recognise the words they want and need, and which they can apply to the spelling of unknown words or use to learn new unfamiliar words, including techniques such as Chunking the component parts of a word, Sounding a word out phonetically, Breaking a word into syllables, Breaking a word into phonemes, Using knowledge of existing patterns or knowledge of word families, Applying knowledge of morphology, Using known spelling rules, Recognising words within words, Knowledge of similar letter strings, Making use of mnemonics, Remembering a critical feature.

III. RESEARCH DESIGN

The research applied quantitative approach descriptive-correlational research method adopted by the researcher to gather data, ideas and facts and information to achieve the main objective of the study. According to Bhandari, (2020) Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. Thus, the interest of the study is to investigate whether the socialization skills influence language development of a learner with speech difficulty.

IV. ANALYSIS AND DISCUSSION

4.1 Socialization Skills of Learners with Speech Difficulty

This implies that the overall socialization skills of learners with speech and language difficulty as perceived by learners in terms of learning in school is high. The first highest indicator is Social Interaction it has 4.29 mean score or high. This further implies that the data Engaging in social interactions exposes learners to a wide range of language, vocabulary, and communication styles, which can help them in understanding and learning language even if they struggle with speech. If social skills are nurtured in pre-school age, then the child with Specific Language Impairment, can have a very good transition from school to society and later on work

(AJAST,2017) ,The speech and language communication enables children to build positive relationships, form friendships and learn by listening, talking and questioning. By interacting and playing using speech and language, a child or young person develops social skills and friendships that support their well-being.

The second highest indicator is the Learning in School with a mean score of 3.81 or high which means that Schools that embrace diversity and inclusion foster a sense of belonging and acceptance for all learners, including those with speech difficulties. Providing specialized support and accommodations are essential to ensure that these learners can thrive academically and socially. takes place through the process of communication. The ability to participate in active and interactive communication with peers and adults in the educational setting is essential for a student to succeed in school (WETA,2022)

The third indicator is Peer Relation with a mean score of 3.64 or high the data revealed that Interacting with peers provides opportunities for learners with speech difficulties to practice their communication skills in a natural and supportive setting. (Hirsch,2021) Students with speech problems want to be accepted like everyone else. But sometimes they're targeted by others who see them as "different." Be mindful of bullying, and keep a zero-tolerance policy for that behavior. Kids with speech problems can feel stressed and anxious, which can make it even harder to talk and express themselves. A student may speak slowly in class and should be given plenty of time to express thoughts. It's not helpful to interrupt or complete a sentence for the student, and might embarrass them.

4.2 Language Literacy of Learners with Speech Difficulty

This implies that the language literacy of learners with speech and language difficulty is very low. The first indicator is Reading Comprehension which got the mean score of 86.67% or low which means that Reading comprehension difficulties can lead to a limited vocabulary, which can further hinder learners' ability to understand and communicate effectively. (Daniel Willingham's 2001)often delve into these cognitive processes to shed light on how individuals comprehend written text. Encouraging students to read widely across different subjects can enhance their ability to comprehend various types of texts.

The second indicator is Poor in Spelling with a mean score of 58.00 % or low it means that Learners who struggle with spelling may also experience lower reading fluency, as they may have difficulty recognizing and decoding words accurately. .(Haywood,2022)Most children learn to spell without incident, and good spellers develop a range of strategies which help them to recognise the words they want and need, and which they can apply to the spelling of unknown words or use to learn new unfamiliar words, including techniques such as Chunking the component parts of a words.

The third indicator is Vocabulary with a mean score of 30.33% or low which implies that learners with speech difficulties that have limited vocabulary can lead to challenges in expressing thoughts and ideas clearly in oral communication, affecting classroom discussions, presentations, and group work.

V. CONCLUSION

The result of this study provide evidence that learners with speech difficulties can have academic, social, and emotional implications. By providing targeted vocabulary support, creating a nurturing learning environment, and emphasizing vocabulary development, educators can help these learners overcome vocabulary challenges and reach their academic and social potential.

Therefore, learners with speech difficulties who demonstrate high socialization skills but low language literacy skills should be celebrated for their social strengths while receiving targeted support to improve their language literacy skills. By addressing these challenges in a comprehensive and tailored manner, educators and support teams can help these learners succeed academically and socially.

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