Syntax Acquisition in Children: Developmental Patterns and Cognitive Processes

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Abstract

This research looks into the complicated steps kids take to learn grammar, focusing on how socioeconomic status (SES), being bilingual, and getting help early on affect this process. The introduction shows how important it is to understand how syntax develops in order to make educational practices more effective and open to everyone. To test syntactic learning, the method uses a mix of experimental, quasi-experimental, and naturalistic observation methods. Structured experiments and longitudinal studies are two important ways to study language development over time. Structured experiments control variables and measure syntactic knowledge and production. The results show that SES has a big effect on how syntax develops, with environments with higher SES giving stronger linguistic input. When learning grammar, being bilingual can be both hard and helpful, depending on how old you are when you start learning and how often you use the language. Children who are at risk of language delays gain a lot from early interventions, especially those that focus on improving phonological awareness and vocabulary. The talk makes it clear that early and focused interventions are needed to reduce differences in outcomes based on socioeconomic status and improve the development of syntax in both bilingual and monolingual children. The results support using research-based linguistic knowledge in the classroom to help all students do better with language, but especially those who have developmental language problems.

Keyword: *Syntactic development; Socioeconomic status (SES); Bilingualism; Early interventions; Language development*

Introduction

The language development of young children is both remarkable and essential. Acquiring syntax—the set of rules that govern sentence construction—is a crucial aspect of this development. This process, which involves mastering the phonological, lexical, and syntactic structures that enable complex speech, begins in the womb and continues throughout early childhood (Guasti, 2022). By the age of three, most children have a solid understanding of the basic syntax of their native language, allowing them to form a variety of sentence types using a limited set of grammatical rules.

Syntax not only facilitates the formation of coherent sentences but also enhances reading and writing skills, along with cognitive abilities such as problem-solving and abstract thinking. The acquisition of syntactic structures occurs in a clear developmental sequence; children first learn simpler structures and progressively master more complex ones (Rowland & Noble, 2020). This tendency is evident if we examine how people pick up new words and phrases over time. This development, however, is not a straight line; cognitive processes and the interaction between the individual and their environment also have an impact. As such, cognitive science and languages are interested in the study of how people acquire syntax (Hura & Agustina, 2020).

This study implies that by integrating developmental milestones with a thorough knowledge of cognitive processes including memory, attention, and problem-solving, one can obtain a more comprehensive picture of syntax acquisition. This will clarify some of these developmental tendencies. Come up with efficient educational and therapeutic programs also need an understanding of how the brain and the outer world interact (Oh & Kyunghee, 2021). For those that struggle with language learning, this is particularly true.

Thus, the goal of this study on the syntax learning process in children is to relate concepts to actual study. Not only is academic learning to be improved, but therapeutic and educational contexts are also to benefit from this knowledge. It is evident from examining the developmental patterns as well as the underlying cognitive processes how difficult it is for children to acquire, apply, and comprehend the syntactic structures of their language. Though everyone takes this voyage, it is unique to them all.

Theoretical Framework

Multiple theoretical frameworks developed to assist us comprehend the intricate patterns of how people acquire and use languages have influenced the study of English syntax in the field of linguistics. Among them, the most well-known is generative grammar developed by Chomsky. According to it, everyone is born with a set of general syntactic norms (Salim & Mehawesh, 2014). Many believe that this fundamental ability, dubbed the "Universal Grammar," is the reason children pick up the structure of their native tongue so readily.

Cognitive views of language development, on the other hand, link learning a language to mental skills like memory, attention, and categorization (Tager-Flusberg & Seery, 2013). According to these ideas, learning syntax is linked to bigger mental processes. In this situation, the competition model says that kids learn syntax by being exposed to language knowledge and getting feedback on their efforts. This model says that structures that happen more often become more ingrained than structures that happen less often.

In their 2020 paper, Hura and Agustina say that social interactionist theories stress how important social interaction is in the growth of language. What these ideas show is that a child's natural language skills and the way they are raised in terms of communication change over time.

These theories will be used to analyze phenomena such as:

Verbal Gerunds – The study of gerunds in English is very important because they blur the lines between words and verbs, which is called functional hybridity. It is interesting to see how children gradually figure out their dual nature as they learn language. This shows how the brain works behind categorizing syntax (Fonteyn, 2016).

Non-lexical Conversational Sounds – A specific part of English is made up of sounds that aren't words. These sounds can be anything from fillers to emotional signs. Their grammar shows meanings in ways other than the usual word-meaning mapping, which is a unique part of being able to use language well (Ward, 2006).

Phrasal Irony – Figuring out irony in phrasing is hard because you have to figure out meaning and context underneath the formal syntax. This is a skill that kids learn later in life and shows they can think abstractly and socially (Partington, 2011).

Differences in English Varieties – Looking at the different ways that grammar is used in different types of English, like Singaporean English, shows how flexible learning

grammar can be. Such differences call into question the idea that syntactic rules are always the same and show how language growth is affected by outside factors (Tan, 2011).

Pop-Song Grammar – The words to pop songs often use different types of grammar than what is usually used. It's interesting to study this part of the English language, and it can also be used as a teaching tool to see how non-standard syntactic patterns affect learning grammar and help students remember certain grammatical structures (Satyan, 2020). By looking at the grammar used in popular music, scholars and teachers can figure out how these common cultural objects might affect and show language trends among language learners.

Putting these ideas together and looking at these different syntactic events can help us understand English syntax acquisition in a deeper and broader way. With its focus on innate abilities, the generative approach makes us think of the parts of syntax that all children seem to learn, no matter what language context they are in. The cognitive and interactionist methods, on the other hand, stress how learning, exposure, and social situations affect a child's speech development. By combining together the results from these various points of view, the study recognizes the complicated interactions between the various factors that affect a child's language learning path. By looking into specific things like verbal gerunds, non-lexical talking sounds, phrasal irony, dialectic differences, and pop-song grammar, the study gives a broad picture of how complicated it is to learn English syntax.

The goal of this study is to help with teaching methods and intervention plans by bringing together academic frameworks and real-life observations of syntax phenomena. By knowing how and why children learn syntax, teachers and language therapists can better help all children's language development, even those who are having trouble, like those with language learning problems (Oh & Kyunghee, 2021). Studying the different syntactic features of English within the frameworks of well-established linguistic theories can help us understand more about the mental processes involved in learning a language. This multifaceted research not only adds to the field of linguistics, but it could also be used in the classroom to help language learners from all backgrounds and skill levels.

Method

A qualitative descriptive method in terms of a theory review is used in this study to look at how children learn syntax. The study puts together what has already been written about how people learn languages and how their minds work when they are doing it. To figure out the internal and external factors that affect syntactic growth, important theoretical frameworks like Chomsky's generative grammar and cognitive views on language development are looked at. The study aims to give a full picture of how children learn syntactic structures by combining information from observational studies, structured tests, and correlational analyses. This way looks at how natural language skills and the environment interact with each other, giving a complete picture of how syntax is learned.

Results
Steps in the Development of Syntax

For kids, developing their syntax is a step-by-step process that goes through clear steps, each with its own important linguistic milestones. These steps are the same for all children learning the same language. They include moving from simple words and phrases to complex sentence structures.

Pre-linguistic Stage (0-12 months): Infants start using their voices for fun, like cooing and talking, before they say their first words. Even though they don't use syntax yet, these early sounds help build later language structures by working out the speech apparatus and setting the rhythm and intonation patterns of the person's first language.

Stage of Holophraxia (12 to 18 months): The holophrastic or one-word stage starts when a child says their first word, which is usually around their first birthday. People often use words instead of whole lines, like "milk" to ask for a drink or "up" to be picked up. The needs of the communication situation play a big role in choosing these single words.

The two-word stage (18–24 months) is a very important stage in a child's growth because it's when they start putting words together to make sentences with two words. Subject-verb pairs ("baby sleep"), verb-object pairs ("push car"), or adjective-noun pairs ("big ball") could be in these sentences. Even though they don't have any function words or inflections yet, children show signs of knowing the basic syntactic categories and relationships at this age (Salim & Mehawesh, 2014).

Stage of Telegraphy (24 to 30 months): As kids' vocabularies grow, they start to use "telegraphic speech," which is short, multi-word sentences that leave out parts that aren't necessary, like articles, prepositions, and auxiliary verbs. Even though this is a simple way of speaking, it gets the point across and shows that you understand the main parts of a sentence (Hura & Agustina, 2020).

Early Stage of Multiword (30 to 36 months): Kids' sentences get longer and more complicated as their language and grammar skills grow quickly. They start to use function words and understand morphemes like -s for plural,'s for possessive, and -ed for past tense. At this age, syntax starts to look more like adult language, but mistakes and broad statements happen a lot (Visser-Bochane et al., 2020).

Later Multiword Stage (3-5 years): At this stage, kids keep improving their grammar skills by making more complicated and compound sentences. They start putting words inside sentences ("The cat that chased the mouse is sleeping") and using conjunctions to link clauses ("I want a cookie and a juice"). Visser-Bochane et al. (2020) say that people understand and use tense and aspect more consistently and correctly.

Advanced Grammar and Sentences (5+ years): When kids get to school age, they learn how to use a lot of different types of complicated sentence structures correctly. They know how to use possessive pronouns, relative pronouns, and passive forms ("The boy threw the ball"). Children's stories become more cohesive, and they get better at using language in different situations, like when they're sharing stories, explaining things, or making guesses (Salim & Mehawesh, 2014).

At these times, differences between kids become clearer, with some making more progress than their peers. Even though there are average age ranges for each stage, language development can be very different for each child. This is because of things like the amount and quality of language input they receive, how they interact with adults and peers, and how their brains develop (Hura & Agustia, 2020). In particular, study shows that positive reinforcement and exposure to a lot of different kinds of language input

help with faster and more complex syntactic development. Also, kids who have trouble learning a language might show unusual patterns or stay in certain stages for a long time, so they need special educational and therapy help to improve their syntactic acquisition (Oh & Kyunghee, 2021).

Understanding these steps and the things that can affect them can help parents, teachers, and speech-language pathologists helping kids learn to talk and understand when something might be wrong. By knowing what the usual milestones are, professionals can change how they work to help students keep improving their syntax and deal with any problems early on (Visser-Bochane et al., 2020). Children's syntactic development is a multifaceted process that goes through different steps from birth to school age. It includes learning and mastering more and more complicated sentence structures, which happens in a way that is unique to each child. The path through these stages shows both the biological abilities of the brain and the effects of the child's social and communicative surroundings. It is important to understand these stages in order to help children at every stage of their language development.

Error Patterns in Syntax Acquisition

When youngsters are learning syntax, they always make mistakes that provide important new information about the fundamental processes of language development. The child's developing grammar system and linguistic intuitions are reflected in the predictable patterns that these mistakes frequently follow.

Overgeneralization Errors occur when kids use a standard syntactic norm in situations where it doesn't apply, mistakes happen. They might, for example, give irregular verbs the standard past tense "-ed" ending, saying "goed" instead of "went" or "runned" instead of "ran." Such mistakes show kids are actively using grammar rules, if perhaps too widely. This shows their involvement with the natural process of hypothesis testing and rule creation that is part of language learning (Tager-Flusberg & Seery, 2013) (Hura & Agustina, 2020).

Simplification Strategies call for the removal of components or the application of more basic architectures. Children may substitute simple tense forms for perfect or continuous aspects ("I go store" instead of "I am going to the store") or delete inflectional endings or auxiliary verbs. These techniques demonstrate the progressive character of syntactic growth by lowering linguistic complexity while nonetheless trying to communicate the intended meaning (Wagenmakers, 2009). Teachers and linguists benefit from an understanding of mistake patterns since they help to direct our understanding of the phases of language development and guide instructional approaches. Understanding that, for instance, overgeneralizations are a typical aspect of language learning could result in more sympathetic and successful teaching methods. Identifications of simplifications can also indicate which language forms kids find most difficult and provide specialized help.

Syntactic mistakes can also point up disparities in linguistic input, such as those between a child's home dialect and the academic or standard language they are supposed to use in school. This realization can help to develop culturally sensitive teaching methods that welcome linguistic variety and help students become proficient in common forms (Tan, 2011). Understanding developmental linguistics depends critically on patterns of syntax acquisition mistake. They highlight how kids approach language acquisition actively and that mistakes are a normal—and even essential—part of learning. Researchers and teachers are better able to help children's linguistic

development and obtain important insights on the cognitive processes involved in syntax development by examining these mistakes.

Role of Input in Language Learning

It's impossible to say enough about how important social touch and language input are for learning a language, especially for building up syntax. The amount and quality of language kids hear has a big effect on how quickly and deeply they develop their language skills.

Quantity of Language Exposure: Kids need to know a lot about language in order to be able to spot rules and trends in the language they hear. Children can learn the models they need to build their own grammar structures by spending a lot of time with adults who talk a lot. Selam and Mehawesh (2014) found that big amounts of input help people learn complex syntactic rules faster.

Quality of Language Exposure: The language feedback is just as important. That's all the different kinds of words and sentence structures that kids hear. Rich language input, which includes a range of grammar, inflected forms, and function words, helps people understand the details of their language better.

Social Interaction: In addition to English itself, interacting with other people is an important part of learning. Children learn how to use language in real life and understand how important it is for communication by interacting with others. Respondents can naturally provide "scaffolding" that helps a child reach a higher level of language ability. They can also reinforce correct forms and help kids figure out how to use complex verbal formulations (Visser-Bochane et al., 2020).

On the other hand, not all language training is the same. One example says that "child-directed speech," which is the shortened and exaggerated language that adults usually use when talking to young children, may help kids understand and learn how language is put together. It might be easier to teach with this kind of input because it is tailored to the child's stage of growth (Hura & Agustina, 2020).

Changes in the input could also alter the route taken to learn syntax. More frequent reading to adults or longer, more in-depth talks with adults, lead to stronger grammatical skills in children than in their peers who don't have as many language-rich surroundings (Hura & Agustina, 2020). Learning syntax so requires sufficient high-quality language material and positive social interactions. These factors determine how fast and extensively babies pick up language, as does the setting in which they do it. To create useful pedagogical and developmental models for language learners, one must understand how significant these factors are. Additionally demonstrating how language input influences syntax development are studies on children who do not grow up in the optimal language contexts. Kids from lower-income homes have been seen to pick up syntax more slowly than their peers (Salim & Mehawesh, 2014). Accordingly, a child's language development is greatly influenced by the quantity and quality of language they hear. They therefore need to be exposed to a wide range of vocabulary and grammatical patterns.

The exposure time is also very important. Critical period theories say that the brain is most open to language information during a perfect time for learning language, especially syntax. If a child hears and hears good language during this time, it can change their language skills for good (Tager-Flusberg & Seery, 2013). Interactive, two-way conversations are especially helpful. Kids who are learning to understand and use grammar need these exchanges because they give them quick feedback and practice.

Children can also learn how to use words in a practical way and how to wait their turn from these kinds of interactions, which are important for good communication (Shuang & Weichao, 2022).

Along with spoken language, research shows that nonverbal cues like body language and facial emotions are very helpful for helping kids make connections between words and their meanings, which indirectly helps with syntax development (Visser-Bochane et al., 2020). Also, the exact role of remedial feedback in language input is still being debated. However, some studies suggest that it improves children's syntactic skills by clearing up confusion and setting rules. Language intake includes more than just the words you hear. It also includes the depth of the language, the social contact that goes along with it, and the timing and setting of the exposure. For kids to develop strong syntax, they need high-quality information that is frequent, varied, and interesting. Understanding how language information changes over time can help you set up situations that help all children develop their language skills in the best way possible.

Cognitive Processes in Syntax Acquisition

Fundamentally linked to cognitive development, syntax acquisition involves complex mental functions with neurological foundations including memory and pattern recognition. Maps of the brain systems supporting these activities have been greatly advanced by cognitive psychologists and neuroscientists.

Acquiring syntax is mostly memory-based. Children who interpret and compose complicated sentences need both working and short-term memory to temporarily retain bits of information. Equally crucial for storing the enormous quantity of language knowledge that kids progressively pick up is long-term memory (Downey et al., 2015). Children save syntax norms and exceptions in this mental vault, from which they retrieve them when they are producing and understanding language.

Syntax learning depends also on pattern recognition, a cognitive activity. Children who see recurrent syntactic structures grow to be able to identify patterns and regularities in language. With the help of this recognition, they may forecast and produce syntactic forms, therefore promoting implicit learning in which explicit instruction is not required. Through patterns in verb conjugation or noun pluralization, for example, kids start to grasp and use grammar rules (Tager-Flusberg & Seery, 2013).

It has been found that these ways of thinking are connected to parts of the brain that help you learn a language. These two parts of the brain, on the left side, are often connected to making and learning words (Downey et al., 2015). The brain has a network of processes that help you learn speech. Two of these processes are memory and pattern recognition. Children learn more tough words and their cognitive skills get better at the same time. Language and brain development go hand in hand. This shows how deeply humans develop and how progress in one area usually leads to progress in another.

Attentional systems also have a big effect on how well kids can find and understand language patterns in the things they are learning. This is something we will talk about more in the next section. When you take apart sentences and look at their grammar patterns, you can focus on language inputs that are useful and tune out noises or other distractions. Also, language growth and executive functions are closely connected. Working memory, inhibitory control, and cognitive flexibility are some of the executive functions. Like, kids who are cognitively flexible can pick from different grammar rules and use the right one for the case. They can also change the way they talk from jokey to serious.

Toddlers are getting better at reading and writing long sentences, which is another clear sign that learning syntax helps your brain grow. They will be able to understand and blend the different parts of syntax better as their cognitive skills get better. They learn things like respecting the order of things and making sure that subjects and verbs agree within words (Visser-Bochane et al., 2020). Studies have found a link between how smart you are when you are young and how well you can speak later on. One child who is better at seeing trends may be able to improve their grammar skills faster than their friends who are not as smart. This shows how important brain growth is for learning syntax and how early help can be for kids who might have trouble with language (Tager-Flusberg & Seery, 2013).

Studies on neurodevelopment have also shown that as kids get bigger; their brain networks become more specialized and better at learning how words work together. To make synapses work better, we can cut them and cover them with myelin. Language parts of the brain that send and receive neural signals more quickly and reliably make it easier to understand and use syntactic information (Downey et al., 2015).

In the big scheme of things, learning syntax is a smart thing to do that shows how the brain and thinking are getting better. Because these systems work together, the child's syntactic skills get better. These are the skills needed to move from making simple sentences to using language for more complicated ideas and interactions. In the future, cognitive neuroscience research will definitely continue to show us the amazing ways that our brains order how we learn and use words.

Factors Influencing Syntax Acquisition

One of the biggest determinants of how fast and readily someone picks up syntax is socioeconomic status, bilingualism, and early assistance.

SES, or socioeconomic status: Both the volume and caliber of linguistic input can be greatly influenced by SES. Higher socioeconomically placed children frequently have easier access to literature, learning resources, and better language experiences that could enable them to pick up more difficult syntax. Conversely, because they don't hear much academic language, children from lower-class homes may struggle to develop sophisticated grammatical structures (Salim & Mehawesh, 2014). Whatever the financial situation of their family, research indicates that treatments that seek to promote the quantity and quality of language exchanges between parents and children can significantly enhance the language skills of all children (Visser-Bochane et al., 2020).

Bilingualism: Children that speak two or more languages have particular grammar and syntax abilities. Initially, as they pick up specific grammatical patterns, these children frequently lag behind their monolingual classmates. They do, however, eventually catch up and might even become smarter. Being bilingual may help you improve at metalinguistic skills and comprehend grammar better since it increases your cognitive flexibility and awareness of language as a system (Oh & Kyunghee, 2021). Nevertheless, the degree of structural similarity between the two languages, the frequency of usage, and the time of learning the second language all affect how well one learns grammar (Visser-Bochane et al., 2020).

Early Intervention: Focused help during preschool years has been shown to positively affect syntax development. This shows how important it is to start language assistance early. Interventions that focus on improving the linguistic context, like dialogic reading or vocabulary building, can help kids get better at grammar. Because the brain can

change and is sensitive to more language, these treatments help kids who have language problems or are at risk of falling behind the most (Oh & Kyunghee, 2021).

Language, thought, and the surroundings all play a role in how syntax develops. Children can develop their syntax in a healthy way if the SES gaps are closed, the complex effects of being bilingual are known, and early interventions are used when they are needed. These points show how hard it is to learn a language and how important it is to create helpful environments to help kids with this important part of their growth (Salim & Mehawesh, 2014) (Visser-Bochane et al., 2020) (Oh & Kyunghee, 2021).

When you change an independent variable to see how it affects a dependent variable, and you give each setting at random, you have an experimental or quasi-experimental design. These designs for learning syntax are used in the lab to test hypotheses about how people learn syntactic rules. Quasi-experimental designs, on the other hand, change an independent variable to see how it impacts a dependent variable without assigning people at random because it would be too hard to do or would be unethical. This method could be used to look at natural language instruction programs in schools and see how they help students learn how to use syntax (Visser-Bochane et al., 2020).

Alternate Research Approaches

In language acquisition research, many approaches are applied to examine language learning and usage. Pros and disadvantages of each approach are different.

Naturalistic observation: This technique silently observes and documents events that take place in their natural surroundings. Typically, in the study of language development, this entails watching children converse with their parents or other children at home or school. One instance is ongoing research tracking the unforeseen speech changes of children across childhood to observe the changes in syntactic patterns (Salim & Mehawesh, 2014). Naturalistic observation provides us actual evidence that demonstrates how language is utilized in the actual world, but it can be difficult to manage and take a long time to determine exactly what influences language development.

Structured Experiments: Conversely, controlled experiments alter variables in a predetermined manner to determine what causes what. One task in research on syntax acquisition is to teach children new word forms or grammatical structures and monitor their learning and use of them. With the use of experiments, scientists may more precisely determine how language develops and is processed by carefully regulating confounding variables. A favored gaze paradigm or prompted imitation exercises are two ways that researchers might measure how well infants comprehend and use syntax (Hura & Agustia, 2020). Though these techniques allow researchers greater control over their trials, occasionally they produce fictitious scenarios that don't accurately represent how individuals use language in daily life.

Correlational Studies: Studies that examine variables without altering them. These results may indicate correlations between other aspects of grammar instruction and a child's language proficiency, such as the quantity of language they hear at home. Though it cannot establish that one factor leads to another, correlational research can reveal potential connections (Visser-Bochane et al., 2020).

Longitudinal and Cross-Sectional Studies: To demonstrate how age group development varies, cross-sectional studies examine data from a population at a specific moment in time. But because longitudinal studies follow the same individuals over an extended period of time, they can learn about how individuals develop and how early

language experiences impact their capacity to acquire syntax over time (Salim & Mehawesh, 2014).

Case Studies: Reviews of Case Studies Looking closely at individual language learners—often those with odd growth patterns—through case studies helps us to better understand how particular syntactic skills are acquired. Studies of bilingual children with language interference concerns or children with particular language impairments benefit particularly from this approach (Oh & Kyunghee, 2021).

Every method has pros and cons, and the best understanding of how people learn languages usually comes from combining data from experimental and naturalistic studies to get a thorough understanding of syntax learning and processing (Salim & Mehawesh, 2014; Hura & Agustina, 2020). Many methodological concepts enable researchers to manage the intricacy of language learning and improve the reliability and validity of their results.

Evaluate How Well Young Children Understand and Use Grammar

The Elicited Imitation Task is a common way to check how well young children can use grammar and understand what they read. Kids should repeat exactly what they hear, even if the words are hard to understand. The sentences, which are designed with care to emphasize particular grammatical aspects, include passive voice ("The cake was eaten by the girl"), complicated noun phrases ("The boy with the red hat"), and embedded clauses ("The cat that chased the mouse is fast").

Researchers measure kids' capacity to mimic these phrases' syntactic structures. Youngsters' imitating can show how well they comprehend the relevant grammar. A youngster may still be developing their syntactic understanding or production skills if they regularly remove or alter specific elements of the phrase.

One alternative paradigm is the Preferential Looking Paradigm, which is frequently applied to younger children or people who may not yet be able to speak complexly. Children in this exercise see two visual sceneries and listen to a statement that just briefly describes one of them. Researchers watch the youngster's gaze during the spoken words. The argument is that if toddlers grasp the syntactic structure that connects the words to the scene, they will look longer at the scene that corresponds to the spoken sentence. Researchers have made considerable use of both of these exercises and their modifications to gain understanding of early children's syntactic development (Hura & Agustina, 2020).

Practical Implications for Education

Learning about how syntax is learned has direct applications in education. It can help teachers plan lessons and make sure that students of all types can learn languages effectively; even those who have trouble learning languages.

Teaching Strategies:

Interactive and Dialogic Reading: Regular reading activities where teachers ask kids to guess, retell, and ask questions about the story can give them a rich setting to practice and improve their grammar (Integrating Educational Technology into Teaching: Transforming Learning Across Disciplines, n.d.).

Recasting and expanding sentences: Teachers can show kids how to use correct grammar and syntax by expanding on their slurred or misspelled words and correcting them naturally in the course of a talk (Mason & Hagaman, 2012).

Curricular Design:

Integrated language activities are built into the curriculum. Using larger language tasks to teach syntax can help students understand how to use different sentence structures in different situations. There should be projects in the curriculum that require kids to use complex sentences, like describing sequences or showing how one thing can lead to another (Cook & Rao, 2018).

Differentiated instruction: Making learning tasks fit students of different skill levels can help the classroom meet a wide range of needs. For example, following the rules of Universal Design for Learning can help make teaching tools that are accessible and help a lot of students learn language (Cook & Rao, 2018).

Targeted Interventions:

Early and Intensive Intervention: Kids who have trouble learning language gain a lot from being diagnosed early and getting intensive help that is specifically designed for their needs. Early programs that focus on phonological awareness, vocabulary, and grammar can make a big difference in how well kids learn language (Oh & Kyunghee, 2021).

Specific Language Impairment and Autism Spectrum Disorder Strategies: For students with SLI, interventions might focus on practicing grammatical forms over and over again in a structured way. For students with ASD, using visual aids and incorporating interests into language learning can be helpful (Osman et al., 2010).

Language learning disabilities can have a big effect on a student's learning if they get good teaching and interventions that are backed by research. For instance, morphologically-based vocabulary intervention programs have been shown to help kids who have trouble learning language understand and use complicated words better, which in turn helps their syntactic development (Oh & Kyunghee, 2021). Using teaching methods based on the science of syntax acquisition can not only help students who are developing normally with language skills, but it can also help children who have trouble learning languages by giving them the tools they need to access and participate in the curriculum.

Conclusion

In the end, what we know about how the brain works and how language and words are learned has big impacts on both teaching and grammar. Mind, behavior, and brain processes that are very complex help people learn language (Tager-Flusberg & Seery, 2013). Language is difficult, so it's important to look at it from different points of view and know how all of its parts fit together. This information changes ideas about language and helps people find ways to help that are based on facts.

In different situations, you can learn a language in different ways. For instance, the best times to learn a language depend on your age and how much money you have. It can also help to be bilingual (A. et al., 2021). What you've learned here is very important for making sure that the ways you teach kids are successful, friendly, and meet their needs.

They can also make more individualized lessons when they know that each kid learns a language in their own way, especially those with developmental disabilities or illnesses (Tager-Flusberg & Seery, 2013). This shows how important it is to act quickly and correctly (Oh & Kyunghee, 2021). These personalized ways can help anyone

improve their language skills. Plus, they make school easier to get to and more fair for everyone.

It's clear from these changes that scientific progress in the field of language learning can lead to changes in how we teach. When you study to decide how to teach, you can make sure you can meet the needs of your students as they change. This helps students make the link between what they learn in school and how they use words in real life (Breuer et al., 2007) (Salim & Mehawesh, 2014). Language teachers can help their students learn languages better, meet their individual needs, and do better in school generally by using these ideas about language in the classroom and in lessons. This is especially true for students who are having trouble with their language.

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