

State of Formation of Motivation as one of the Structural-functional Components of Speech Development of Primary Schoolchildren with Dysgraphia

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Abstract---The article presents the results of the research of motivation as one of the structural-functional components of speech development of primary schoolchildren with dysgraphia. The role of motivation in the process of human activity and the development of mental functions are emphasized. It is noted that the research of speech activity has to include the study of special features and a motivational aspect of the corresponding activity. The author of the article draws attention to the necessity of the research of this issue especially among primary schoolchildren with dysgraphia. The features of motivation development among primary schoolchildren with dysgraphia are identified. Empirical research, aimed at the examination of the criteria of the motivational component of speech development of such category of primary schoolchildren, has been carried out. It has been experimentally proven that primary schoolchildren with dysgraphia tend to have a decrease of interest and a positive attitude towards learning: there is an increase in the percentage of children who have a neutral attitude towards learning, which leads to a decrease in their level of academic achievements. It has been found out that the indicators of motivational component formation of a majority of 2nd form learners with dysgraphia are lower than medium (59.5%), and the highest number of learners with dysgraphia of the 3rd form have a medium level (62.8%) of motivational component formation. Very few changes have been observed in the increase in the level of motivation among the 3rd form learners.

Keywords---motivation, speech development, primary schoolchildren, dysgraphia.

I. Introduction

Speech development of primary schoolchildren with dysgraphia is quite urgent issue, especially in the modern period of information technology development. Primary schoolchildren, responding to the rapid development of new communication technologies, are quite motivated to be equipped with quality tools that can be used in the solution of general educational issues, caused by writing disorders.

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Modern scientists [1-4] research the following important psychological prerequisites for the development of writing: oral speech formation, different types of perception, prerequisites for intelligence, level of formation of abstract ways of activity, the ability for analytically-synthetic activity, formation of general behavior, regulation, self-regulation, intentions, and motives. Disorders of mentioned above features can cause dysgraphia. In the categorical aspect, dysgraphia is a component of the concept of “specific learning disorders” that has a neurological basis [5] and it is not a result of a lack of motivation, sensory impairments, and inadequate learning conditions, but it may be combined with them [6-7].

Structural and functional disorders of the central nervous system in the state of dysgraphia provide a basis for various forms of disorders. Therefore, when researching speech development of a child with dysgraphia, it is necessary to take into account the limiting factor of higher mental functions, state of the mental level of writing process organization and it is also necessary to take into account the probability of disorders in the organization of writing process as an activity. Violation of the interaction between functional components of writing, as well as a lack of basic components of writing in some cases, can be an independent cause of writing disorders, and in others – can increase the symptoms of dysgraphia as a speech disorder.

The relevance of the research of motivation level as one of the structural and functional components of speech development of primary schoolchildren with dysgraphia is based on the need to form and develop children’s writing skills [8-10]. Children’s writing skills are developed as a special form of language production, which not only equips children with new means of communication but also stimulates the enhancement of their mental processes to a higher level of functioning – awareness, and arbitrariness.

Research of all mental processes, including speaking, should include a personal, motivational plan of the relevant activity [11-13]. Motivational processes and functioning of mental processes are at the heart of human activity, they determine one or another way of human behavior, its trajectory [14]. Research of this issue can be especially relevant for children, who are mastering language skills [15-25].

It is a well-known fact that the leading activity of a primary schoolchild is learning, which influences the system of his or her relations with the surrounding world. Guiding the learning process means to encourage the external and internal activity of a child, as a result of which a child acquires knowledge, develops skills, is being developed as a personality. Primary schoolchildren’s educational interest is viewed in their intellectual focus on the search for something new features of objects, phenomena, events. It is accompanied by a desire to know more about their peculiarities; almost always there exists a conscious attitude towards objects, phenomena, events. This interest is always emotionally colored (astonishment, admiration, the joy of finding, the experience of success, frustration because of failure), and manifested in volitional actions, attempting to learn new sides of the surrounding reality.

This is a way how a gradual process is carried out. First, primary schoolchildren prefer learning as a socially useful activity in general, then they are attracted by certain types of educational work (reading, writing, and drawing), and later they independently begin to turn their practical tasks into educational activities, showing the inner content of their learning activity.

However, inadequate speech development adversely affects all areas of personality. The deterioration of modern primary schoolchildren’s health, a lack of or uneven development of children’s higher mental functions that ensure readiness to master writing skills, lead to a spread of children’s dysgraphia.

Difficulties in writing negatively affect the child's intellectual and personal development; lead to problems in mastering other school subjects, since the basis of any learning process is an oral and written processing of the material. Difficulties in mastering school subjects disorient the child, reduce dramatically his or her learning motivation, and worsen the family atmosphere.

It should be noted that nowadays there exists a lack of research focused on the process of developing primary schoolchildren's motivation for reading and writing, as the children of this age only start mastering language skills [24].

Modern research works on motivation are characterized by a tendency for the transition from considering the context as an independent variable affecting the personality's motivation to researching the motivation as a socially determined issue, which is formed under the influence of actions and beliefs in this or that situation, under certain conditions [26]. This leads us to understand the fact that the individual values of motivation, interests, achievements, and other components are different in different situations and can be developed over time [24, 27].

Thus, there have been some studies on reading motivation, based on surveys [16, 28]. There is a concern about how primary schoolchildren interpret the questions of the questionnaire and give answers to them. Such results of the study limit the use of questionnaires [24].

In some studies, aimed at the research of motivation for language skills development, the questionnaires for teachers or parents have been used. It has been suggested that these strategies make it difficult to understand the child's point of view [29].

In the research work of Nolen [24] the ethnographic observation together with a survey with students and interviews with their teachers have been conducted. The aim was to research the changes in the motivation of primary schoolchildren's language skills development for a period of three years. The study showed the emotional attitude of children towards reading and writing, including reasons for learning to read and write which were significant for them. The role of the school context in children's choice of these reasons has been also studied.

Analysis of the research works has shown that it is preferable to consider children's motivation for developing reading and writing skills from a perspective of their development under specific conditions [30-31]. Development of language skills, teaching methods, and a high level of motivation provide opportunities for mastering all language skills.

However, it should be noted that in a majority of studies the level of organization of primary schoolchild's personality in different contexts of developing language skills is not taken into account (his or her ideals, outlook, social orientation, social security, features of mental processes, emotions). There is a lack of research aimed at the study of the motivation of primary schoolchildren with difficulties in writing skills development or with their disorders (dysgraphia) in the process of learning to read and write. In addition, there are no diagnostic methods for identifying the degree of motivation for the writing of the specified category of children [32]. However, without this, it is impossible to trace the development and the result of the motivation formation, since the study of motivation and its formation are two sides of the same process of development of the motivational sphere of child's personality.

II. Materials and Methods

The experimental work involved 298 primary schoolchildren with dysgraphia: $n = 158$ learners of the 2nd grade and $n = 140$ learners of the 3rd grade of 12 schools in different cities of Ukraine. Empirical research was conducted to test *the criteria of the motivational component*, namely: awareness of social importance of learning; ability for socially approved actions and achievements; focus on achieving and learning new things; interest in obtaining knowledge; capacity for self-realization in various types of speech activity, the motivation that determine the desire for self-improvement; positive motivation for learning.

In order to research the intensity of cognitive needs, we used the standardized methodology proposed by Yermakov and Yurkevich [33]. It is used for teachers who, on the basis of observations and conversations with other teachers, with children's parents, should choose the answers to certain questions of the questionnaire. It helps to identify the leading motives of a child's learning activity. We carried out a qualitative analysis of the structure of primary schoolchildren's learning motivation and identified its correspondence with the criteria: richness and variety of motives; social value of motives; the presence of cognitive interests in the structure of motivation. The intensity of cognitive need was determined by the number of points received, if the student received 17-25 points – the need is expressed strongly, 12-16 points – moderately, less than 12 points – the need is expressed poorly.

To diagnose the main indicators of primary schoolchildren's learning motivation a test-questionnaire of N. Yelfimova [34] was used. It is aimed at the identification of 4 indicators: student's attitude towards learning, student's attitude towards specific subjects; types of student's personally meaningful activity; student's personally important subjects; internal and external motives of learning activity. The leading motives of primary schoolchild's learning activity have been distinguished; quantitative and qualitative analysis of the structure of motivation of student's learning activity has been carried out according to the criteria: richness and variety of motives, the social value of motives, and presence of cognitive interests in the structure of motivation. The maximum score is 45.

In order to identify children's motivation for learning and language production, an author's questionnaire has been designed. It takes into account the level of organization of the primary schoolchild's personality (his or her worldview, ideals, social orientation, features of mental processes, emotions).

The results of the fulfillment of the tasks (quantitative-qualitative analysis and characteristics) according to the component under study were analyzed with the help of the method of mathematical-statistical processing or method of qualitative analysis and appropriate levels were identified.

III. Results

The intention for learning is a system of motives, which combines cognitive interests, aspirations, and motivational attitudes [35]. Learning activity, including speech production, is polymotivated because the child's activity has different sources, namely: internal, external and personal [16, 18, 29, 36-41].

The internal sources of learning motivation include cognitive and social needs (aspiration to socially approved actions and achievements). External sources of learning motivation are determined by learners' living conditions: requirements, expectations, and opportunities. Personal sources of learning motivation include interests, needs, attitudes, standards, and stereotypes that determine the desire for self-improvement, self-affirmation, and self-realization in various activities. Wigfield [35] states that many children come to school with a great desire to learn and

they are really motivated for success but gradually this desire disappears. Intrinsic motivation may also decrease [42-43].

Cognitive motive occupies a special place within the framework of various learning motives. However, cognitive activity is not a direct consequence of the age, and, for various reasons, not all children have this feature. Cognitive motivation has its zone of proximal development and is formed under the influence of another person.

It is a well-known fact that primary schoolchildren's learning motivation is one of the didactic conditions. After all, the child relatively easily acquires the material when he or she has a direct cognitive or consumer interest for this material. Therefore, teaching should be based on the psychological and pedagogical principle of the actual vital need for appropriate knowledge for a particular child.

In the classical and modern psychological and pedagogical scientific literature, speech development is understood as a process of a child's speech formation under the influence of psychological and physiological maturity and socio-cultural environment. Therefore, while researching motivation as a structural and functional component of speech development of primary schoolchildren with dysgraphia, it is important to analyze their oral and written speech, taking into account individual characteristics of the above-mentioned processes, as well as the structure of speech environment in the context of family and school.

In order to design the questionnaire aimed at the identification of primary schoolchildren's motivation for learning and language production, we have analyzed the forms of language production: oral and written. While preparing the questionnaire, the idea of the combination of a certain number of conditions that help successfully master writing, turned out to be very important. Let us analyze this issue in more detail.

Thus, the development of primary schoolchildren's language production is carried out in the process of mastering different types of skills (listening, speaking, copying, reading, and retelling). If we consider writing as a type of language production, it should be noted that it is referred to as secondary types, because it is developed much later than speaking and listening.

The most important feature of writing, which complicates its mastering and distinguishes it from oral speech, is a lack of motivation. The child feels the motivation for verbal speech naturally in a communicative situation; it is determined directly by the communicative situation. Special conditions are required to create motivation for writing. Primary schoolchildren with the disorders of speech development may have a low level of motivation for both oral and written speech. That is why, at the stage of teaching writing and developing writing skills it is necessary for a teacher to identify the state of formation of affective components of speech development since motivation and attitude play the most important role in teaching writing and involving children in this process [44-45].

In addition, when teaching reading and writing it is important to pay attention to the creative development of primary schoolchildren. That is, tasks should encourage the child's motivation to be engaged in written activities; in this case, a child will be eager to express his or her thoughts through the sign system of language [46].

Let us consider in more detail the issue of motivation for language production. Outstanding psychologists such as L. Vygotsky, A. Leontiev, and S. Rubinstein proved that motivation for activity arises when a person's action is directed at solving the tasks that are currently of a great priority. Emotional readiness for the activity, in particular

language production, is also a significant fact. An important condition of successful writing is a child's emotional state while completing the task.

Thus, a positive attitude towards writing helps to unleash the potential of opportunities and to involve some additional resources – a desire to succeed in the activity based on the experience that has already been gained. Thus, the situation of success is an additional resource for the development of writing skills; it helps to consolidate a positive experience in memory that guides personality to achieve a certain goal [47].

Thus, the conditions of successful development of writing skills include motivation, positive experience of writing, level of child's oral speech, need for written production, and use of creative tasks that help to engage interest in this type of activity. Accordingly, the questions of the questionnaire, aimed at the identification of motivation for learning and speaking are formulated taking into account the above-mentioned conditions of successful development of written production skills in primary school.

Let us consider the content of the questionnaire. The questionnaire consists of eleven questions that allow a specialist to clearly identify the level of readiness and motivation of primary schoolchildren for learning and spoken production, taking into account the level of personality's organization and identification of leading component in children's learning and language production: social orientation, peculiarities of mental processes, emotional factor.

The questionnaire is divided into 5 scales:

- I (1st, 2nd, 3rd, 9th questions) - the answers to these questions identify the attitude towards different types of learning and language skills (listening, speaking, reading, writing);
- II (5th, 6th questions) – development of writing skills (writing maturity);
- III (8th, 10th questions) – attitude towards types of writing (predominance of certain types of writing): copying, dictation, independent writing (degree of independence of writing);
- IV (4th question) – attitude towards types of oral speech (predominance of certain types of oral production: monologue, dialogue);
- V (7th question) – preference of oral or written production (which type of language production is the best for a child).

The 11th question is not included in the overall system of assessment because it is a purely informative one.

The children are explained the rules of filling in the questionnaire. The teacher draws emoticons on the board and asks children whether they know what they mean (smiling, gloomy, indifferent). While answering the questions, children can choose only one answer, which determines their positive attitude towards the process described. Next to the selected answer, the child underlines or circles a chosen emoticon (a symbol of the predominance of some kind of activity and the dominance of visual, auditory, tactile analyzers during the perception of the material). When being a marker of a particular answer, an emoticon allows a child to really focus on his or her own way of perceiving the material and to answer the questions more clearly by choosing one of the suggested options.

Before starting to fill in the questionnaire, the teacher, together with the children, finds the options of an answer to an additional question according to the algorithm. The stage of answering a sample question is required to train learners to use the form properly. A sample question is given on the board or the child is handed out a personal paper form: Do you like to dance? Emoticons are drawn next to each variant of the answer: a) I love to dance very much; b) I like to dance with my friends; c) I like to watch other people dancing. Instruction: "Among all the answers to the questions, choose only one that suits you and underline (circle) an emoticon that is smiling. Next, find the answer you don't like the most and underline (circle) a gloomy or indifferent emoticon".

The results of the questionnaire make it possible to quantitatively and qualitatively analyze the answers. Only a positive answer (which the child likes) is allocated a number of points: option "a" – 3 points; option "b" – 2 points, option "c" – 1 point. Options that express a negative or indifferent answer to the question are purely informative and relevant for qualitative assessment. The maximum number of points that can be scored on each scale is 12 points.

Taking into account the level of personality's organization, a certain number of points scored by a child corresponds to high, sufficient (higher than medium), medium, lower than medium and low levels of readiness and motivation for learning and language skills development (taking into account the level of organization of personality).

The results of the fulfillment of the tasks (quantitative-qualitative analysis and characteristics) according to the motivational component have been processed by the mathematical-statistical method or by the method of qualitative analysis and have been differentiated into the appropriate levels.

We have used several types of measurement scales for qualitative and quantitative results. The Nominal (or nominative) scale has been used for the purpose of qualitative classification (according to two or more qualitative characteristics). The ordinal scale has been used when it was necessary to order the numerical values (indicators) so that to identify the degree of quality expression of a given variable (feature). In order to determine the levels and order the data, we had to build an interval variation series. To build an interval series, it was necessary to find out the following data characteristics:

- Range ($R = x_{max} - x_{min}$);
- Number of intervals ($k = 1 + 3.32lg n$);
- Length of interval ($h = \frac{R}{k}$).

Thus, for the motivational component, the total score of one learner according to all methods was 160 points.

We are calculating:

- range $R = 157 - 14 = 143$,
- Number of intervals $k = 1 + 3,32lg 298 = 9.21 \approx 10$
- Length of interval $h = \frac{143}{10} = 14,3 \approx 15$

We are building an interval series.

Five levels are formed on the basis of the interval series:

- A sum of points from 135 to 164 corresponds to a high level;
- From 105 to 134 points – sufficient (higher than medium);
- From 75 to 104 points – medium;
- From 45 to 74 points – lower than medium;
- If the children scored up to 44 points, these indicators correspond to the low level of motivational component formation.

The survey of primary schoolchildren by means of the questionnaire was aimed primarily at finding out their motivation for learning and language skills development taking into account their outlook, ideals, social orientation, peculiarities of mental processes, and emotions. According to the results of the survey, it was found out that 3rd-grade learners prefer reading to writing. A majority of children prefer reading and writing at school (41.4% like to write and 51.6% – to read). Then the distribution of indicators goes as follows: 39 (27.9%) of learners enjoy reading while playing, and only 26 (18.6%) at home. Approximately the same number of learners likes to write at home (26.4%) and while playing (31.4%). The learners of the 3rd grade prefer stories told by friends (38.6%) and fairy tales and novels (38.6%) to stories told by a teacher at school (23.6%). In addition, children like to read fairy tales (42.8%) more than to listen to them (33.6%) and the least of all they like to tell them (23.6%). The results of a survey of 2nd-grade learners showed that they enjoy writing more than reading: more children prefer writing at school (51.9%), 48 (30.4%) are willing to write while playing and only 28 (17.7%) enjoy writing at home. A very small number of 2nd-grade learners like to read at school (9.5%) and at home (12.6%), but while playing as many as 120 (76%) of learners are willing to read. Learners of the 2nd grade, as well as those of the 3rd grade, like fairy tales and stories (52.5%) more than teachers' stories (17.7%); 29.1% of learners, prefer stories told by friends. In addition, children are eager to read fairy tales (48.1%), 39.2% like to listen to fairy tales, and 12% – to tell fairy tales.

The responses to questions about writing skills formation (writing maturity) showed that learners prefer to use pens and copybooks in the process of drawing their own dreams (52.8%) and writing a letter to Santa Claus (56.4%). 34.3% of learners prefer typing their wish and letter to Santa Claus on the computer (26.4%). A minority of primary schoolchildren want to draw their desire (12.8%) and 16.4% of learners will choose pencils and a piece of paper to draw the letter to Santa Claus. There is a quite different situation with the learners of the 2nd grade. More learners choose the handwritten letter to Santa Claus (35.4%). 41.1% of children prefer to draw their dream by a pen, while computer typing is preferred by 34.8% of children. However, 24% of respondents are willing to draw their desires (they choose pencils and a piece of paper to draw a letter to Santa Claus).

An analysis of the answers to the questions that characterize the attitude of children towards certain types of writing has revealed that a majority of 3rd-grade learners like independent writing (43.6%), but copying (28.6%), and

dictations (28.6%) they like the least. However, between independent writing and drawing, children choose to draw: in order to keep the fairy tale, which children made up on their own, a large number of 3rd-grade learners chose to draw it (41%), 29.3% preferred to write it down in a notebook, the same number of primary schoolchildren (29.3%) wanted to type it on the computer. A completely different picture can be seen while analyzing the responses of the 2nd-grade children. Thus, the largest number of children chose dictation (43%), then came copying (36.7%), and learners liked independent writing the least (19.6%). In addition, the largest number of children wished to draw their own fairy tale (43%), to write it down in a notebook (28.5%) and the same number of learners (28.5%) preferred to type it.

Among the types of oral production, learners of the 3rd grade prefer monologue. At the same time, 55.7% of children like to speak using their own words, 17.1% of respondents prefer to retell, and 26.4% of learners prefer dialogue. We got similar results while doing a survey with learners of the 2nd grade. Children also prefer monologues. 52.5% of learners are willing to speak using their words, 17.1% prefer retelling, and 30% of respondents like dialogue.

When asked what kind of speech production (oral or written) children liked more than drawing, only 14.3% of learners preferred writing, 33.6% would like to do their homework orally and 51.4% preferred drawing, as the loved to draw. Children of the 2nd grade are more likely to do homework in writing (43.2%), 32% prefer to do oral tasks, and the least number of learners like to do creative homework where they need to draw (24.7%).

Comparing the answers to the last question about leisure time, we can conclude that the least number of learners prefer reading and writing (the 2nd-grade learners – 24.7%, the 3rd grade – 19.3%). Children of the 2nd grade are willing to play computer games (27.2%) but most of all, they like drawing (47.5%). Learners of the 3rd grade equally prefer computer games (40%) and drawing (40%) in their spare time.

The results of the questionnaire as for the intensity of the cognitive need have shown that only 9.3% of 3rd-grade learners and 37.3% of 2nd-grade children have a strong cognitive need. Moderately expressed need was observed only in the responses of the 3rd-grade learners (45%). Most of the learners are characterized by a low level of cognitive needs (2nd grade (62%) and 3rd grade (45%)).

The purpose of the next task was to find out four indicators of primary schoolchildren's motivation for learning (learner's attitude towards learning; learner's attitude towards specific subjects; types of learner's personal meaningful activity; a subject which have personal importance for a learner; internal and external motives of learning). Results of the research have demonstrated that the richness and diversity of motives was a characteristic feature of 62% of the 2nd-grade learners and 45% of 3rd-grade learners. 24.7% of 2nd-grade children's motives were of social value. In the structure of motivation of 37.3% of 2nd-grade learners and 54.3% of 3rd-grade learners, there were cognitive interests. The motivation "under pressure" was observed in 12.6% of the respondents of the 2nd grade, while in the 3rd grade there were 27.1% learners who studied under the pressure of their parents or wanted to avoid bad grades and troubles. The generalized results of the research of the motivational component of speech development of primary schoolchildren with dysgraphia are presented in the table (Table 1).

Table 1. Levels of development of a motivational component of primary schoolchildren with dysgraphia, %

Level	Number of primary schoolchildren with dysgraphia n=298			
	Pedagogical experiment			
	Group of the 2 nd -grade learners, n=158		Group of the 3 rd -grade learners, n=140	
	in raw numbers	% from the general number	in raw numbers	% from the general number
High	-	-	1	0,7
Sufficient	1	0,6	1	0,7
Medium	47	29,7	88	62,8
Lower than medium	94	59,5	38	27,1
Low	16	10,1	12	8,6

The analysis of the experimental data shows that there are no learners with a high level of motivational component among the 2nd-grade children. Only 1 respondent (0.6%) with a sufficient level is found out. The medium level is characteristic of 47 primary schoolchildren (29.7%). Indicators of the majority of learners corresponded to a lower than medium level – 94 (59.5%). 16 learners (10.1%) were identified as those having a low level. There is only 1 learner (0.7%) of the 3rd grade with a high level of motivational component development, only 1 learner (0.7%) with a sufficient level. The greatest number of the 3rd grade primary schoolchildren has demonstrated the indicators, which correspond to the medium level – 88 (62.8%). 38 (27.1%) children are referred to a group with a lower than medium level. A low level was found out among 12 learners (8.6%).

IV. Conclusion

Therefore, timely identification of the causes of failures of primary schoolchildren with writing disorders, a clear identification of different features and mechanisms of these disorders, their difference from other violations, and nonspecific mistakes are extremely important for the development of the personality of a primary schoolchild. All these aspects are important for the establishment of a child's success and ability to live in the society, as well as for carrying out an appropriate corrective work, developing a holistic system of work aimed at the correction of these disorders and preventing school alienation in general.

According to the results of the research, we have found out that primary schoolchildren with dysgraphia are characterized by very slight changes in the level of motivation. Comparative analysis of data, received from the 2nd and 3rd-grade learners with dysgraphia have revealed that the indicators of motivational component formation of a majority of 2nd-grade learners with dysgraphia correspond to lower than medium level (59.5%), in the 3rd grade, the highest number of learners with dysgraphia has a medium level (62,8%) of motivational component formation. It has been found out that of the 2nd-grade learners have dominant social motives. In addition, more narrow social motives (37.3%) than broad ones (24.5%) are observed. The motivation “under pressure” was observed in 12.6% of the respondents of the 2nd grade. The 3rd-grade learners have cognitive motives as the most dominant ones (63.6%), but 9.3% of them have a motivation “under pressure”. A small number of 3rd-grade learners (27.1%) are characterized by the uniformity of motives.

In general, primary schoolchildren with dysgraphia tend to have a decrease of interest and a positive attitude towards learning. The percentage of children, who have a neutral attitude towards learning, increases, which, in turn, also leads to a decrease in academic achievement.

Therefore, all mentioned above issues cause the necessity of logo-corrective work with primary schoolchildren with dysgraphia aimed at the increase of the level of motivation for learning, in particular for learning activity and language skills development.

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