

REFERENCES

- Abidarda, Y., & Ridhani, A. R. (2022). Program bimbingan dan konseling bagi anak yang mengalami speech delay. *Bulletin of Counseling and Psychotherapy*, 4(3), 663–669. <https://doi.org/10.51214/bocp.v4i3.367>
- Acesta, A. (2023). *Science teaching materials based on multiple intelligences*. 7(2), 302–315. <https://doi.org/10.23887/jisd.v7i2.53989> Science
- Adewusi, O. E., Al Hamad, N. M., Adeleke, I. J., Nwankwo, U. C., & Nwokocha, G. C. (2023). Adaptive teaching strategies in early childhood education: a review for Nigeria and the UK. *International Journal of Applied Research in Social Sciences*, 5(8), 255–271.
- Adnyani, N., Wisudariani, N. M. R., Menggo, S., Dewi, K. S., Wiraningsih, P., & Xuan, Z. (2024). Teaching English as a foreign language to deaf and hard-of-hearing students in Indonesian contexts. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 27(1), 15–34.
- Agustina, P., & Manipuspika, Y. S. (2022). Phonological development in child language acquisition: a study of a child with speech delay. *Journal of English Language Teaching and Linguistics*, 7(3), 545–556. <https://doi.org/10.21462/jeltl.v7i3.926>
- Agyekum, M. W., Yeboah, S. B., Dzradosi, C., Ofosu-Ampong, K., Quaye, M. O., Donkoh, C., Acquah, A., Dzikunu, C. K., Pajibo, E., Yelkpieri, D., Tamanja, E. M. J., & Nsoh, E. A. (2023). Rural-urban differentials in early childhood education and child development: evidence from multiple indicator cluster survey (mics) in Ghana. *Plos Global Public Health*, 3(8), e0002171. <https://doi.org/10.1371/journal.pgph.0002171>
- Akoğlu, G., & Yağmur, K. (2016). First-language skills of bilingual turkish immigrant children growing up in a dutch submersion context. *International Journal of Bilingual Education and Bilingualism*, 19(6), 706–721. <https://doi.org/10.1080/13670050.2016.1181605>
- Alkhaldi, A. A. (2014). Language theories donation through materials development a case study in jordan. *International Journal of Applied Linguistics & English*

- Literature*, 3(3), 112–123. <https://doi.org/10.7575/aiac.ijalel.v.3n.3p.112>
- Altafım, E. R. P., McCoy, D. C., Brentani, A., Escobar, A. M. de U., Grisi, S. J. F. E., & Fink, G. (2020). Measuring early childhood development in Brazil: validation of the caregiver reported early development instruments (CREDI). *Jornal De Pediatria*, 96(1), 66–75. <https://doi.org/10.1016/j.jpmed.2018.07.008>
- Alzahrani, L. D., Aldharman, S. S., Almuzaini, A. S., Aljishi, A. A., Alrabiah, N. M., Binshalhoub, F. H., Alhassun, J. A., & Ghmaird, A. S. (2023). Prevalence and risk factors of speech delay in children less than seven years old in Saudi Arabia. *Cureus*, 15(11), 1–21. <https://doi.org/10.7759/cureus.48567>
- Amos, S., Eghan, M. P. K., & Oppong, E. (2022). The impact of instructional materials in teaching and learning of biology in the colleges of education in the central region of Ghana. *Open Journal of Educational Research*, 2(5), 213–221. <https://doi.org/10.31586/ojer.2022.400>
- Anthony, B., & Andala, D. H. O. (2023). Effect of instructional materials utilization on students' academic performance in twelve years basic education in Rwanda. *Journal of Education*, 6(4), 101–116. <https://doi.org/10.53819/81018102t5263>
- Apriana, A., & Sutrisno, A. (2022). Bilingualism in Indonesian children's language acquisition. *Journal of Language and Literature*, 22(2), 458–465. <https://doi.org/10.24071/joll.v22i2.4195>
- Ardika, I. W. D., Padmadewi, N. N., Adi, I. N., Putra, J., & Ratminingsih, N. M. (2025). Needs analysis on task-based English for occupational purposes model: A case of English for civil engineering in Bali State polytechnic. *Edelweiss Applied Science and Technology*, 9(5), 2878–2885. <https://doi.org/10.55214/25768484.v9i5.7608>
- Arrajiv, D. A., B, M. H., Imron, A., & Ma, A. (2023). *Development of teaching materials based on Javanese culture on folklore materials in vocational high schools*. Atlantis Press SARL. <https://doi.org/10.2991/978-2-38476-086-2>
- Arshad, M., Attari, Z. H., & Elahi, E. (2012). Impact of parents' profession on their children's learning English in Pakistan. *International Journal of Learning and Development*, 2(1). <https://doi.org/10.5296/ijld.v2i1.1384>
- Artini, L. P. (2017). Rich Language Learning Environment and Young

- Learnersâ€™ Literacy Skills in English. *Lingua Cultura*, 11(1), 19–24.
- Artini, L. P., & Marhaeni, A. (2013). Developing Rich Language Learning Environment Material to Support Literacy Skills of the Fourth Grade Students of Primary Schools in Bali Province. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 1.
- Artini, L. P., Ratminingsih, N. M., & Padmadewi, N. N. (2018). Project based learning in EFL classes: Material development and impact of implementation. *Dutch Journal of Applied Linguistics*, 7(1), 26–44.
- Asahi, R., Morikawa, T., Hazama, H., & Matsubara, M. (2008). Materials design and development of functional materials for industry. *Journal of Physics Condensed Matter*, 20(6), 64227. <https://doi.org/10.1088/0953-8984/20/6/064227>
- Asmaria, A. R., Adnyani, N. L. P. S., & Suarcaya, P. (2025). Exposing Two Languages to A Young Child: Parent's Strategies on A Child's Language Development for Speech Delay. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(2), 5778–5792.
- Astolfi, A. (2023). *Premises for effective teaching and learning: state of the art, new outcomes and perspectives of classroom acoustics*. 28(1), 86–97. <https://doi.org/10.20855/ijav.2023.28.11926>
- Astra, I. M., Tumijan, P., Uskenat, K., & Henukh, A. (2023). The development of stem-based science teaching materials on simple electrical circuit materials. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, 9(1), 127–138. <https://doi.org/10.21009/1.09112>
- Aswirna, P., Aldila, E., Nurhasnah, N., & Rizal, F. (2022). Stem-based global warming e-book in sustainable development based on gender view. *Indonesian Journal of Science and Mathematics Education*, 5(2), 169–181. <https://doi.org/10.24042/ij sme.v5i2.11247>
- Ayesha A. Saleem, N., Dr Hina Azhar, N., Bushra Mazhar, N., Fatima Rasool, N., & Muneeba Ijaz, N. (2024). *Correlation speech delay and its association with non-nutritive nursing in pre-schoolers*. 4(2), 1328–1333. <https://doi.org/10.61919/jhrr.v4i2.1141>

- Aziz, A., Niswah, S. K., & Ibrahim, F. M. A. (2021). Acquisition of arabic as a second language in early children in islamic kindergarten. *Arabiyat Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 8(2), 157–168. <https://doi.org/10.15408/a.v8i2.20595>
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91.
- Barry, M., Nicholson, W., Silverstein, M., Chelmow, D., Coker, T., Davis, E., Donahue, K., CR, J., Li, L., Mangione, C., & Ogedegbe, G. (2024). Screening for speech and language delay and disorders in children. *Jama*, 331(4), 329. <https://doi.org/10.1001/jama.2023.26952>
- Bird, E. K.-R., Genesee, F., & Verhoeven, L. (2016). Bilingualism in children with developmental disorders: A narrative review. *Journal of Communication Disorders*, 63, 1–14.
- Biria, R., & Boshraadi, A. M. (2015). Towards developing a multi-aspectual framework for systematic evaluation of locally prepared elt materials. *English Teaching Practice & Critique*, 14(2), 164–186. <https://doi.org/10.1108/etpc-03-2015-0022>
- Bishop, D. V. M. (2000). Uncommon Understanding: Development and Disorders of Language Comprehension in Children. *Adolescence*, 35(138), 417.
- Black, M. M., Walker, S., Fernald, L., Andersen, C. T., DiGirolamo, A., Lu, C., McCoy, D. C., Fink, G., Shawar, Y. R., Shiffman, J., Devercelli, A. E., Wodon, Q., Vargas-Barón, E., & Grantham-McGregor, S. (2017). Early childhood development coming of age: science through the life course. *The Lancet*, 389(10064), 77–90. [https://doi.org/10.1016/s0140-6736\(16\)31389-7](https://doi.org/10.1016/s0140-6736(16)31389-7)
- Borg, W. R., & Gall, M. D. (1984). Educational research: An introduction. *British Journal of Educational Studies*, 32(3).
- Bradford, N., Caffery, L. J., Taylor, M., Meiklejohn, J., Smith, A. C., & Langbecker, D. (2018). Speech-language pathology services delivered by telehealth in a rural educational setting: the school's perspective. *Journal of the International Society for Telemedicine and Ehealth*, 6, 1–8. <https://doi.org/10.29086/jisftech.6.e20>

- Branch, R. M. (2010). *Instructional design: the addie approach*. Springer US.
<https://doi.org/10.1007/978-0-387-09506-6>
- Branson, R. K. (1975). *Interservice procedures for instructional systems development: executive summary and model*. ERIC.
- Brennan, A., King, F., & Travers, J. (2019). Supporting the Enactment of Inclusive Pedagogy in a Primary School. *International Journal of Inclusive Education*, 25(13), 1540–1557. <https://doi.org/10.1080/13603116.2019.1625452>
- Brown, R. D., & Raza, K. (2020). Materials development in ealp legal writing courses. *Language Teaching Research Quarterly*, 15, 33–49.
<https://doi.org/10.32038/ltrq.2020.15.03>
- Bruner, J. S. (1997). The culture of education. In *The culture of education*. Harvard university press.
- Budiarti, E., Rahmani, E., Yusnita, E., Sumiati, C., & Yunaini, Y. (2022). Pengaruh penerapan oral motor untuk anak speech delay usia 2-4 tahun. *Jurnal Pendidikan Indonesia*, 3(10), 953–960.
<https://doi.org/10.59141/japendi.v3i10.1417>
- Budoya, C., Kissaka, M., & Mtebe, J. (2019). Instructional design enabled agile method using ADDIE model and feature driven development method. *International Journal of Education and Development Using ICT*, 15(1).
- Burr, E., Haas, E., & Ferriere, K. (2015). Identifying and Supporting English Learner Students with Learning Disabilities: Key Issues in the Literature and State Practice. REL 2015-086. *Regional Educational Laboratory West*.
- Cahyadi, R. A. H. (2019). Pengembangan bahan ajar berbasis addie model. *Halaqa Islamic Education Journal*, 3(1), 35–42.
<https://doi.org/10.21070/halaqa.v3i1.2124>
- Cajkler, W., Wood, P., Norton, J., & Pedder, D. (2014). Lesson study as a vehicle for collaborative teacher learning in a secondary school. *Professional Development in Education*, 40(4), 511–529.
<https://doi.org/10.1080/19415257.2013.866975>
- Candiasa, Im. (2011). Pengujian instrumen penelitian disertai aplikasi ITEMAN dan BIGSTEPS. *Singaraja: Unit Penerbitan Universitas Pendidikan*

Ganesha.

- Carreteiro, R. M., Justo, J. M. R. de M., & Figueira, A. P. C. (2015). Reading processes and parenting styles. *Journal of Psycholinguistic Research*, 45(4), 901–914. <https://doi.org/10.1007/s10936-015-9381-3>
- Caskey, M., Stephens, B. E., Tucker, R., & Vohr, B. R. (2014). Adult talk in the nicu with preterm infants and developmental outcomes. *Pediatrics*, 133(3), 578–584. <https://doi.org/10.1542/peds.2013-0104>
- Cayabas Jr, J. P., & Sumeg-ang, D. A. (2023). Challenges and interventions in developing instructional materials: perspectives of public school teachers in basic education. *International Journal of Innovative Research and Scientific Studies*, 6(4), 849–855. <https://doi.org/10.53894/ijirss.v6i4.2059>
- Cejas, I., Mitchell, C., Hoffman, M. F., & Quittner, A. L. (2018). Comparisons of iq in children with and without cochlear implants: longitudinal findings and associations with language. *Ear and Hearing*, 39(6), 1187–1198. <https://doi.org/10.1097/aud.0000000000000578>
- Charles, L. F. (2018). Middle school teachers' perception of differentiated instruction on lower third student achievement. *Teacher Education and Curriculum Studies*, 3(3), 20. <https://doi.org/10.11648/j.tecs.20180303.11>
- Chen, S., Ge, L., He, W., Guo, J., Li, Y., Shi, L., & Cheng, Y. (2022). Identification, diagnosis, and early intervention of children with developmental language disorder in ningxia. *Translational Pediatrics*, 11(2), 204–211. <https://doi.org/10.21037/tp-21-601>
- Çınar, F. Y. (2024). A follow-up study of children diagnosed with delayed speech and language. *Clinical and Experimental Health Sciences*, 14(1), 163–168. <https://doi.org/10.33808/clinexphealthsci.1256920>
- Collett, B. R., Wallace, E., Kartin, D., & Speltz, M. L. (2018). Infant/toddler motor skills as predictors of cognition and language in children with and without positional skull deformation. *Child S Nervous System*, 35(1), 157–163. <https://doi.org/10.1007/s00381-018-3986-4>
- Cooper, J. O., Heron, T., & Heward, W. L. (2020). *Applied behavior analysis*. Pearson UK.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative* (Vol. 7). Prentice Hall Upper Saddle River, NJ.
- Croce, P., Leccese, F., Salvadori, G., & Berardi, U. (2023). Proposal of a simplified tool for early acoustics design stage of classrooms in compliance with speech intelligibility thresholds. *Energies*, 16(2), 813. <https://doi.org/10.3390/en16020813>
- Dahm, R., & Angelis, G. D. (2017). The role of mother tongue literacy in language learning and mathematical learning: is there a multilingual benefit for both? *International Journal of Multilingualism*, 15(2), 194–213. <https://doi.org/10.1080/14790718.2017.1359275>
- Dereobali, N., & Seyhan, G. B. (2020). Material development in the context of the preschool teaching profession. *Kuramsal Eğitimbilim*, 13(1), 147–169. <https://doi.org/10.30831/akukeg.555221>
- Dewi, K. S., Padmadewi, N. N., Artini, L. P., Adnyani, N. L. P. S., Santosa, M. H., & Lee, Y. S. (2025). Inclusive Education for Students with Autism Spectrum Disorder in an Indonesian Bilingual Elementary School: A Program Evaluation Study Using CIPP Model. *IJLTER. ORG*, 24(4), 199–220.
- Dibaba, T. Y., Lemma, A., Faith, M., & Hunde, A. B. (2024). The potential of lesson study in enhancing secondary school mathematics teachers' pedagogical practices in lesson planning: evidence from Ethiopia. *International Journal for Lesson and Learning Studies*, 13(4), 233–245. <https://doi.org/10.1108/ijlls-01-2024-0023>
- Divan, S. (2018). Pengembangan bahan ajar tematik berbasis budaya. *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, 3(1), 101–114.
- Doabler, C. T., Smith, J. L. M., Nelson, N. J., Clarke, B., Berg, T., & Fien, H. (2018). A Guide for Evaluating the Mathematics Programs Used by Special Education Teachers. *Intervention in School and Clinic*, 54(2), 97–105. <https://doi.org/10.1177/1053451218765253>
- Dockrell, J., Bakopoulou, I., Law, J., Spencer, S., & Lindsay, G. (2015). Capturing communication supporting classrooms: the development of a tool and feasibility study. *Child Language Teaching and Therapy*, 31(3), 271–286.

<https://doi.org/10.1177/0265659015572165>

- Draper, C. E., Cook, C. J., Howard, S. J., Makaula, H., Merkley, R., Mshudulu, M., Tshetu, N., & Scerif, G. (2023). Caregiver perspectives of risk and protective factors influencing early childhood development in low-income, urban settings: a social ecological perspective. *Infant and Child Development*, 32(3), 1–22. <https://doi.org/10.1002/icd.2417>
- Eigsti, I., & Cicchetti, D. (2004). The impact of child maltreatment on expressive syntax at 60 months. *Developmental Science*, 7(1), 88–102. <https://doi.org/10.1111/j.1467-7687.2004.00325.x>
- Fadilah, N. (2023). An analysis on the speech act of selenagomez "trust yourself" in english speeches youtube channel. *English Teaching Journal and Research Journal of English Education Literature and Linguistics*, 3(2), 157–164. <https://doi.org/10.55148/etjar.v3i2.579>
- Faiz, A., Yulianti, A. I., & Septiana, D. (2020). Trump's speech about jerusalem: an analysis on persuasive strategies. *Journal of Pragmatics Research*, 2(2), 160–176. <https://doi.org/10.18326/jopr.v2i2.160-176>
- Fan, S., Zhang, Y., Qin, J., Song, X., Wang, M., & Ma, J. (2021). Family environmental risk factors for developmental speech delay in children in northern china. In *Scientific Reports* (Vol. 11, Issue 1). <https://doi.org/10.1038/s41598-021-83554-w>
- Farquharson, K., Tambyraja, S. R., Justice, L. M., & Redle, E. E. (2014). IEP goals for school-age children with speech sound disorders. *Journal of Communication Disorders*, 52, 184–195.
- Faruq, F., Sabani, N., Sukarno, A., & Purwandari, E. (2022). Systematic literature review: psychological concepts of learning in handling speaking delay in early children. *Jurnal Penelitian Humaniora*, 23(1), 46–55. <https://journals.ums.ac.id/index.php/humaniora/article/view/19126>
- Filippi, P., Hoeschele, M., Spierings, M. J., & Bowling, D. L. (2019). Temporal modulation in speech, music, and animal vocal communication: evidence of conserved function. *Annals of the New York Academy of Sciences*, 1453(1), 99–113. <https://doi.org/10.1111/nyas.14228>

- Forness, S. R. (1979). Developing the individual educational plan: process and perspectives. *Education and Treatment of Children*, 2, 43–54.
<https://api.semanticscholar.org/CorpusID:147814236>
- Friantary, H. (2020). Perkembangan bahasa pada anak usia dini. *Zuriah Jurnal Pendidikan Anak Usia Dini*, 1(2), 127.
<https://doi.org/10.29240/zuriah.v1i2.2100>
- Fujii, T. (2016). Designing and adapting tasks in lesson planning: a critical process of lesson study. *ZDM*, 48(4), 411–423. <https://doi.org/10.1007/s11858-016-0770-3>
- Ghazi, B. K. (2024). A pragmatic study of the “supplication of complainers” by imam ali al-sajjad. *Theory and Practice in Language Studies*, 14(3), 903–911.
<https://doi.org/10.17507/tpls.1403.33>
- González-Aller Rodríguez, M. de las M., & Paz-Albo, J. (2016). *English teaching methodologies for early childhood education*.
- Gregory, R. J. (2015). *Psychological testing: History, principles, and applications*. Pearson Education India.
- Grepon, B. G., & Cepada, C. M. (2020). Absenteeism and parental involvement in Home and School among middle school students of public school in northern Mindanao, Philippines: Basic for intervention. *Journal Research Gate*, 8(2), 2311–6080.
- Gunawan, L. M., Wijana, & Pratiwi, Y. S. (2016). Oto-acoustic emission and auditory brainstem response profile in children with speech delay at dr. hasan sadikin general hospital bandung. *Althea Medical Journal*, 3(2), 265–268.
<https://doi.org/10.15850/amj.v3n2.771>
- Gupta, K. (2007). *A practical guide to needs assessment* (Second edi). Pfeiffer.
- Hallahan, D. P., Pullen, P. C., Kauffman, J. M., & Badar, J. (2016). *Exceptional learners* (Fourteenth). Pearson Education, Inc.
- Halpin, P. F., Castro, E. F. d., Petrowski, N., & Cappa, C. (2024). Monitoring early childhood development at the population level: The ECDI2030. *Early Childhood Research Quarterly*, 67, 1–12.
<https://doi.org/10.1016/j.ecresq.2023.11.004>

- Hamzah, I. (2021). The development of python's basic programming material for vocational high school students. *International Journal of Social Science and Human Research*, 04(04), 745–750. <https://doi.org/10.47191/ijsshr/v4-i4-25>
- Hartmann, S., Pleyer, M., Waciewicz, S., Benítez-Burraco, A., & Żywicznyński, P. (2021). Hypotheses and definitions in language evolution research. *Biolinguistics*, 15, 1–11. <https://doi.org/10.5964/bioling.9191>
- Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: evidence from 2/3 million english speakers. *Cognition*, 177, 263–277. <https://doi.org/10.1016/j.cognition.2018.04.007>
- Hasanah, E., Suyatno, S., Maryani, I., Badar, M. I. Al, Fitria, Y., & Patmasari, L. (2023). *education sciences Conceptual Model of Differentiated-Instruction (DI) Based on Teachers ' Experiences in Indonesia*. Di.
- Heidari, M., Azizifar, A., Gowhary, H., & Abbasi, Z. (2015). Iranian EFL teachers' attitudes towards lesson planning based on their gender. *Advances in Language and Literary Studies*, 6(4). <https://doi.org/10.7575/aialc.all.v6n.4p.80>
- Henra, Z., & Zulkifli, A. (2022). T-Bot as an effort to overcome speech delay in children. *Journal of Applied Engineering and Technological Science (Jaets)*, 4(1), 307–311. <https://doi.org/10.37385/jaets.v4i1.1048>
- Heuvel, M. van den, Ma, J., Borkhoff, C. M., Koroshegyi, C., Dai, D., Parkin, P. C., Maguire, J. L., & Birken, C. S. (2019). Mobile media device use is associated with expressive language delay in 18-month-old children. *Journal of Developmental & Behavioral Pediatrics*, 40(2), 99–104. <https://doi.org/10.1097/dbp.0000000000000630>
- Hobson, H., Kalsi, M., Cotton, L., Forster, M., & Toseeb, U. (2022). Supporting the mental health of children with speech, language and communication needs: the views and experiences of parents. *Autism & Developmental Language Impairments*, 7, 1–17. <https://doi.org/10.1177/23969415221101137>
- Hoque, F., Akhter, S., & Mannan, M. (2021). Risk factors identification of speech and language delay in children in a tertiary level hospital: A pilot study. *World Journal of Advanced Research and Reviews* 11(1) 103-112.

<https://zenodo.org/record/5169193>

- Huda, M. C. (2023). Exploring the use of online resources for english language learning: students' perspectives. *English Journal Literacy Utama*, 8(1), 794–802. <https://doi.org/10.33197/ejlutama.v8i1.231>
- Hume, K., Steinbrenner, J. R., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. *Journal of Autism and Developmental Disorders*, 51(11), 4013–4032.
- Ifalahma, D., Belo, A. M. A., & ... (2022). Storybook literacy method increasing language development in children with speech delay. *Proceedings ...*, 125–130.
<https://www.jurnal.globalhealthsciencegroup.com/index.php/PICNHS/article/view/1137>
- Indriyani, N. (2023). Material development promoted by english for specific purposes teacher. *Technium Social Sciences Journal*, 49(1), 470–474. <https://doi.org/10.47577/tssj.v49i1.9843>
- Islam, M. M., & Khan, M. N. (2022). Early childhood development and its association with maternal parity. *Child Care Health and Development*, 49(1), 80–89. <https://doi.org/10.1111/cch.13011>
- Jabbar, D. A., & Haryudin, A. (2020). An analysis of deixis on anies baswedan's speech about condolences for the city of christchurch, new zealand. *Project (Professional Journal of English Education)*, 3(6), 771. <https://doi.org/10.22460/project.v3i6.p771-776>
- Jamil, S. E., Dauod, A. S., & Gardi, Z. T. (2023). Prevalence of delayed language acquisition with smartphone usage in toddlers in erbil city-iraq. *Advanced Medical Journal*, 8(1), 117–123. <https://doi.org/10.56056/amj.2023.206>
- Jannah, M., & Ramadan, Z. H. (2021). Thematic teaching materials based on riau local wisdom. *Jurnal Ilmiah Sekolah Dasar*, 5(3), 369. <https://doi.org/10.23887/jisd.v5i3.35463>
- Jenkins, J. M., Whitaker, A. A., Nguyen, T., & Yu, W. (2019). Distinctions without

- a difference? Preschool curricula and children's development. *Journal of Research on Educational Effectiveness*, 12(3), 514–549.
<https://doi.org/10.1080/19345747.2019.1631420>
- Jiang, S. (2024). Self-efficacy and socioeconomic status as impact factors for working memory and language learning: a review paper. *Lecture Notes in Education Psychology and Public Media*, 39(1), 237–243.
<https://doi.org/10.54254/2753-7048/39/20240628>
- Josiah, U. E. (2016). Between arbitrariness and logic: revisiting universal traits in natural languages. *International Journal of English Language and Literature Studies*, 5(1), 38–45. <https://doi.org/10.18488/journal.23/2016.5.1/23.1.38.45>
- Kaiser, A. P., & Roberts, M. Y. (2011). Advances in early communication and language intervention. *Journal of Early Intervention*, 33(4), 298–309.
<https://doi.org/10.1177/1053815111429968>
- Kalaycı, G., & Ergül, H. (2020). Teachers' perceptions of the role of parental involvement in teaching English to young learners. *Journal of Language and Linguistic Studies*, 16(3), 1167–1176.
- Kalu, N. O. (2022). Harnessing mother tongue diversity for education in a globalized society: a literature review. *Pedagogika*, 71(4), 571–582.
<https://doi.org/10.14712/23362189.2021.1968>
- Kamelia, K. (2019). Using video as media of teaching in english language classroom: expressing congratulation and hopes. *Journal of Ultimate Research and Trends in Education*, 1(1), 34–38.
- Kanwal, S. (2023). Association between excessive screen time and language delay in preschool children. *JHRR*, 3(2), 311–315.
<https://doi.org/10.61919/jhrr.v3i2.148>
- Karim, S., Saeed, A., & Haq, N. (2021). Second language acquisition research and materials development: need to bridge the gap between theory and practice. *Pakistan Journal of Humanities and Social Sciences*, 9(3), 281–291.
<https://doi.org/10.52131/pjhss.2021.0903.0133>
- Kaufman, R. A., & English, F. W. (1979). *Needs assessment: Concept and application*. Educational Technology.

- Kazdin, A. E. (2011). *Single-case Research Designs: Methods for Clinical and Applied Settings* (2nd ed.). Oxford University Press.
<https://books.google.co.id/books?id=XKLQQwAACAAJ>
- Kencana, N., Romdani, & Rahmat, A. (2022). E-learning based design of teaching materials for english as a specific purposes of geography. *Proceedings of the 3rd International Conference on Educational Science and Teacher Profession (ICETeP 2021)*, 203–220. https://doi.org/10.2991/978-2-494069-19-0_22
- Kenny, N. (2023). A whole education approach to inclusive education: an integrated model to guide planning, policy, and provision. *Education Sciences*, 13(9), 959. <https://doi.org/10.3390/educsci13090959>
- Keumala, M., & Idami, Z. (2021). Speech delay: some possible factors (a research on 3-6 years old children). *Journal of Applied Studies in Language*, 5(1), 165–173. <https://doi.org/http://dx.doi.org/10.31940/jasl.v5i1.2429>
- Kim, D. (2020). Learning language, learning culture: teaching language to the whole student. *Ecnu Review of Education*, 3(3), 519–541. <https://doi.org/10.1177/2096531120936693>
- King, F., Ni Bhroin, O., & Prunty, A. (2018). Professional learning and the individual education plan process: Implications for teacher educators. *Professional Development in Education*, 44(5), 607–621. <https://doi.org/10.1080/19415257.2017.1398180> Initial
- Kirby, A. L., Dahbi, M., Surrain, S., Rowe, M. L., & Luk, G. (2022). Music uses in preschool classrooms in the u.s.: a multiple-methods study. *Early Childhood Education Journal*, 51(3), 515–529. <https://doi.org/10.1007/s10643-022-01309-2>
- Klingner, J. K., Artiles, A. J., & Barletta, L. M. (2006). English language learners who struggle with reading: Language acquisition or LD? *Journal of Learning Disabilities*, 39(2), 108–128.
- Kolar, E. B., & Đurić, T. (2016). The mother tongue and the foreign language correlation in the primary school in croatia. *Linguistics and Literature Studies*, 4(1), 1–7. <https://doi.org/10.13189/lls.2016.040101>
- Kolosova, E. B. (2020). Development and evaluation of the effectiveness of an

- individual educational route for a younger student with disabilities. *World of Science. Pedagogy and Psychology*, 8(3), 1–10.
<https://doi.org/10.15862/81PDMN320>
- Kozorez, D. A., Sledkov, Y. G., Korneenkova, A., Toporova, M. I., & Rumakina, A. (2023). Technical university educational process individualization. *Alma Mater. Vestnik Vysshey Shkoly*. <https://doi.org/10.20339/AM.06-23.020> Д.А.
- Kubilinskienė, S., & Dagienė, V. (2010). Technology-based lesson plans: preparation and description. *Informatics in Education*, 9(2), 217–228.
<https://doi.org/10.15388/infedu.2010.15>
- Kumar, A., Zubair, M., Gulraiz, A., Kalla, S., Khan, S., Patel, S., Fleming, M. F., Oghomitse-Omene, P. T., Patel, P., & Qavi, M. S. S. (2022). An assessment of risk factors of delayed speech and language in children: a cross-sectional study. *Cureus*, 14(9), 1–10. <https://doi.org/10.7759/cureus.29623>
- Lakapu, M., Uskono, I. V., Gracia, M., & Gawa, M. (2023). Buna woven fabric based teaching materials: addie model. *Mosharafa: Jurnal Pendidikan Matematika*, 12(3), 631–640. <https://doi.org/10.31980/mosharafa.v12i3.2886>
- Lee, S., Wehmeyer, M. L., Soukup, J. H., & Palmer, S. B. (2010). Impact of Curriculum Modifications on Access to the General Education Curriculum for Students With Disabilities. *Exceptional Children*, 76(2), 213–233.
<https://doi.org/10.1177/001440291007600205>
- Leonard, L. B. (2017). *Children with specific language impairment* (2nd ed.). MIT press.
- Lestari, S., & Setiyawan, R. (2020). Technology era, global english, clil: influence and its impact on english teaching for young learners in indonesia. *Iop Conference Series Earth and Environmental Science*, 469(1), 12094.
<https://doi.org/10.1088/1755-1315/469/1/012094>
- Liao, S.-L., Liu, J.-C., Hsu, C.-L., Chang, M.-Y., Chang, T.-W., & Cheng, H. (2014). Cognitive development in children with language impairment, and correlation between language and intelligence development in kindergarten children with developmental delay. *Journal of Child Neurology*, 30(1), 42–47.
<https://doi.org/10.1177/0883073814535486>

- Lind, A., Häll, L., Breidegard, B., Balkenius, C., & Johansson, P. (2014). Speakers' acceptance of real-time speech exchange indicates that we use auditory feedback to specify the meaning of what we say. *Psychological Science*, 25(6), 1198–1205. <https://doi.org/10.1177/0956797614529797>
- Maher, K., Huang, Z., Song, J., Deng, X., Lai, Y., Ma, C., Wang, H., Liu, Y.-J., & Wang, H. (2022). E-effective: a visual analytic system for exploring the emotion and effectiveness of inspirational speeches. *Ieee Transactions on Visualization and Computer Graphics*, 28(1), 508–517. <https://doi.org/10.1109/tvcg.2021.3114789>
- Mahmudianti, N., Ariani, M., & Hestiyana, N. (2023). Kecemasan orang tua berdasarkan kejadian speech delay pada balita di RSUD ulin banjarmasin. *Journal of Health (JoH)*, 10(1), 19–29. <https://doi.org/https://doi.org/10.30590/joh.v10n1.537>
- Makhroji, M., & Isda, I. D. (2023). Analysis of the need for the development of local-based english teaching materials to improve reading literacy in high school students. *Al-Ishlah Jurnal Pendidikan*, 15(1), 777–784. <https://doi.org/10.35445/alishlah.v15i1.2469>
- Manipuspika, Y. S. (2019a). Phonological development of children with speech delay. *RETORIKA: Jurnal Ilmu Bahasa*, 5(1), 12–22. <https://doi.org/http://dx.doi.org/10.22225/jr.5.1.898.12-22> Abstract-A
- Manipuspika, Y. S. (2019b). Phonological Development of Children With Speech Delay. *RETORIKA: Jurnal Ilmu Bahasa*. <https://api.semanticscholar.org/CorpusID:164437446>
- Marjanovikj-Apostolovski, M. (2019). Developing teaching materials for esp courses: the last option many esp teachers resort to. *Seeu Review*, 14(1), 160–177. <https://doi.org/10.2478/seeur-2019-0009>
- Marlina, M., Efrina, E., & Kusumastuti, G. (2019). Differentiated learning for students with special needs in inclusive schools. *5th International Conference on Education and Technology (ICET 2019)*, 678–681. <https://doi.org/10.2991/icet-19.2019.164>
- Martatiana, H. U. D. R. (2023). Application of the addie model in designing digital

- teaching materials. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (Jppguseda)*, 6(1), 105–109. <https://doi.org/10.55215/jppguseda.v6i1.7525>
- May, B. N., Broomhead, P., & Tsugawa, S. (2020). A music literacy-based rationale for popular music ensembles and experiences in music education. *International Journal of Music Education*, 38(3), 470–491. <https://doi.org/10.1177/0255761420923186>
- Mayberry, R. I. (2023). Impoverished language in early childhood affects the development of complex sentence structure. *Developmental Science*, 27(1). <https://doi.org/10.1111/desc.13416>
- McCoy, D. C., Seiden, J., Waldman, M., & Fink, G. (2021). Measuring early childhood development: considerations and evidence regarding the caregiver reported early development instruments. *Annals of the New York Academy of Sciences*, 1492(1), 3–10. <https://doi.org/10.1111/nyas.14598>
- McKillip, J. (1987). Need analysis: Tools for the human service and education. *Applied Social Research Methods Series*.
- McLeod, S., & Crowe, K. (2018). Children's consonant acquisition in 27 languages: A cross-linguistic review. *American Journal of Speech-Language Pathology*, 27(4), 1546–1571.
- Meirani, D., Nurhasanah, D., Misna, M., & Yarni, L. (2023). Perkembangan usia dini. *Tabsyir*, 5(1), 46–58. <https://doi.org/10.59059/tabsyir.v5i1.802>
- Melka, Y. G., & Jatta, I. B. (2022). High School Students' Perceptions Towards EFL Teachers' Differentiated Instructional Practices at Higher 23 Secondary School, Addis Ababa, Ethiopia. *Education Journal*, 11(2), 75. <https://doi.org/10.11648/j.edu.20221102.14>
- Menggo, S. M., Suastra, I. M., Budiarsa, M., & Padmadewi, N. N. (2019). Needs Analysis of Academic-English Speaking Material in Promoting 21 st Century Skills. *International Journal of Instruction*, 12(2), 739–754. <https://doi.org/https://doi.org/10.29333/iji.2019.12247a>
- Merz, E. C., Zucker, T. A., Landry, S. H., Williams, J. M., Assel, M., Taylor, H. B., Lonigan, C. J., Phillips, B. M., Clancy-Menchetti, J., Barnes, M. A., Eisenberg, N., & Villiers, J. d. (2015). Parenting predictors of cognitive skills

- and emotion knowledge in socioeconomically disadvantaged preschoolers. *Journal of Experimental Child Psychology*, 132, 14–31. <https://doi.org/10.1016/j.jecp.2014.11.010>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd. Thousand Oaks, CA: Sage.
- Miller, J., & Plager, S. S. (2014). Speech and language issues in children with prader-willi syndrome. *Journal of Intellectual Disability - Diagnosis and Treatment*, 2(3), 164–168. <https://doi.org/10.6000/2292-2598.2014.02.03.2>
- Min-seok, K., Hu, Y., & Wang, W. (2019). A Longitudinal Analysis of Factors Affecting Language Development in Infants. *The Journal of the Korea Contents Association*, 19, 457–465. <https://api.semanticscholar.org/CorpusID:150646710>
- Mohammed, A. A. S., Quriba, A. S., Hassan, E. M., & Alnakeb, N. L. (2023). An overview about specific language impairment: review article. *The Egyptian Journal of Hospital Medicine*, 92(1), 6213–6216. <https://doi.org/10.21608/ejhm.2023.313893>
- Molai, T. N. (2019). Factors affecting language development of children. *International Academic Journal of Social Sciences*, 6(1), 37–47. <https://doi.org/10.9756/IAJSS/V6I1/1910004>
- Mondal, N., Bhat, B. V, Plakkal, N., Thulasingham, M., Ajayan, P. V, & Poorna, D. R. (2016). Prevalence and risk factors of speech and language delay in children less than three years of age. *Journal of Comprehensive Pediatrics*, 7(2), 1–7. <https://doi.org/10.17795/compreped-33173>
- Moonsri, A., & Pattanajak, A. (2013). Lesson planning in primary school using lesson study and open approach. *Psychology*, 04(12), 1064–1068. <https://doi.org/10.4236/psych.2013.412155>
- Morningstar, M. E., Shogren, K. A., Lee, H., & Born, K. (2015). Preliminary lessons about supporting participation and learning in inclusive classrooms. *Research and Practice for Persons With Severe Disabilities*, 40(3), 192–210. <https://doi.org/10.1177/1540796915594158>
- Mullin, A. P., Gokhale, A., Sanyal, S., Waddington, J. L., & Faundez, V. (2013).

- Neurodevelopmental disorders : mechanisms and boundary definitions from genomes , interactomes and proteomes. *Translational Psychiatry*, 3(12), e329-6. <https://doi.org/10.1038/tp.2013.108>
- Murtini, N. M. W., Padmadewi, N. N., & Utami, I. G. A. L. P. (2024). CIPP Evaluation Study on Listening for Daily Context Course in English Language Education Study Program. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 8(3), 439–448.
- Nadeau, S., & Hasan, R. A. (2016). Early childhood development. *Open Knowledge Repository*, May 2016, 1–5. <https://doi.org/10.1596/24575>
- Narkon, D. E., & Wells, J. C. (2013). Improving reading comprehension for elementary students with learning disabilities: udl enhanced story mapping. *Preventing School Failure Alternative Education for Children and Youth*, 57(4), 231–239. <https://doi.org/10.1080/1045988x.2012.726286>
- Natsir, N. (2017). Hubungan psikolinguistik dalam pemerolehan dan pembelajaran bahasa. *Jurnal Retorika*, 10(1), 20–29. <https://doi.org/10.26858/retorika.v10i1.4610>
- Nesbitt, K. T., & Farran, D. C. (2021). Effects of prekindergarten curricula: Tools of the Mind as a case study. *Monographs of the Society for Research in Child Development*, 86(1), 7–119.
- Neuman, M. J., & Devercelli, A. E. (2012). Early childhood policies in sub-Saharan Africa: challenges and opportunities. *International Journal of Child Care and Education Policy*, 6(2), 21–34. <https://doi.org/10.1007/2288-6729-6-2-21>
- Nicolay, A.-C., & Poncelet, M. (2012). Cognitive advantage in children enrolled in a second-language immersion elementary school program for three years. *Bilingualism Language and Cognition*, 16(3), 597–607. <https://doi.org/10.1017/s1366728912000375>
- Nofitri, D. A. G. R. W., Utami, I. G. A. L. P., & Budiarta, L. G. R. (2026). English Teaching in Inclusive Classrooms for Students with Intellectual Disability. *Journal of Educational Study*, 6(1), 128–139.
- Nordberg, A. (2019). Support of language and communication in the ‘tambour situation’ in swedish preschools. *Early Child Development and Care*, 191(5),

- 699–712. <https://doi.org/10.1080/03004430.2019.1645134>
- Novogrodsky, R., & Meir, N. (2022). Multilingual children with special needs in early education. In *Handbook of early language education* (pp. 669–696). Springer.
- Nunan, D. (2003). The impact of english as a global language on educational policies and practices in the asia-pacific region. *Tesol Quarterly*, 37(4), 589. <https://doi.org/10.2307/3588214>
- Nur, H., Tairas, M. M. W., & Hendriani, W. (2018). The experience of hope for mother with speech delay children. *Journal of Educational, Health and Community Psychology*, 7(2), 104–117. <https://api.semanticscholar.org/CorpusID:150074057>
- Nurhayati, E., Fitri, I. E., Durtam, D., & Jazariyah, J. (2022). Educational computer game and their implications on early children's language skill. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 6(6), 6766–6776. <https://doi.org/10.31004/obsesi.v6i6.3488>
- Obiyo, N. O., & Inyama, J. (2019). Underutilization of instructional materials for teaching and learning of chemistry in nigerian secondary schools: ohafia education zone, abia state's example. *African Journal of Teacher Education*, 8, 261–280. <https://doi.org/10.21083/ajote.v8i0.5047>
- Okitasari, I. (2023). Language performance of an eight-year-old child with speech delay. *Journal of Languages and Language Teaching*, 11(4), 890. <https://doi.org/10.33394/jollt.v11i4.8865>
- Okitasari, I., Sukma, B. P., Hendrastuti, R. H., Lestariningsih, D. N., & Ramadini, F. D. (2023). Language performance of an eight-year-old child with speech delay. *Journal of Languages and Language Teaching*, 11(4), 890–900. <https://doi.org/10.33394/jollt.v%vi%i.8865>
- Olkhina, E. A., Yu, M. E., Dmitrieva, E. E., Kashtanova, S. N., Uromova, S. E., & Gazieva, M. Z. (2021). Family as a Factor Determining the Individual Educational Route of a Child with Disabilities. *International Journal of Early Childhood Special Education*, 13, 107–113. <https://api.semanticscholar.org/CorpusID:235570730>

- Ortiz, A. (2001). *English Language Learners With Special Needs: Effective Instructional Strategies*. ERIC Digest.
- Oviogun, P. V., & Veerdee, P. S. (2020). Definition of language and linguistics: basic competence. *Macrolinguistics and Microlinguistics*, 1(1), 1–12. <https://doi.org/10.21744/mami.v1n1.1>
- Owens, R. (2019). *Language Development: An Introduction* (10th ed.). Pearson Education, Incorporated.
- Özdaş, T., Şahlı, A. S., Özdemir, B. S., & Belgin, E. (2019). Comparison of anxiety and child-care education characteristics of mothers who have children with or without speech delays. *Brazilian Journal of Otorhinolaryngology*, 85(2), 199–205. <https://doi.org/10.1016/j.bjorl.2017.12.004>
- Paderes, N. M. (2015). Development and evaluation of discovery approach-based instructional materials for high school science. *Jpair Multidisciplinary Research*, 21(1), 107–120. <https://doi.org/10.7719/jpair.v21i1.331>
- Padmadewi, N. N. (2013). Differentiated Instruction and Task Based Learning: Meeting the Needs of Heterogeneous Students in a Bilingual Classroom. *The New English Teacher*, 7(1).
- Padmadewi, N. N., & Artini, L. P. (2017). Teaching English to a Student With Autism Spectrum Disorder in Regular Classroom in Indonesia. *International Journal of Instruction*, 10(3), 159–176. <https://doi.org/10.12973/iji.2017.10311a>
- Padmadewi, N. N., Artini, L. P., & Ratminingsih, N. M. (2026). *Teaching Strategies for Promoting Sustainable Inclusive Practices in Heterogeneous Classrooms: A Comparative Study of Indonesia, China, Thailand and Korea BT - Future of Education in Asia: Sustainability, Technology and Internationalisation*. 35–70. https://doi.org/10.1007/978-3-032-07285-6_3
- Padmadewi, N. N., Artini, L. P., Sindu, I. G. P., Shanmuganathan, T., Suarcaya, P., & Dewi, K. S. (2023). Instructional Media for Autistic Spectrum Disorder (ASD) Children: A Study on Need Analysis. *Journal of Education Research and Evaluation*, 7(3), 477–491.
- Parsons, S. A., Vaughn, M., Scales, R. Q., Gallagher, M. A., Parsons, A. W., Davis,

- S. G., Pierczynski, M., & Allen, M. (2018). Teachers' instructional adaptations: A research synthesis. *Review of Educational Research*, 88(2), 205–242.
- Paul, R., & Norbury, C. (2012). *Language Disorders from Infancy Through Adolescence-E-Book: Language Disorders from Infancy Through Adolescence-E-Book* (Fourth edi). Elsevier Health Sciences.
- Paul, R., Norbury, C. F., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating*.
- Pender, H.-L., Bohl, L., Schönberger, M., & Knopf, J. (2022). An AI-based lesson planning software to support competence-based learning. *8th International Conference on Higher Education Advances (HEAd'22)*, 1033–1041. <https://doi.org/10.4995/head22.2022.14599>
- Pentyliuk, M., Kushnir, I., Zozulia, I., & Kosenko, I. (2021). Updating the selection principles of content components in linguistic education of foreign non-philological students. *Revista Romaneasca Pentru Educatie Multidimensionala*, 13(4), 113–132. <https://doi.org/10.18662/rrem/13.4/473>
- Permana, D., Noviana, E., Witri, G., Sari, I. K., Kurniaman, O., & Mulyani, E. A. (2022). Needs analysis of teaching materials based technology: an empirical study of students and lecturers in listening skills learning. *Proceedings of the 5th International Conference on Language, Literature, and Education (ICLLE-5 2022)*, 216–222. https://doi.org/10.2991/978-2-494069-85-5_24
- Peter, S., & Deimann, M. (2013). On the role of openness in education: a historical reconstruction. *Open Praxis*, 5(1), 7. <https://doi.org/10.5944/openpraxis.5.1.23>
- Phuong, D. T. K. (2022). The impact of imitation on language acquisition: a critical review. *Ho Chi Minh City Open University Journal of Science - Social Sciences*, 12(2), 147–151. <https://doi.org/10.46223/hcmcoujs.soci.en.12.2.2359.2022>
- Plomp, T., & Nieveen, N. (2013). Educational design research educational design research. *Netherlands Institute for Curriculum Development: SLO*, 153, 152–

169.

- Plug, M. B., Wijngaarden, V. v., Wilde, H. d., Binsbergen, E. v., Stegeman, I., Boogaard, M. H. van den, & Smit, A. L. (2021). Clinical characteristics and genetic etiology of children with developmental language disorder. *Frontiers in Pediatrics*, 9, 1–10. <https://doi.org/10.3389/fped.2021.651995>
- Pokharel, A., Webb, P., Miller, L. C., Zaharia, S., Shrestha, R., Davis, D., Trevino, J. A., Baral, K., Paudel, K., & Ghosh, S. (2023). Relationship between animal sourced food consumption and early childhood development outcomes. *Nutrients*, 15(2), 315. <https://doi.org/10.3390/nu15020315>
- Polatovna, B. N., & Qizi, S. Z. J. (2020). Improving lexical competence of b2 level english learners in the karakalpak auditorium. *Universal Journal of Educational Research*, 8(11B), 6082–6090. <https://doi.org/10.13189/ujer.2020.082244>
- Puglisi, G. E., Prato, A., Sacco, T., & Astolfi, A. (2022). *Influence of classroom acoustics on the reading speed: A case study on Italian second-graders*. 149(September). <https://doi.org/10.1121/1.5051050>
- Puranik, C. S., & Lonigan, C. J. (2011). Early writing deficits in preschoolers with oral language difficulties. *Journal of Learning Disabilities*, 45(2), 179–190. <https://doi.org/10.1177/0022219411423423>
- Purba, R., Resmi, R., Saputra, N., & Herman, H. (2022). Exploring the teaching of language variation use from early children's acquisition at school. *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 6(6), 5446–5453. <https://doi.org/10.31004/obsesi.v6i6.2907>
- Puspitasari, D., Lim, B. V, Evelina, R., & Setia, Y. (2023). The emergent literacy activities through the storytelling method with flashcard media for early childhood education. *Journal of Digital Learning and Education*, 3(1), 32–39. <https://doi.org/10.52562/jdle.v3i1.599>
- Puspitasari, V. I. (2022). Science project sebagai strategi stimulasi kemampuan bicara pada speech delay anak usia dini. *EDUKIDS: Jurnal Inovasi Pendidikan Anak Usia Dini*, 2(1), 17–24. <https://doi.org/10.51878/edukids.v2i1.993>

- Putra, A. Y., Yudiernawati, A., & Maemunah, N. (2018). Pengaruh pemberian stimulasi oleh orang tua terhadap perkembangan bahasa pada anak usia Toddler di PAUD Asparaga Malang. *Nursing News: Jurnal Ilmiah Keperawatan*, 3(1), 563–571.
- Putri, D. (2023). SFA-based learning material design to improve english medical terminology acquisition among south east asian nursing students. *Elt Forum Journal of English Language Teaching*, 12(2), 110–121. <https://doi.org/10.15294/elt.v12i2.68217>
- Rachma, S. F. (2020). Play montage to improve the intelligence of the early children's language. *Early Childhood Research Journal (Ecrj)*, 2(2), 69–79. <https://doi.org/10.23917/ecrj.v2i2.11708>
- Rahmawati, R., & Sa'diyah, A. (2022). Development of contextual-based nahwu teaching materials for vii class at mtsn 3 jombang. *Schoolar Social and Literature Study in Education*, 2(1), 10–15. <https://doi.org/10.32764/schoolar.v2i1.1323>
- Ranke, M. B., Vollmer, B., Traunecker, R., Wollmann, H. A., Goelz, R. R., Seibold-Weiger, K., Speer, C. P., & Krägeloh-Mann, I. (2007). Growth and development are similar in VLBW children born appropriate and small for gestational age: an interim report on 97 preschool children. *Journal of Pediatric Endocrinology & Metabolism: JPEM*, 20(9), 1017–1026. <https://doi.org/10.1515/jpem.2007.20.9.1017>
- Rao, K., & Meo, G. (2016). Using universal design for learning to design standards-based lessons. *Sage Open*, 6(4), 1–12. <https://doi.org/10.1177/2158244016680688>
- Rashid, A., Manzoor, A., & Khalid, M. U. (2024). Examine the level of awareness about differentiated instructions among special education teachers. *Pakistan Social Sciences Review*, 8(I), 139–147. [https://doi.org/10.35484/pssr.2024\(8-i\)12](https://doi.org/10.35484/pssr.2024(8-i)12)
- Rashid, M. (2023). Language development in children with cochlear implant using bimodal approach: slp perspective. *JHRR*, 3(2), 1245–1251. <https://doi.org/10.61919/jhrr.v3i2.81>

- Rashid, S. M. M., & Wong, M. T. (2023). Challenges of implementing the individualized education plan (IEP) for special needs children with learning disabilities: Systematic literature review (SLR). *International Journal of Learning, Teaching and Educational Research*, 22(1), 15–34. <https://doi.org/10.26803/ijlter.22.1.2>
- Rashidi, N., & Safari, F. (2011). A model for efl materials development within the framework of critical pedagogy (cp). *English Language Teaching*, 4(2), 250. <https://doi.org/10.5539/elt.v4n2p250>
- Ravignani, A., Bella, S. D., Falk, S., Kello, C. T., Noriega, F., & Kotz, S. A. (2019). Rhythm in speech and animal vocalizations: a cross-species perspective. *Annals of the New York Academy of Sciences*, 1453(1), 79–98. <https://doi.org/10.1111/nyas.14166>
- Read, C. (2023). *Teaching and learning English in the early years: all you need to know to be the best teacher possible*. Pavilion Publishing and media.
- Recalde, J. M., Martín, R. P., & Márquez, M. (2021). How classroom acoustics influence students and teachers: a systematic literature review. *Journal of Technology and Science Education*, 11(2), 245. <https://doi.org/10.3926/jotse.1098>
- Rethfeldt, W. S., McNeilly, L., Laasonen, M., Meir, N., Abutbul-Oz, H., Smolander, S., Niegia Garcia Goulart, B., & Frances Hunt, E. (2024). Assessment of developmental language disorder in multilingual children: results from an international survey. *Folia Phoniatrica et Logopaedica*, 76(2), 127–150.
- Rezeki, T. I., & Sagala, R. W. (2020). Semantic analysis of language acquisition in three years old child. *Jurnal Serunai Bahasa Inggris*, 12(2), 75–79. <https://doi.org/10.37755/jsbi.v12i2.300>
- Richards, J. C. (2006). Materials development and research—making the connection. *Relc Journal*, 37(1), 5–26. <https://doi.org/10.1177/0033688206063470>
- Roberts, M. Y., & Kaiser, A. P. (2015). Early intervention for toddlers with language delays: A randomized controlled trial. *Pediatrics*, 135(4), 686–693.

- Romeo, R. R., Flournoy, J. C., McLaughlin, K. A., & Lengua, L. J. (2022). Language development as a mechanism linking socioeconomic status to executive functioning development in preschool. *Developmental Science*, 25(5). <https://doi.org/10.1111/desc.13227>
- Romeo, R. R., Leonard, J. A., Robinson, S. T., West, M. R., Mackey, A. P., Rowe, M. L., & Gabrieli, J. D. E. (2018). Beyond the 30-million-word gap: children's conversational exposure is associated with language-related brain function. *Psychological Science*, 29(5), 700–710. <https://doi.org/10.1177/0956797617742725>
- Rossett, A. (1987). *Training needs assessment*. Educational Technology.
- Rowe, M. L., Kirby, A. L., Dahbi, M., & Luk, G. (2022). Promoting language and literacy skills through music in early childhood classrooms. *The Reading Teacher*, 76(4), 487–496. <https://doi.org/10.1002/trtr.2155>
- Rustan, E. (2019). Communication strategy for children with speech delay. *Ta'dib: Jurnal Pendidikan Islam*, 24(2), 264–270. <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/4009>
- Rwamweng, E., Kiyundo Zikanga, D., & Mugizi, W. (2020). Instructional materials and english reading literacy of pupils in universal primary education schools in fort portal municipality in uganda. *Journal of Education and Practice*, 11(6), 23–31. <https://doi.org/10.7176/jep/11-6-03>
- Sabetra, F., Ambiyar, A., & Aziz, I. (2021). The component of lesson plan on classroom management. *International Journal of Humanities Education and Social Sciences (Ijhess)*, 1(3), 206 – 211. <https://doi.org/10.55227/ijhess.v1i3.72>
- Sadrkhanlou, M., Maher, A., Alimohammadzadeh, K., Jafari, M., & Bahadori, M. (2023). Applying the delphi approach to prioritize social factors affecting the development of children under six years. *BMC Public Health*, 23(1), 1–10. <https://doi.org/10.1186/s12889-023-16521-x>
- Sahaat, Z., Nasri, N. M., & Bakar, A. Y. A. (2020). ADDIE model in teaching module design process using modular method: Applied topics in design and technology subjects. *1st Progress in Social Science, Humanities and*

Education Research Symposium (PSSHERS 2019), 719–724.

- Şahlı, A. S., Şahin, F. M., & Belgin, E. (2018). An analysis of language and speech disorders in preschool children in turkey: the case of beypazarı. *Erken Çocukluk Çalışmaları Dergisi*, 2(3), 474–484. <https://doi.org/10.24130/eccdjecs.196720182386>
- Sahudin, S., Maideen, N. C., Shamsudin, A. F., & Shuib, N. . (2021). Literature review on the factors affecting teaching effectiveness of undergraduate engineering programmes. *ASEAN Journal of Engineering Education*, 5(1), 17–24.
- Şanal, S. Ö., Akçay, A., Tutulmaz, M. Ç., & Erdem, M. (2019). Application of learning theories in online instructional environments and materials: a study for developing a set of criteria. *Bartın University Journal of Faculty of Education*, 8(2), 707–732. <https://doi.org/10.14686/buefad.528904>
- Sanford, A. K., Park, Y., & Baker, S. (2011). Reading growth of students with disabilities in the context of a large-scale statewide reading reform effort. *The Journal of Special Education*, 47(2), 83–95. <https://doi.org/10.1177/0022466911430350>
- Saputra, K. Y., Artini, L. P., & Utami, I. A. M. I. (2023). Parental Support towards Young Learner's English Achievement. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 11(1), 83–90.
- Sari, N. M., Setiani, A., Rinangkit, I., & Subhan, H. (2021). The development of teaching materials based on problem solving exploration with microsoft kaizala applications. *Al-Jabar: Jurnal Pendidikan Matematika*, 12(2), 253–266.
- Sari, W. A., & Ariyanti, T. D. (2022). Language acquisition (types of sentence) of three to four years old children. *Disastra Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 4(1), 20. <https://doi.org/10.29300/disastra.v4i1.4718>
- Savitri, N. P. S. P., Primatanti, P. A., & Kusumadewi, N. P. I. (2024). Faktor risiko yang berhubungan dengan terjadinya speech delay pada anak. *PREPOTIF: Jurnal Kesehatan Masyarakat*, 8(2), 3304–3317.
- Sénéchal, M., & LeFevre, J. (2002). Parental involvement in the development of

- children's reading skill: A five-year longitudinal study. *Child Development*, 73(2), 445–460.
- Shaaban, T. S. (2024). The effectiveness of speech-language intervention on expressive vocabulary and social communication in preschool-aged children with language delay. *Joe*, 38(150), 39–64. <https://doi.org/10.34120/joe.v38i150.293>
- Shammari, Z. A., & Faulkner, P. E. (2019). Effects of special education teachers' specialization and teaching experience on using evidence-based cognitivist instructional strategies in inclusion classrooms. *International Conference on Research in Education, Teaching and Learning*, 11(2), 40–44. <https://doi.org/10.33422/2nd-icetl.2019.04.237>
- Shen, J., Mass, H., & Vocational, M. (2024). Development of online and offline mixed teaching materials for higher vocational education under the background of internet. *International Journal of E-Collaboration*, 20(1), 1–12. <https://doi.org/10.4018/IJeC.342124>
- Shetty, P. (2012). *Speech and language delay in children : A review and the role of a pediatric dentist*. 30(2). <https://doi.org/10.4103/0970-4388.99979>
- Shonkoff, J. P. (2017). Rethinking the definition of evidence-based interventions to promote early childhood development. *Pediatrics*, 140(6). <https://doi.org/10.1542/peds.2017-3136>
- Sidhu, M. S., Malhi, P., & Jerath, J. (2013). Early language development in indian children: a population-based pilot study. *Annals of Indian Academy of Neurology*, 16(3), 371. <https://doi.org/10.4103/0972-2327.116937>
- Skinner, B. F. (1957). *Verbal Behavior*. Appleton-Century-Crofts.
- Sofyan, S. (2023). Analysis of students' difficulties in learning english skills at boarding islamic schools. *International Journal of Contemporary Studies in Education (Ij-Cse)*, 2(3), 223–241. <https://doi.org/10.56855/ijcse.v2i3.766>
- Sriadi, K., Utami, I. G. A. L. P., & Budiarta, L. G. R. (2025). Inclusive Pedagogy in Practice: Teaching English to Deaf and Mute Students in Elementary School. *Journal of Educational Study*, 5(2), 187–200.
- Srivani, V., Hariharasudan, A., Nawaz, N., & Ratajczak, S. (2022). Impact of

- education 4.0 among engineering students for learning english language. *Plos One*, 17(2), e0261717. <https://doi.org/10.1371/journal.pone.0261717>
- Srivani, V., HariharasudanI, A., Nawaz, N., & Ratajczak, S. (2023). The impact of university english teachers' personal teaching styles on the formation of students' english learning habits. *Frontiers in Educational Research*, 6(22). <https://doi.org/10.25236/fer.2023.062209>
- Strogilos, V. (2018). The value of differentiated instruction in the inclusion of students with special needs/ disabilities in mainstream schools. *SHS Web of Conferences*, 42, 3. <https://doi.org/10.1051/shsconf/20184200003>
- Stufflebeam, D. L., McCormick, C. H., Brinkerhoff, R. O., & Nelson, C. O. (2012). *Conducting educational needs assessments* (Vol. 10). Springer Science & Business Media.
- Stufflebeam, D. L., & Zhang, G. (2017). *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability*. Guilford Publications.
- Sudimac, N. (2020). An analysis of phonetic-phonological and orthographic errors when learning serbian as a foreign language. *Facta Universitatis Series Linguistics and Literature*, 18(1), 109–118. <https://doi.org/10.22190/full2001109s>
- Sundari, W., & Siahaan, S. M. (2023). Digital teaching materials based on attention relevance confidence satisfaction substance pressure material. *Journal of Curriculum Indonesia*, 6(1), 69–75.
- Sunderajan, T., & Kanhere, S. (2019). Speech and language delay in children: prevalence and risk factors. *Journal of Family Medicine and Primary Care*, 8(5), 1642. https://doi.org/10.4103/jfmmpc.jfmmpc_162_19
- Svirsky, M. A., Teoh, S., & Neuburger, H. (2004). Development of language and speech perception in congenitally, profoundly deaf children as a function of age at cochlear implantation. *Audiology and Neurotology*, 9(4), 224–233. <https://doi.org/10.1159/000078392>
- Swain, S. K., Sahu, M. C., & Choudhury, J. (2018). Speech disorders in children: our experience in a tertiary care teaching hospital in Eastern India. *Pediatrica Polska*, 93(3), 217–220. <https://doi.org/10.5114/polp.2018.77199>

- Syamsuardi. (2015). Speech delay and its affecting factors (case study in a child with initial aq). *Journal of Education and Practice*, 6(32), 68–71.
- Tan, S., Mangunatmadja, I., & Wiguna, T. (2019). Risk factors for delayed speech in children aged 1-2 years. *Paediatrica Indonesiana*, 59(2), 55–62. <https://doi.org/10.14238/pi59.2.2019.55-62>
- Tekerek, M., & Tekerek, B. (2018). Integrated instructional material and development processes. *Turkish Journal of Education*, 7(3), 156–168. <https://doi.org/10.19128/turje.362491>
- Thiagarajan, S. (1974). *Instructional development for training teachers of exceptional children: A sourcebook*. ERIC.
- Thomas, F. B. (2022). A study focuses on the usage of ict in english teaching-learning for students with special educational needs in an inclusive classroom settings. *Conference on English Language Teaching*, 2, 56–64. <https://doi.org/10.24090/celti.v2.34>
- Tomlinson, B. (2010). Principles and procedures for self-access materials. *Studies in Self-Access Learning Journal*, 1(2), 72–86. <https://doi.org/10.37237/010202>
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179. <https://doi.org/10.1017/s0261444811000528>
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Ascd.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms*. Ascd.
- Uju, I. M., & Gabriel-Job, N. (2021). Screening for speech and language delay among children up to or less than 3 years seen in the children clinic of a tertiary hospital in port harcourt. *International Journal of Tropical Disease & Health*, 42(1), 40–49. <https://doi.org/10.9734/ijtdh/2021/v42i130430>
- Ulfa, S. M., Wiryokusumo, I., & Leksono, I. P. (2019). The development of teaching material based on multiple intelligence theory of central learning model for childhood aged 5-6 years. *International Journal of Educational*

Technology and Learning, 5(1), 20–24.
<https://doi.org/10.20448/2003.51.20.24>

- Ullrich, D., Ullrich, K., & Marten, M. (2014). A longitudinal assessment of early childhood education with integrated speech therapy for children with significant language impairment in germany. *International Journal of Language & Communication Disorders*, 49(5), 558–566.
<https://doi.org/10.1111/1460-6984.12092>
- Vulchanova, M., & Vulchanov, V. (2021). Language development in typically developing children and children with developmental deficits: a concise qualitative review. In *Papers of the Institute for Bulgarian Language “Prof Lyubomir Andreychin”: Vol. XXXIV*. <https://doi.org/10.7546/pibl.xxxiv.21.10>
- Vygotsky, L. S. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.
- Wahid, A., Sudibyo, D., & Hardianti. (2021). Instructional material based on whatsapp for speaking classroom in private university: a need analysis. *Asels_2021*, 1(1), 6–11. <https://doi.org/10.51773/asels2021.v1i1.4>
- Wallace, I. F., Berkman, N. D., Watson, L. R., Coyne-Beasley, T., Wood, C. T., Cullen, K., & Lohr, K. N. (2015). Screening for speech and language delay in children 5 years old and younger: a systematic review. *Pediatrics*, 136(2), e448–e462.
- Wang, M. V., Aarø, L. E., & Ystrøm, E. (2018). Language delay and externalizing problems in preschool age: a prospective cohort study. *Journal of Abnormal Child Psychology*, 46(5), 923–933. <https://doi.org/10.1007/s10802-017-0391-5>
- Wang, M. V, Aarø, L. E., & Ystrøm, E. (2018). Language delay and externalizing problems in preschool age: a prospective cohort study. *Journal of Abnormal Child Psychology*, 46(5), 923–933. <https://doi.org/10.1007/s10802-017-0391-5>
- Wang, Y. (2023). Influence of early family nurturing environment on children’s psychological and emotional social development. *Iranian Journal of Public Health*, 52(10), 2138–2147. <https://doi.org/10.18502/ijph.v52i10.13852>

- Werker, J. F. (2012). Perceptual foundations of bilingual acquisition in infancy. *Annals of the New York Academy of Sciences*, 1251(1), 50–61. <https://doi.org/10.1111/j.1749-6632.2012.06484.x>
- Wiggins, L. D., Tian, L., Levy, S. E., Rice, C. E., Lee, L., Schieve, L. A., Pandey, J., Daniels, J. L., Blaskey, L., Hepburn, S., Landa, R., Edmondson-Pretzel, R., & Thompson, W. K. (2017). Homogeneous subgroups of young children with autism improve phenotypic characterization in the study to explore early development. *Journal of Autism and Developmental Disorders*, 47(11), 3634–3645. <https://doi.org/10.1007/s10803-017-3280-4>
- Wijayanti, N. L. E. C., Utami, I. G. A. L. P., & Budiarta, L. G. R. (2025). The Practice, Challenge and Solution of English Teaching for Students with Reading Disability in An Inclusive Classroom. *The Art of Teaching English as a Foreign Language (TATEFL)*, 6(2), 149–161.
- Williams, P. G., Lerner, M., Sells, J. M., Alderman, S. L., Hashikawa, A. N., Mendelsohn, A. L., McFadden, T., Navsaria, D., Peacock, G., Scholer, S. J., Takagishi, J., Vanderbilt, D., Pinto, C. L. D., Attisha, E., Beers, N., Gibson, E., Gorski, P. A., Kjolhede, C., O'Leary, S. C., ... Weiss-Harrison, A. (2019). School Readiness. *Pediatrics*, 144(2), 1–17. <https://doi.org/10.1542/peds.2019-1766>
- Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. Sage.
- Wong, C., Odom, S. L., Hume, K. A., Cox, A. W., Fettig, A., Kucharczyk, S., Brock, M. E., Plavnick, J. B., Fleury, V. P., & Schultz, T. R. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*, 45(7), 1951–1966.
- Wulanjani, A. N. (2018). Exploring students' need for developing material of english for civil engineering. *Metathesis Journal of English Language Literature and Teaching*, 2(1), 1. <https://doi.org/10.31002/metathesis.v2i1.552>
- Yasin, A., Aksu, H., Erdoğan, Ö., & Özgür, B. G. (2017). Speech and language delay in childhood: a retrospective chart review. *Ent Updates*, 7(1), 22–27.

<https://doi.org/10.2399/jmu.2017001004>

- Yasseen, D. G., Waly, N. E., & Abdulghani, K. O. (2020). Polyunsaturated fatty acids supplementation can improve specific language impairment in preschool children: a pilot study. *The Egyptian Journal of Neurology Psychiatry and Neurosurgery*, 56(1). <https://doi.org/10.1186/s41983-020-0158-8>
- Yin, J., Guan, C. Q., Smolen, E. R., Geva, E., & Wang, M. (2022). Does early exposure to chinese–english biliteracy enhance cognitive skills? *Frontiers in Psychology*, 13, 1–17. <https://doi.org/10.3389/fpsyg.2022.852437>
- Yow, W. Q., Tan, J. S. H., & Flynn, S. (2017). Code-switching as a marker of linguistic competence in bilingual children. *Bilingualism Language and Cognition*, 21(5), 1075–1090. <https://doi.org/10.1017/s1366728917000335>
- Yusrina, Tang, M. R., & Saud, S. (2021). Needs analysis of teaching materials for learning discourse analysis. *Proceeding of International Conference on Language Pedagogy*, 1(1), 263–268. <https://doi.org/10.24036/icolp.v1i1.49>
- Zeng, Y. (2023). The application of multimodal learning to enhance language proficiency in oral english teaching. *Adult and Higher Education*, 5(18). <https://doi.org/10.23977/aduhe.2023.051806>
- Zengin-Akkuş, P., Çelen-Yoldaş, T., Kurtipek, G., & Özmert, E. N. (2018). Speech delay in toddlers: are they only 'late talkers'? *The Turkish Journal of Pediatrics*, 60(2), 165–172. <https://doi.org/10.24953/turkjpmed.2018.02.008>
- Zhang, Q., Saharuddin, N., & Aziz, N. A. B. A. (2022). The analysis of teachers' perceptions of moral education curriculum. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.967927>
- Zhao, J., Brinkman, S., Zhang, Y., Song, Y., Lu, C., Young, M. E., Zhang, Y., Ip, P., Shan, W., & Jiang, F. (2020). Measuring early childhood development with the early human capability index (eHCD): a reliability and validity study in China. *BMC Pediatrics*, 20(1), 1–10. <https://doi.org/10.1186/s12887-020-02210-w>
- Zua, B. (2019). Nigeria language policy: a conflict of interest. *International Journal of Humanities and Social Science*, 9(10), 26–32. <https://doi.org/10.30845/ijhss.v9n10a3>

Zuraida, L., Laksana, I. K. D., & Simpen, I. W. (2020). Type of bilingual acquisition of balinese and japanese mixed marriage in bali. *E-Journal of Linguistics*, 15(1), 66. <https://doi.org/10.24843/e-jl.2021.v15.i01.p08>

