

ABSTRACT

Arrasyidah, N. 2024. 20033020. *Discovering Expressive Language Delay in Teaching English for Young Learners: A Case Study of Language Development*. Thesis. Faculty of Teaching and Training Education of English Departement. Islamic University of Darul ‘Ulum Lamongan.

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This study explores the language development challenges faced by a child identified with expressive language disorder, characterized by limited vocabulary and difficulty forming sentences. The research aims to understand the factors contributing to the child's language delay and to develop interventions that could improve their communication skills. The study employed a qualitative approach, involving observations, interviews with parents, teachers, and playmates, as well as direct interaction with the Subject. These methods provided insights into the social and environmental factors influencing the child's language development, particularly the impact of limited parental interaction due to work commitments abroad.

The findings revealed that the Subject's language development is significantly affected by a lack of consistent and meaningful engagement with parents, as well as limited social interaction with peers. Despite normal physical health, the child exhibited passive behavior and obscure speech, making it difficult to engage in play or classroom activities. The intervention, which involved clear communication and simple phrases, showed some improvement in the child's ability to retain and use language, especially when supported by teachers and caregivers.

The study underscores the need for specialized training for educators to better support students with ELD and highlights the crucial role of parental involvement in early language development. The study suggests that future research should explore diverse assessment tools and longitudinal studies to gain a deeper understanding of ELD's long-term effects and the effectiveness of various interventions. By addressing these aspects, stakeholders can contribute to a more effective support system for children with ELD, ultimately enhancing their language development and academic success.