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Research on the Improvement of Interpersonal Communication Ability of 4-6 Year Old Children Based on Language Performance Courses

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Abstract: This study investigates the impact of language performance courses—daily conversation exercises, pronunciation correction, and word formation training—on interpersonal communication skills in 4 to 6-year-old children. Using quantitative methods, data were collected from 60 children divided into experimental and control groups. Statistical analyses, including ANOVA, Tukey's post-hoc test, and regression analysis, revealed significant improvements in communication abilities compared to standard education ($p < 0.001$). Daily conversation exercises showed the most substantial impact, outperforming word formation and pronunciation training. The findings support the hypotheses that structured language practice enhances children's speaking, social, and emotional skills. The study highlights the importance of integrating conversation-based strategies with word and pronunciation training in early education. It offers practical insights for educators, parents, and policymakers on implementing effective language interventions. Future research should explore the long-term effects of combined language instruction methods on communication development.

Keywords: Children's language ability, Interpersonal Communi, 4 to 6-year-old children, pronunciation correction

1. Introduction

This study investigates how language performance courses can enhance interpersonal communication (IPC) skills in children aged 4–6, a critical period for language and social development. At this stage, children transition from basic language use to proficient daily expression, experiencing rapid vocabulary growth, sentence structure development, and increased sensitivity to phonetics and intonation (Petursdottir & Carr, 2011; Yildirim, 2020; Lumentut & Lengkoan, 2021). IPC, which involves verbal and non-verbal exchange of information, ideas, and feelings, is crucial for fluent conversation, clear expression, and accurate pronunciation in young children (Yaldirim, 2020). Language performance courses, including conversational practice, pronunciation correction, and word formation training, have been shown to improve linguistic skills, confidence, emotional expression, and empathy (Wells & Wells, 1985). Additionally, studies highlight the role of broadcasting and hosting activities in developing speaking skills (Abdul, 2016; Mateer, 2024; Quick & Sandfort, 2014). These courses also address psychological barriers, helping introverted or less confident children build communication skills through engaging methods like reading passages and situational dialogues (Firmansyah, 2018; British Council, 2024).

Despite these benefits, the impact of language performance courses on children's communication skills remains underexplored (Vahab et al., 2012). This study emphasizes aligning course content with young children's psychological traits, focusing on relevance, interactivity, and enjoyment. Preschool teachers play a key role in fostering language development through engaging methods and interactive materials, which encourage proactive and confident communication (Voltmer et al., 2012).

The study aims to provide an in-depth investigation into the enhancement of IPC skills in children aged 4–6, offering practical approaches for educators and establishing a foundation for the integrated development of children's language and social skills.

2. Rationale

This study explores how language performance courses can enhance interpersonal communication skills in children aged 4–6, a critical period for language and social skill development. During this stage, children progress from basic language use to proficient daily expression (Petursdottir & Carr, 2011; Yildirim, 2020). Research by Lumentut and Lengkoan (2021) highlights rapid vocabulary growth, emerging sentence structure skills, and increased sensitivity to phonetics and intonation in this age group.

Interpersonal communication (IPC) involves the exchange of information, ideas, and feelings between individuals, both verbally and non-verbally. For children aged 4–6, IPC includes fluent conversation, clear expression of needs, and accurate pronunciation (Yaldirim, 2020). Language performance courses, such as conversational practice, pronunciation correction, and word formation training, enhance linguistic skills,

confidence, emotional expression, and empathy (Wells & Wells, 1985). Studies by Abdul (2016) and Mateer (2024) highlight the role of broadcasting in developing speaking skills, while Quick & Sandfort (2014) emphasize the educational value of hosting. These courses address psychological barriers, helping introverted or less confident children build communication skills through engaging activities like reading passages and simulating conversations (Firmansyah, 2018; British Council, 2024). Such methods improve pronunciation, fluency, and coherence, fostering effective interpersonal communication in everyday situations.

Despite the benefits of language performance courses, their impact on the communication skills of children aged 4–6, a critical period for language and social development, remains underexplored (Vahab et al., 2012). This study emphasizes aligning course content with young children's psychological traits, focusing on relevance, interactivity, and enjoyment. Voltmer et al. (2012) highlight the role of preschool teachers in fostering language development through engaging methods like situational dialogues and short sentence reading, which encourage proactive and confident communication. Teachers should possess basic language education skills and use interactive materials to effectively support this developmental stage.

The rationale of study is to provide an in-depth investigation into the enhancement of interpersonal communication skills in children aged 4–6. This study aims to provide feasible practical approaches for language educators and establish a theoretical and practical foundation for the integrated development of children's language and social skills.

3. Title, Authors, Body Paragraphs, Sections Headings and References

3.1 Body paragraphs

Language performance courses establish language practice that uses exercises for pronunciation development and word formation alongside daily dialogues and short passage comprehension to improve language expression skills of children aged 4–6. These practices implement an interactive method in relaxed spaces which allows children to progressively break through public speaking fear while improving their pronunciation skills as well as their ability to use vocabulary effectively. The combination of team work and situational conversations enables children to develop language assurance which leads to better responsiveness and improved abilities to communicate with others. Learning material within the course correlates to children's real-life activities through conversation repetition and story reading which enhances both their language interest and practical skills. Speech clarity combined with language logic serves as the focus of these learning practices because they help train students to express thoughts better while improving their understanding capacity. This educational approach creates simultaneous progress in speaking abilities as well as communication skills thus preparing students well for their upcoming studies and social relationships.

To comprehensively assess children's interpersonal communication skills, the study employs a structured assessment tool based on four key dimensions:

Language Fluency: Measures children's willingness to engage in conversation, their ability to express ideas smoothly, and the stability of their speech speed and intonation.

Verbal Skills: Evaluates pronunciation accuracy, vocabulary usage, and the ability to construct clear and coherent sentences.

Social Interaction Skills: Assesses children's ability to listen attentively, respond appropriately, and engage in cooperative communication with peers.

Emotions & Attitudes: Examines children's emotional responses during communication, including confidence, enthusiasm, and nervousness in group or public speaking situations.

The purpose of the assessment tool is to evaluate interpersonal communication development by evaluating children's performance in its individual areas. The main purpose seeks to determine how well these skills develop through daily conversation practice and pronunciation correction and word formation training.

3.1.1 Research Question(s)

1. How do language performance courses (daily conversation, pronunciation correction and word formation) influence interpersonal communication ability of 4-6 years old children?
2. What language performance courses improve interpersonal communication of 4-6 years old children?

3.1.2 Objective(s)

1. To elaborate the role and effectiveness of language performance courses (daily conversation, pronunciation correction and word formation) for improvement of interpersonal communication among 4-6 years old children
2. To present recommendations for improving interpersonal communication through language performance courses.

3.2 Figures and Tables

3.2.1 The independent variables are Language performance-related practice activities include specific teaching methods such as daily spoken language exercises, pronunciation training, and word formation application. The dependent variable is interpersonal communication.

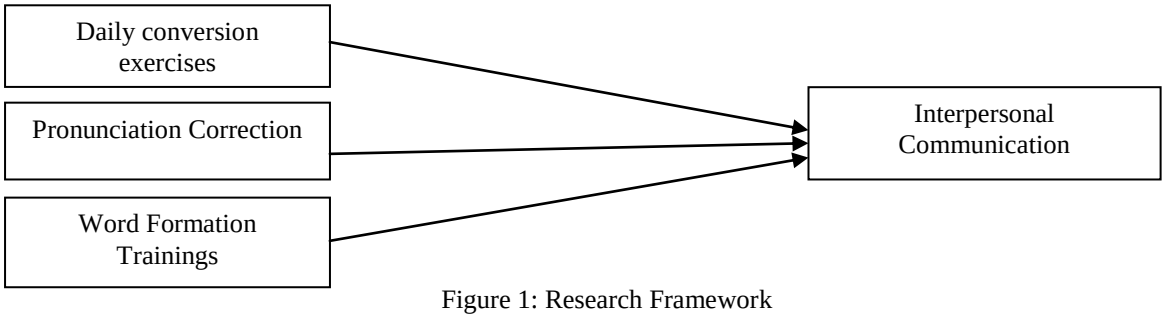

Figure 1: Research Framework

- H1: Daily conversation exercises positively impact interpersonal communication development among 4-6-year-old children.
- H2: Pronunciation correction positively impacts interpersonal communication development among 4-6-year-old children.
- H3: Word formation training positively impacts interpersonal communication development among 4-6-year-old children.

3.3 Tables

Place table titles above the tables.
Table 1: Margin specifications

- **Children's Interpersonal Communication Skills Assessment Table**

The following table presents the four assessment dimensions, their corresponding evaluation criteria, and a 5-point Likert scoring system for standardized assessment.

Table 1: Children's language ability and social expression ability assessment table

Assessment dimension	To evaluate the content	Scoring criteria (1-5 points)	The assessor remarks
Language Fluency	The willingness to actively express itself in a stranger or group setting. Whether the speed and intonation of speech are stable and fluent.	1 2 3 4 5	
Verbal skills	Pronunciation accuracy: the ability to express words and phrases clearly. Vocabulary skills: Ability to use appropriate vocabulary and sentence structure in communication.	1 2 3 4 5	
Social interaction skills	Listening and responding: The ability to listen attentively to others in a conversation and respond appropriately. Interaction positivity: willingness to take the initiative to interact with peers or participate in group activities.	1 2 3 4 5	
Emotions & Attitudes	Emotional performance in public expression: whether it appears nervous, hesitant, or natural and fluent.	1 2 3 4 5	
Average			

- 1 Points: Very bad
- 2 Points: poor
- 3 Points: General
- 4 Points: OK
- 5 Points: Very good

Overall merit
Average score：_____
Assessor's suggestions and opinions:

Table 2: Descriptive Statistics of Interpersonal Communication Scores by Group

Group	Mean Interpersonal Score	SD (Standard Deviation)	n (Sample Size)
Control Group	3.03	0.33	15
Daily Conversation Exercises	4.40	0.26	15
Pronunciation Correction	3.82	0.26	15
Word Formation Training	4.00	0.35	15

Figure 2: Interpersonal Communication Scores by Group

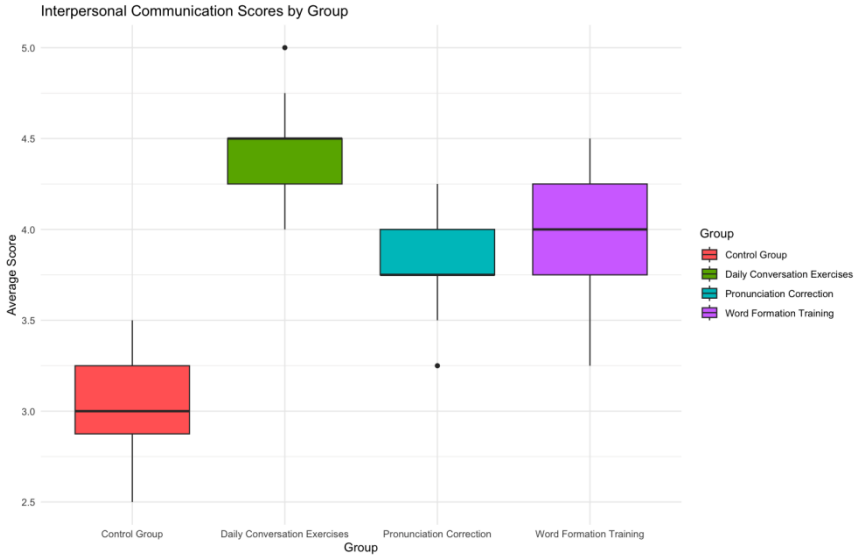

Table 3: One-Way ANOVA Results for Interpersonal Communication Scores

Source	Df	Sum Sq	Mean Sq	F Value	Pr(>F)
Group	3	14.811	4.937	53.77	< 2e-16 ***
Residuals	56	5.142	0.092		

(Significance codes: *** p < 0.001, ** p < 0.01, * p < 0.05)

Table 4: Tukey's HSD Post-Hoc Comparisons for Group Differences

Comparison	Difference	Lower Bound (lwr)	Upper Bound (upr)	p adj
Daily Conversation Exercises - Control Group	1.3667	1.0737	1.6596	< 0.001 ***
Pronunciation Correction - Control Group	0.7833	0.4904	1.0763	< 0.001 ***
Word Formation Training - Control Group	0.9667	0.6737	1.2596	< 0.001 ***
Pronunciation Correction - Daily Conversation Exercises	-0.5833	-0.8763	-0.2904	< 0.001 ***
Word Formation Training - Daily Conversation Exercises	-0.4000	-0.6930	-0.1070	0.0035 **
Word Formation Training - Pronunciation Correction	0.1833	-0.1096	0.4763	0.356

(*Significance codes: *** p < 0.001, ** p < 0.01, * p < 0.05*)

Table 5: Regression Results for Interpersonal Communication Scores

	Dependent variable:
	Avg. Interpersonal Communication Score
Daily Conversation Exercises	1.367***
	(0.111)
Pronunciation Correction	0.783***
	(0.111)
Word Formation Training	0.967***
	(0.111)
Constant (Control Group)	3.033***
	(0.078)
Observations	60
R^2	0.742
Adjusted R^2	0.729
Residual Std. Error	0.303 (df = 56)
F Statistic	53.773*** (df = 3; 56)
Note:	*p<0.1; **p<0.05; ***p<0.01

3.4 Sections headings

3.5 Section headings come in several varieties:

1 first level headings: Introduction
2 second level: Literature Review
3 third level: Research Methodology
4 forth level: Results of Analysis
5 fifth level: Discussion, Conclusion and Recommendations
6 References
7 Appendix

4. Data Analysis

The data analysis will employ ANOVA, Tukey's post-hoc test, and regression analysis to examine the impact of language performance courses on interpersonal communication development among children aged 4-6.

First, descriptive statistics (mean, standard deviation) will be calculated to summarize the sample characteristics. Then, ANOVA (Analysis of Variance) will be conducted to determine whether significant differences exist in interpersonal communication performance across the four groups:

1. Daily conversation exercises group
2. Pronunciation correction group
3. Word formation training group
4. Control group (no language training intervention)

The dependent variable (Y)—interpersonal communication skills—will be measured as the average score across four dimensions:

1. Language fluency
2. Verbal skills (pronunciation accuracy, vocabulary use)
3. Social interaction skills
4. Emotions & attitudes

A one-way ANOVA will test whether the mean interpersonal communication scores significantly differ among the four groups. If ANOVA results indicate a significant effect, Tukey's post-hoc test will be conducted to identify which specific groups differ from each other, providing pairwise comparisons of the three training methods against each other and the control group.

To further investigate the relationship between language performance courses and interpersonal communication, a multiple regression model will be estimated. The model will assess the individual effects of the three training programs, treating them as dummy variables:

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon_i$$

Where:
Y_i = Interpersonal communication score (average of four dimensions)
X_1= Dummy variable for Daily conversation exercises (1 if the child is in this group, 0 otherwise)
X_2= Dummy variable for Pronunciation correction (1 if the child is in this group, 0 otherwise)
X_3 = Dummy variable for Word formation training (1 if the child is in this group, 0 otherwise)
Control group is the reference category (i.e., when X_1=X_2=X_3=0)
β_0= Intercept (mean interpersonal communication score of the control group)
β_(1-3)= Coefficients indicating the impact of each training method compared to the control group
ϵ_i= Error term

This regression model will quantify the effect size of each training program, showing whether participation in a specific language course significantly improves interpersonal communication relative to the control group.

By combining ANOVA, Tukey's post-hoc test, and multiple regression analysis, this study will comprehensively analyze the effectiveness of different language performance courses in enhancing children's interpersonal communication skills.

4.1 Descriptive Statistics

As shown in Table 2, the Daily Conversation Exercises group achieved the highest mean interpersonal communication score (M = 4.40, SD = 0.26), indicating a strong improvement in communication abilities. The Word Formation Training group followed with a mean score of 4.00 (SD = 0.35), suggesting that structured word-building exercises also enhance communication skills effectively.

The Pronunciation Correction group had a mean score of 3.82 (SD = 0.26), showing noticeable improvement, though slightly lower than the other experimental groups. In contrast, the Control Group had the lowest mean score of 3.03 (SD = 0.33), reinforcing the idea that language performance courses contribute positively to interpersonal communication skills. The relatively low standard deviations across groups suggest that the results are consistent within each training method.

4.2 ANOVA and Tukey's HSD post-hoc test

The one-way ANOVA in Table 3 shows a highly significant effect of group membership ($F(3, 56) = 53.77$, $p < 0.001$) on interpersonal communication scores. The large sum of squares (14.811) for the group factor compared to the residual sum of squares (5.142) suggests that a significant proportion of the variance in interpersonal communication skills is explained by the type of language training received. This strong statistical significance confirms that participation in language performance courses has a meaningful impact on interpersonal communication development among children aged 4-6.

To further examine which groups differed significantly from each other, Tukey's HSD post-hoc test (Table 4) was conducted, revealing several key findings. The results confirmed that all three language performance groups significantly outperformed the control group. Among them, the Daily Conversation Exercises group exhibited the greatest improvement, with a mean difference of 1.3667 compared to the control group ($p < 0.001$). The Word Formation Training group also demonstrated a notable advantage over the control, with a mean difference of 0.9667 ($p < 0.001$), while the Pronunciation Correction group showed a significant improvement, with a mean difference of 0.7833 ($p < 0.001$). These findings reinforce the idea that structured language training plays a vital role in enhancing interpersonal communication skills in young children when compared to those who do not receive such training.

Among the three experimental groups, Daily Conversation Exercises had a significantly greater impact than the other training methods. The results showed that children in this group performed significantly better than those in the Pronunciation Correction group, with a mean difference of 0.5833 ($p < 0.001$). Similarly, they outperformed those in the Word Formation Training group, with a mean difference of 0.4000 ($p = 0.0035$). This suggests that engaging in conversational practice, role-playing, and interactive speaking exercises is the most effective method for enhancing children's interpersonal communication skills, likely because it provides direct opportunities for natural, spontaneous communication.

In contrast, no statistically significant difference was found between the Word Formation Training and Pronunciation Correction groups, as the mean difference of 0.1833 between them was not significant ($p = 0.356$). This implies that while both methods contribute to improved interpersonal communication skills, their effects are relatively similar, and neither method is inherently superior to the other. These findings suggest that

pronunciation-focused training and structured word formation exercises both provide meaningful benefits, but they may be most effective when combined with conversational practice

Overall, these findings emphasize the effectiveness of structured language performance courses in improving young children's ability to communicate. The results indicate that Daily Conversation Exercises offer the strongest benefits, likely because they encourage spontaneous, real-world communication and social interaction, which directly translates into enhanced interpersonal communication skills. Meanwhile, Word Formation Training and Pronunciation Correction also lead to notable improvements, albeit slightly less effectively than conversational practice. The control group performed significantly worse than all three experimental groups, reinforcing the necessity of structured language training programs for the development of communication skills in early childhood.

From a practical perspective, these results suggest that early childhood educators and curriculum developers should prioritize conversational exercises when designing language development programs. However, incorporating word formation and pronunciation correction remains valuable, particularly for children who require additional support in specific linguistic areas. These results highlight the importance of a balanced approach to language training, where interactive conversational exercises are emphasized while also ensuring that children develop strong pronunciation and vocabulary-building skills.

In conclusion, language performance courses play a crucial role in fostering interpersonal communication skills in young children, with conversational exercises proving to be the most impactful approach. Future research could explore long-term effects of these training methods and investigate whether combining different approaches results in even greater improvements in both language expression and social skills.

4.3 Regression Analysis

The multiple regression analysis (Table 5) was conducted to evaluate the impact of language performance courses on interpersonal communication skills. The model explains 74.2% of the variance (R^2 = 0.742, Adjusted R^2 = 0.729) in interpersonal communication scores, indicating a strong fit. The F-statistic (53.773, $p < 0.01$) confirms that the model is statistically significant, meaning that at least one of the predictor variables contributes to variations in communication skills.

The results indicate that participation in Daily Conversation Exercises, Pronunciation Correction, and Word Formation Training is significantly associated with higher interpersonal communication scores compared to the control group. Among the three experimental conditions, Daily Conversation Exercises had the largest effect ($\beta = 1.367$, $p < 0.01$), reinforcing that engaging in regular verbal practice and interactive conversations is the most effective approach. Word Formation Training also had a strong positive effect ($\beta = 0.967$, $p < 0.01$), suggesting that structured vocabulary-building exercises contribute meaningfully to communication development. Pronunciation Correction, while also significantly improving communication skills ($\beta = 0.783$, $p < 0.01$), had the smallest effect among the three interventions.

The constant term ($\beta = 3.033$, $p < 0.01$) represents the expected interpersonal communication score for children in the control group, who did not receive any language training. This baseline score is notably lower than that of all three training groups, further emphasizing the positive impact of structured language exercises on communication skills. The residual standard error (0.303) indicates relatively low variability in the model's predictions, supporting its reliability.

5. Discussion, Conclusion and Recommendations

This research enhances the comprehension of early child language growth and provides tangible recommendations for educational practitioners as well as parents and curriculum developing teams.

The research data demonstrates robust confirmation of the idea that language performance education improves interpersonal abilities in children who are between 4 and 6 years old. ANOVA results demonstrated substantial differences between these four groups thus proving the children receiving daily conversation exercises with pronunciation correction and word formation training achieved superior scores in interpersonal communication when compared to the control group. The Tukey's post-hoc test demonstrated that daily conversation exercises generated the highest impact compared to word formation training which produced significantly better results than pronunciation correction. The regression analysis validated the training methods through statistical significance as they positively influenced interpersonal communication development of children in all three language performance courses.

Previous research investigations have confirmed that early childhood succeeds because of proper language exposure alongside interactive learning methods. The strong results are due to social learning theory because children most efficiently learn by participating actively in real-time conversation. Through role-playing and storytelling activities and guided dialogues children improve both their speaking fluency and their social abilities as well as gain confidence in social situations.

The discovered research findings provide crucial benefits for educational staff members together with household influencers and government representatives. Educators who teach early childhood students need to use conversational methods as their foundation for creating language development curricula. The educational integration of storytelling and group discussions and role-playing activities each day will aid children in developing their native speech abilities.

Research findings demonstrate that home-based everyday conversations between parents and children lead to substantial improvement of their communication competencies. Children benefit from formal language education when adults promote storytelling sessions and ask open-ended questions along with giving them time to express themselves.

A policy review requires structured language training programs integration in preschool classrooms. Government agencies need to support initiatives which train educators to teach communication skills efficiently.

5.1 Limitations and Future Research

While this study provides valuable insights, it has certain limitations. The sample size was limited to 60 children, which may restrict the generalizability of the findings. Future studies should consider larger and more diverse samples to strengthen the external validity of the results.

Additionally, the study focused on structured classroom interventions, but informal language exposure (such as parental engagement and peer interactions outside school) was not analyzed. Future research should explore how external social factors influence the effectiveness of language performance courses.

Finally, while the study examined three language training methods, future research could explore additional interventions, such as bilingual education, digital learning tools, or music-based language training. Investigating combinations of different training methods could provide further insights into optimizing early childhood language development.

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