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**Investigating the Impact of YouTube Videos on Children's
English Language**

**A dissertation Submitted in Partial Fulfilment of the Requirements for Master's degree
in Linguistics**

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Dedication

To the memory of my beloved father may allah bless his soul, my first teacher who taught me to have faith in god in hard time and to be more patient and to be responsible. To my dear mother whose prayer's and loved helped me to reach my goals. Of cours to my lovely small family to my husband who always encourage me and to my loving son may allah protect him and heal him, To all my family thank you for your help support karima, Ahmed, Karim,.

Ms. Amel Zoulikha BENSALLAH

Dedication

First and foremost, I would like to thank my family, A special feeling of gratitude to my loving mother because she believed in me even when I didn't believe in myself. My brothers Saad and Sofien have never left my side and are very special. I also dedicate this dissertation to my sisters Fatima and Sihem who have supported me throughout the process. I give a special thanks to my wonderful nephew Imad

Miss. Wissam ABBES

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Abstract

The aim of this study is to examine the acquisition of English language vocabulary of Algerian children at preschool age due to YouTube videos channels of learning English for kids. The study also investigated the perceptions of their parents towards the impact of YouTube on the development of their children's vocabulary. Twenty four children aged between 3-5 years old participated in the study. Children were exposed to YouTube videos and observed while acquiring English incidentally without formal instruction through repetition and imitation. Data were collected using direct observation in addition to an attitudinal questionnaire. The findings of the analysis revealed that the children who watch YouTube videos acquire vocabulary at a fast way. Therefore, it provides a basis for parents to advance their children's acquisition of foreign languages at an early age.

Key Words: Early second language acquisition; YouTube videos; language acquisition device; incidental vocabulary acquisition.

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List of Abbreviations and Acronyms

SLA Second Language Acquisition

CP Critical Period

IBM International Business Machines

PC Personal Computer

US United States

Gen Z Generation Z

L2 Second Language

Inf Information

ABA Therapy Applied Behavioral Analysis

General Introduction

The English language is widely spread and spoken by so many people due to the fact that the British Empire spread its colonies throughout the world. Besides, the English language has witnessed an unprecedented use in many fields thanks to the technological development and the various media of communication. Hence, within this growth, the Internet has paved the way for the diffusion of many channels, mainly on YouTube. In this respect, this study is an attempt to closely study the impact of YouTube channels on the acquisition of early second language, which is, English within the Algerian context in addition to the role of age factor and the existence of a critical period (CP) is a key research area in second language acquisition (SLA) research.

Moreover, this study adds to the existing body of research on acquiring a second language at an early age. This research study is inspired by one of the researcher's nephew, who is acquiring the English language since he had two years old by watching and imitating other English-speaking children on YouTube. Thus, this research study also aims at investigating the impact of acquiring a second language on children's mother tongue, it also intent to demonstrate the extent to which YouTube videos leads to more incidental vocabulary learning and advance the acquisition of children's foreign language. The study aims to find out the similarities and differences between the rate of language development of a bilingual child and a monolingual child.

From the above research questions, we formulate the following hypotheses:

- 1- It is hypothesized that the acquisition of a second language at an early age does not have any negative affect on the mother tongue of the child.
- 2- Regarding questions 2 & 3, it hypothesized that YouTube have created new opportunities for learning a second language.

- 3- The bilingual child can treat his problems easily more than the monolingual child. He do not hesitate when facing the hard moments of life and solve issues by himself.

This dissertation consists of three chapters. The first chapter focuses on defining what really the word child means, whether the age really matter in second language acquisition or not. These views are backed up by evidence and researchers theories and that the best age for acquiring a foreign language is the preschool age.

The second chapter provides a detailed account of the digital age in which it highlights definitions of concepts such as digital natives and immigrants. It also tackles the beneficial impact of technology on children's language acquisition. Finally, it deals with a definition of YouTube.

The third chapter is the field work of this research study in which we provide the design of this research study. The kids were observed while watching and imitating the YouTube videos channels of learning English. Their parents were required to answer some questions in a form of a questionnaire to get more details whether this fact help or hurt the development process of the child. Do the parents face problems in understanding their children and which language helps the child in expressing himself.

The goal of this study is to prove that the child at preschool age can acquire more than two languages simultaneously without any negative effects.

To this end, twenty four children aged from two to five years old growing up in Algeria. They consisted of 14 females and 10 males, are observed while watching YouTube videos channels like Super crazy kids, super kids TV and many other channels. Their parents are asked to answer an email online questionnaire to get more details about the daily life of this category of children.

Chapter One: Language Acquisition At An Early Age

Introduction

This chapter focuses on acquiring a second language at an early age, or what is generally referred to as early second language acquisition. It deals with the characteristics of being a child in the UNESCO Convention. Then, it describes the cognitive stages for child development. The chapter focuses on defining the second language acquisition, theories of Second language acquisition, the stages of second language acquisition. After that, it characterise the relationship between the child and acquiring a second language at an early age by describing whether it help of hurt the child, how do they learn a second language, differentiates between the simultaneous and the sequential second language acquisition, factors which affect that fact. Also, report the benefits of early language learning. At the end, defining what is incidental learning, the factors that affect the incidental vocabulary learning,

1.1.The Definition of a Child

According to the UNICEF Convention of the rights of children (1990), a child is defined as every person whose is under 18 years old. This classification is not common for all the countries due to the fact that every single country has its own legislations. The Convention has also encouraged countries to protect their children's rights.

The protection of the children's rights include their right to health services; good parenting and caring; so that they can enjoy a normal development and growth throughout their childhood phases.

1.2. Cognitive Stages for Child Development

Jean Piaget is well-known within the field of psychology and education for his studies on children, thus, he identified four stages of cognitive development (Baken Lefa 2014)

1.2.1. Sensorimotor Stage: (from birth-about 2 years) It is the first stage in Piaget's theory of cognitive development, the child connects with his world though a major element; which is

the senses i.e. sight, smell, touch, taste, hearing and during this period, the child discovers his surroundings through the interaction with objects around him.

1.2.2. Preoperational Stage: (from 2 years- until 7years old) It is the second phase of child development, the most remarkable thing is that the child starts to talk, in other words, his language develop bit by bit and develop at the level of imagination and memory. Besides, he has the notions of past and future times.

1.2.3. Concrete Operational Stage: (from 7years-until 11years old) During this stage, the child is no longer interested in his own world, rather he started to consider the external world that includes other people and feelings towards them. It is described by the improvement of intelligent ideas, the child become substantially more sensible and modern in their reasoning. It additionally fills in as a significant progress between prior phases of development. Piaget verified that kids in the concrete operational stage were totally great at the use of inductive logic, includes going from a particular experience to a general rule, a case of inductive logic would see that each time you are around a dog, you have itchy eyes, a runny nose and a swollen throat you may then reason from that experience that you are allergic to dogs. Children have difficulty using deductive logic which includes using a general rule to decide the result of a particular event. For instance, a child may discover that $A=B$, and $B=C$, yet may in any case battle to comprehend that $A=C$.

1.2.4. Formal Operational Stage: (from 11years old and older) The fourth and the final stage of Jean Piaget's theory of cognitive development. Now being developed, thinking turns out to be significantly more progressed. The child can use logic to take care of issues, see their general surroundings and plan for what's to come.

1.3. The Definition of Second Language Acquisition

It is the systematic investigation of how individuals obtain a second language (regularly referred to as an L2).

It is a modern phenomenon, which has a place with the second half of the twentieth century in which it was a period of the 'global village' and the 'World Wide Web' and at the point when communication between individuals has extended path beyond their neighborhood. People, in this era, needed to learn a second language as a way for getting knowledge or obtaining a job.

Second language acquisition is “ the process of acquiring a second or foreign language” Richards and Schmidt (2002)

According to Gass (2008), second language acquisition is the acquisition of another language which is the foreign language different from the first language which is the native language.

Gass (2008) states that Second language acquisition is the learning of a language subsequent to learning the initial one as kids. The additional language is known as a second language (L2), despite the fact that it might be the third, the fourth or the tenth to be acquired.

The scope of second language acquisition includes informal second language acquisition that happens in casual setting and formal second language acquisition that happens in formal context and classroom.

According to the leading linguists and psychologists, such as Bloomfield (1933), and many others, learners attempt to imitate what they hear, and by regular practice they set up a lot of acceptable habits in the new language.

1.4. Theories of second language acquisition

There are different elements that have an impact on learning a second language and it is important to highlight the hypotheses behind second language acquisition and try to discover how we learn a language and what components should be available for an effective language acquisition. This part will examine second language acquisition theories. They consist of five main hypotheses (Stephen Krashen 1982) and (Brown (2002).

1.4.1. The acquisition-learning hypothesis

It is the most essential of all the hypotheses in Krashen's theory and the most broadly known among linguists and language professionals. In this respect, there are two different systems: 'the acquired system' and 'the learned system'. Acquisition is a subconscious process of learning a language while learning is a conscious process that learners are aware of during their learning process. According to Krashen, learning is less important than acquisition.

1.4.2. The monitor hypothesis

This hypothesis clarifies the relationship between acquisition and learning and characterizes the impact of the last on the previous. The hypothesis states that acquiring a L2 will be developed naturally to enable the acquirer to regulate his new language syntactic principles and correct the errors unconsciously at some stage.

1.4.3. The natural order hypothesis

This hypothesis claims that we master L2 grammatical rules in a predictable order. Despite the native language of the learners, some rules of the target language may be acquired earlier than others. Yet, second language grammar ought not be taught as it is supposed to be acquired in this natural order.

1.4.4. The input hypothesis

It deals only with 'acquisition', not 'learning'. As indicated by this hypothesis, a language learner who is at 'I' level must receive sufficient input that is at his level 'I' and a new '+1' that varies from a learner to another.

1.4.5. The affective filter hypothesis

Feeling factors help to facilitate language acquisition, for example being calm and peaceful, or excited. That is to say positive attitude is important in SLA. Self-confidence and self-esteem motivate the child to learn the language.

1.5.The Five Stages of Second Language Acquisition

The procedure of second language acquisition happens in several stages. In order to examine SLA, we have to look at the five stages of SLA (Haynes,2007).

The primary stage is preproduction and is also called “the silent period” where learners progressively develop their lexicon to around 500 words without speaking the language.

The second stage is called “Early Production”. At this stage, learners have about 1000 words with the limit of building words in short expressions and learning by heart. They also utilize short expressions, but not always in a correct manner.

The third stages is “Speech Emergence”, where learners have obtained around 3000 words and have the ability to produce short sentences and basic expressions. However; at this point, learners have the option to take part in discussion and produce simple requests. Additionally they can may grasp short stories if they are supported by pictures.

The fourth stage is “Intermediate Fluency”. Haynes clarifies that the learners have a functioning vocabulary of 6000 words. He includes that learners would now be able to shape longer and progressively complex expressions both spoken and written with syntactic errors. Thus, they show comprehension as well.

The last stage is “Advanced Fluency”. It takes around 5-10 years to accomplish capability in second language acquisition and at this point the students are considered near-native. Haynes reports that it may look very easy to get familiar with a second language, yet there are different components that can have effect on the learning procedure, for example motivation and age.

1.6. Second Language Acquisition In Early Childhood

Human language is a remarkable way to communicate. No other form of communication in the natural world transfers so much information in such a short period of time. It is even more remarkable that in three short years, a child can hear, mimic, explore,

practice, and finally, learn language. All kids are brought into the world prepared to learn language to speak with their nearest individuals in their environment.

1.7.The Effect of Two Languages on Young Children

Research progressively demonstrates that young kids are fit for learning two languages and that bilingualism presents cognitive, cultural and economic advantages (Bialystok,2001; Genesee, 2004; Hakuta & Pease-Alvarez,1992).

Kids who are able to speak two languages have to be supported to keep up both, so they can appreciate the advantages that may go with bilingual status. Kids from homes where English is not the local language ought to be supported to develop their home language just as English. Keeping up the home language is fundamental, not simply to the kid's future scholastic and cognitive advancement, but also to the child's capacity to set up a solid social personality in order to create and continue solid ties with their immediate and extended families, and to flourish in a worldwide, multilingual world (Bialystok 2001).

1.8.Children's Steps in Learning a Second Language

It is generally supposed that before the age of school, children can just catch a second language without any exertion or precise educating. But, mastering a language is not easy and needs a long time. There are many elements that may help in acquiring a language quickly; both within the child and child's learning conditions: the child's identity, qualification for languages, interest and motivation.

Research conducted by Jusczyk & Aslin (1995) shows that children at the age of 7,5 months begin to differ words within a speech. It does not mean that they understand the meaning of these word. From the one to two years of life, the children's capacity of separating words within the speech increases considerably.

In general, there are two ways in which the child may learn a second language:

1.8.1. Simultaneous Vs Sequential Second Language Acquisition

McLaughlin (1984) differentiates between children who learn a second language simultaneously or sequentially. When a kid, before the age of 3 years old, learns two languages simultaneously, it happens the same way monolingual kids acquire language. But, there is some doubt in the literature whether bilingualism affects the vocabulary development of the child. When a child is acquiring two languages at the same time, it is normal that one language dominates the other since it is infrequent for a bilingual to be balanced in the development of both languages. The language development of a child who learns a second language sequentially is totally different from the child who learns a second language simultaneously. Thus, it is difficult to characterize the child and his language learning surroundings. At this stage, the structure and the basics of the first language have been already learned.

As indicated by Tabors and Snow (1994) and according to Halgunseth (2009), sequential second language acquisition follows four phases.

a. Home language use

This situation takes place when a kid masters one language and is brought into a setting where everybody is talking another language. For example, an English language learner studying in an English-dominant preschool classroom, the kid will regularly keep on talking his home language even when others do not get it. Here the child will try to get others to comprehend him for considerable time.

b. Nonverbal period

When the kid understands that talking his home language will not work, he will try to use nonverbal means to communicate such as body language. This is a period of active language learning for the kid in which he is occupied with learning sounds and expressions of

the new language. but do not use it verbally. This is an important phase of second language acquisition that may have a considerable time.

c. Telegraphic and formulaic speech

When the kid starts to use the new language through telegraphic speech that includes the use of formulas. This is like a monolingual kid who is learning basic words or expressions to express his ideas. For example, a kid may state “me up” showing that he needs to go to the second floor. Formulaic discourse refers to unanalyzed group of words of syllables hung together that are imitation of what the kid has heard.

d. Productive language

Now, that the kid formulates his own expressions, he may use simple grammatical patterns like “I wanna eat”, yet later he will master the structure and vocabulary of the new language. He may do some mistakes and errors during this period since the child is still learning the rules and structure of the new language.

1.9. Factors of Simultaneous Learning of Two Languages

Learning two languages at an early age helps to develop the language like natives. According to Rosenberg (1996), there are four factors which affect the simultaneous learning of two languages.

- *The parents' ability in one or more languages. Some parents speak only one language, the language of the home, and are unable to speak the language of the school and possibly of the community.*
- *The parents' actual use of language with the child. The parents may have language ability in two or more languages but have made a decision about which language they speak with the child.*
- *The language or languages other family members speak with the child, such as the language spoken between siblings or between children and grandparents.*

- *The last factor is the language the child uses in the community.*

That is to say, when the kids are learning two languages at the same time, the parents should find strategies that help them. Such as, both the mothers and fathers should speak one language and one language.

1.10.Benefits of Early Language Learning

Today, foreign languages are introduced in elementary school. Little children do learn more easily than high school students. Start even earlier. Start at the same time, when the child is learning his first language. The following are the benefits of early language learning.

1.10.1.Earlier is better

Most studies on the critical period favour the theory that “the younger, the better” Larson-Hall (2008). As indicated by the United States National Institute of Health (NIH), a critical period is “ *a period of time during an organism’s development in which the brain is optimally capable of acquiring a specific ability, provided that appropriate environmental stimuli are present.*” They also state that “ *Humans as well as some animals are known to have a critical period during which language is acquired.*” Therefore; Linguistic proficiency is used to refer to native-like pronunciation. “For second language (L2) acquisition, the age of acquisition is of critical importance for native-like grammar and pronunciation” Uylings (2006). Recently the term ‘linguistic proficiency’ has come to include grammar proficiency and semantic proficiency.

The period from birth to adolescence offers different benefits which cannot be found at any other period of life. To start with, kids are used to committing errors and cannot be prevented by mistakes as either adolescents or adults. Young learners “*are likely to be less ‘language anxious’ than many older learners and hence may be more able to absorb language rather than block it out.*” Johnstone (2002). Also, kids have more free time to use and practice their language.

1.10.2. The Advantages of Learning Foreign Languages

SLA research has shown that *“foreign language study in early elementary years improves cognitive abilities, positively influences achievement in other disciplines, and results in higher achievement test scores in reading and math.”* Stewart (2005). Also, these elementary school language learners are *“more creative and better problem solvers than students who do not study a second language.”* (ibid)

According to Genesee and Cloud (1998) highlight the fact that multilingualism is a key to understand differences between languages and cultures as well. For example, once a child recognize that the word good can be “bien” in French, “bueno” in Spanish and “gut” in German, they may be able to make the connection that English and German are more closely related than English and French or Spanish. According to Berguno and Bowler (2004) *“knowledge of second language significantly improved young children’s understanding of both mental and non-mental representations.”* Specifically, the findings of this study indicate that the kids who learn more than one language at a time have the ability to be good performers in their studies and in real-life situations equally.

1.10.3. The Impact of Foreign Language On Verbal Skills

Many parents have observed that learning a foreign language reinforces the vocabulary already known in the first language *“children who study a foreign language tend to develop new perspectives and depth of understanding about the vocabulary and structure of their first language.”* Stewart (2005). Children begin speaking from 8 to 16 months, there is no evidence to show that hearing two, three, or more languages leads to negative affect on language acquisition.

1.10.4. Foreign language increase test scores in English and Math

Beyond the reinforcement of vocabulary in the first language. Stewart (2005) claimed that the integration of foreign languages in elementary school improve the test scores in reading and math.

A study undertaken by Dr. Cooper in 1987 showed that duration of foreign language study is a significant variable in SAT (a standardized test widely used for college admissions) performance. Later, a report called “College-Bound Seniors” undertaken by the College Board which administers the SAT given data on SAT performance across the country. Students with 4 or more years of foreign language study averaged about 50 points higher in reading section of the SAT test than those who had only a half year or less. For the mathematics section, students with four or more years of foreign language study averaged over 40 points higher than those with one half year or less in foreign language study.

1.10.5. Provide opportunities in higher education and beyond

According to the National Association for College Admissions Admission Counseling (2006), almost all U.S. colleges and universities require some foreign language study for admission. An admissions counselor at prestigious Colgate University states “*The longer a student has studied foreign language, the more competitive his/her application will be.*” The most competitive American schools such as Yale, Princeton, University of California Berkeley, and Stanford recommend four years of foreign language study for admission. Even so, confirmations instructors are always searching for students who go above and beyond the requirement and recommendations. Obviously, learners who study foreign languages are not doing so just for the admissions boost. When a student has been accepted, there are a lot of advantages to a strong foreign language foundation and cultural appreciation.

1.10.6. The opportunities to get better employment and higher salaries

As trends in globalization continue, multilingual applicants have more opportunities in good jobs and higher salaries. That is to say knowing foreign languages open the door of better life for the applicants.

According to the European Commission's Action Plan in 2003 "*Heads of State and Government ... recognized the need for EU and member state action to improve language learning: they called for further action ... in particular the teaching of at least two foreign languages to all from a very early age.*" Based on government reports from EU, UK and USA, there is a clear need for language skills in today's global economy and also benefit the employee through higher pay and increased opportunities within the international company.

1.11. Incidental Learning

Language acquisition is a sub-conscious process, while incidental learning is the unplanned learning that results from other activities without any conscious attention to learn. According to Richards & Schmidt (2002)

Incidental learning is learning something without the intention to learn it or learning one thing while intending to learn another, for example, unintentionally picking up vocabulary, patterns, or spelling through interaction, communicative activities, or reading for content or pleasure. This can be contrasted with intentional learning, for example learning by following a deliberate programme of study to enhance vocabulary or grammar. In controlled experiments, incidental learning is usually used in a more restricted sense, operationalized as a condition in which subjects are not told in advance that they will be tested after treatment, sometimes

contrasted with an intentional condition in which subjects are told what they will be tested on.

That means that this learning happened spontaneously when the learners encounters a situation in which he/ she learn a pattern of a language. The idea of incidental learning can be used in experiments to test an intervention without informing the participants of this step.

According to Wesche and Parikbakht (1999) the term incidental learning refers to “ new knowledge or competencies that learners acquire as a “by-product”, that is when they do not specifically intend to learn them”.

1.12.Factors That Affect Incidental Vocabulary Learning

Many factors can influence incidental vocabulary learning which are grouped under four headings: intrinsic word properties, input factors, interactional factors and learner factors.

1.13.1.Intrinsic word properties

Some words may be more difficult to learn from oral input than others regardless of the richness of contextual clues available to the learners. Here is four intrinsic word properties which may influence acquisition.

a- Pronounceability

How the learner is able to pronounce an L2 word which may affect his ability to produce the word and it is less clear that it affects his ability to produce it. Ellis (1993) suggests that pronounceable words are perceived easily. The phonological similarities between the first language of the learner (L1) and the second language (L2) in one of the most important determinants of difficulty

b- Part of speech

a study conducted by Yoshida (1978) as cited in Ellis (1993) found that the learner learn nouns more easily than other parts of speech, especially at early stages. She found that a three and half year old Japanese boy learnt just nouns at the first that is to say 60% of his total

words after four and half months were only nouns. That is to say nouns are the easiest to learn with adjectives. Then, verbs and adverbs are the most difficult. Nation (1990) as cited in Ellis (1993) suggests that the meaning of nouns can be guessed from the context easily rather than the meaning of verbs and that the learners first concentrate on nouns because they are the keys for decoding the message.

c- Distinctiveness of word form

The words that have different lexical form are easier to learn than the words that have the same lexical form to some other words that is to say homonyms. For instance a learner may misread the word 'park' as 'bark' or the word 'optimal' as 'optional'. It is interesting to note that the words causing the problem differentiated by just the first letter and may begin and end with the same letters, being differentiated by letters in medial position. Nation (1990) as cited in Ellis (1993) states that he had distinguishing two Indonesian words, 'bintang' which means star and 'binatang' which means animal. That may lead to misunderstanding the word.

d- Length of word form

The learner can decode and remember monosyllabic words easily than polysyllabic words. Meara (1984,p.234) as cited in Ellis (1993) states that Chinese learners of L2 English were found difficulties with long words and she suggests that the reason may be the lack of familiarity with the Roman alphabet also it is possible that polysyllabic words need more effort and time to remember rather than monosyllabic words.

e- The degree of correlation between form and meaning

Henning (1973; cited in Nation 1990; as cited in Ellis 1993) report that learners initially store words according to their sound rather than their meaning especially low level learners since they tended to connect similar sounding words like 'horse' and 'house' while high proficiency learners made distinctions according to meaning.

f- Image ability

Ellis (1993) state that imaginary words or what is known as concrete words such as ‘cat’ and ‘ window’ are more easily learnt rather than imaginary words or what is known as abstract words like ‘happiness’ and ‘honesty’. That is to say imagination is an important factor in incidental learning

g- Polysemy

Words that have one single meaning can be learnt easily that words that have multiple meanings as supported by Bensoussan and Laufer (1984). They found that learners have problems in lexical guessing with polysemous words. Learners have shown that they are reluctant to abandon the meaning of a polysemous word they were familiar with even if it did not fit the context in which they find the word.

1.13.2.Input factors

The elements that reflects the ways in which the speech transmitted to L2 learners is simplified

a- Frequency

Word frequency is an important factor especially for the acquisition of word form and collocations. Kachru (1962 cited in Nation 1990) stats that words that repeated seven or more times in the course books of Indian learners were remembered by most learners and most of the words repeated only once or twice were no known by most learners.

b- Saliency through ‘focus’

The frequency of a word in oral input may help to make it salient. There are also other ways, a word may be a ‘key’ word for understanding a particular message. According to Hulstijn (1992; as cited in Ellis 1993), learners were asked to read a passage containing ambiguous words providing them their meaning in the margins. It is considered as an incidental learning since they were asked to read the passage not learning the words.

c- Availability of contextual cues

It is known that contextual cues help vocabulary acquisition. Elley (1989 as cited in Ellis 1993) found that strength of meaning cues was strongly correlated with vocabulary gains in the learners he investigated.

d- Input complexity

The new embedded words may affect the learner learnability. Parker and Chaudron (1987) conclude that although the simple vocabulary helped in comprehension it did not do so regularly. In contrast, the repetition and the use of synonyms can promote comprehension.

1.13.3. Interactional factors

The differences between oral input and written input is that the latter include interaction. This helps to solve the learners comprehension problems. When learners face a word that prevents them from understanding the message they can ask explanation so they get more information about its meaning. Interaction helps to facilitate word acquisition and give a good idea of words.

1.13.4. Learner factors

The learner must take into account how incidental vocabulary acquisition takes place and any form of vocabulary acquisition that hard the learner factor must be excluded such as having poor vocabulary knowledge in L2. From this statement we can identify a number of learners factors that seem important.

a. Existing knowledge of L2 vocabulary

The learner who have a rich vocabulary knowledge in L2 will not find difficulties in understanding the meaning of unknown words from context so they acquire them easily and quickly than the learner who have a poor vocabulary knowledge in L2.

b. Background knowledge

The most important factor is the learner's background knowledge. According to Drum and Konopak (1987) as cited in Ellis (1993) “ ... *the more knowledge of the world that an individual has, the more words that person will know*”. That is to say learners with wide background knowledge will find it easier to get the meaning of new words from context.

c. Procedural knowledge

The procedural knowledge is defined by Faerch and Kasper (1985) as cited in Ellis (1993) as ‘knowing how’. It consists of the strategies and procedures used by learners to process L2 data for acquisition and use which are the contextual inferencing and the negotiating meaning. The contextual inferencing is one of the strategies provided by Haastруп (1991, 1992) as cited in Ellis (1993) proved by Danish learners of English in think-aloud strategy, which required them to work in pairs to find out the meanings of unknown words from written text. The negotiating meaning is the process which one participants tries to explain the word meaning and the other participant tries to find out the exact meaning.

d. Immediate phonological memory

The phonological form has a great impact on the learner ability to acquire L2 vocabulary. Gathercole and Baddeley (1990) as cited in Ellis (1993) claim that there is a relationship between the child's phonological memory skills and vocabulary development.

Conclusion

The current chapter reviewed above dealt with the description of the child and his cognitive stages of development. Then, it defined second language acquisition, theories of second language acquisition and the five stages of second language acquisition. Also, it stated the relationship between the age and the second language acquisition by describing the SLA in early childhood, the effect of two languages on young children, and children's steps in learning a second language. After that, it differentiated simultaneous and sequential SLA and

the factors that affect the simultaneous learning of two languages. At the end, it stated benefits of early language learning, incidental learning and factors that affect incidental vocabulary learning.

Chapter Two : Children and The Digital Age

Introduction

We are witnessing a century of electronic media. This age of development is changing many things in our society. Therefore, technology becomes an inseparable part of our daily life and across our personal as well as our professional lives. In this respect, one of the prominent technological tools, which is used widely by many people across all age categories is YouTube. Hence, this chapter aims at shedding light on the emergence and the evolution of technology across different generations. In this prospect, it is important to deal with core concepts such as digital natives and digital immigrants. This chapter also presents children engagement with technology at an early age and how parents mediate their use .The digital natives interact with technology better than the adult people. Furthermore, this chapter provides an overview of the impact of technology on children's culture and behaviour as well. Finally we deal with the incidental teaching and its effectiveness.

2.1. The Development of Technology across Ages

Recently, our world has witnessed a large and a wide ranging development in technology. The only thing that we can say about technology is that has invaded our life, by the completely changing human life starting from babies till the old people and in all aspects of life. It affects human's behaviour , lifestyle, interest and even language. The digital age gave researchers the chance to analyse and describe the changes of views across different generation. Because younger, older and adults may have different views about the world in general. Technology plays an important role in our life and enables us to classify generations into two major categories; the *Digital Immigrant* and the *Digital Natives* (Dimock, 2019)

2.1.1. The Concept of Digital Immigrant

The digital immigrants are people who were born before the emergence of technology. The term was used and appeared because teachers and the old people in general find difficulties when they are communicating with students or any child that belongs to the newer generation (the digital natives) due to the technology gap. (Hayes, 2019). Therefore, a digital immigrants are *“the older crew, they weren’t raised in a digital environment. The term digital immigrant mostly applies to individuals who were born before the spread of the digital technology and who were not exposed to it at an early age”*, (Cut, 2017).

The digital immigrants were named the baby boomers who born between 1945 to 1965. They grew up with television, radio, landline telephones. Around 1960s technology was introduced to the life of the baby boomers. They did not give much importance to digital device since , they used it just in serious matters for example, in academics. Until 1980s, they became interested in it and, started using it in their daily lives (Nordic, 2016). In addition to that, this group of people like to communicate either by text messaging, telephone call or face to face meeting (Linnes & Metcalf, 2017). Teachers of today’s generation find difficulties in teaching and communicating with them and this phenomenon is called the communication gap , simply because they belong to digital immigrant since the digital natives speak different language and ,they are using distinctive tools and have different learning preferences(Board, et al, 2009).

Moreover in terms of managing and interacting with digital devices, the following example can highlight the situation in a good way. For instance, a digital immigrant is afraid of breaking the device. However, the digital natives know that they can just experiment with a device and discover it .In fact, for many digital natives, they see the world as one great button (ibid). The reason behind the fear of damaging their electronic machine is when they heard that many people lost their files after clicking on the wrong button or, damaging their

digital machine because these devices are very expensive. The digital immigrants are uncritically members of the electronic materials they accept every things as it is without judging the value of content. (Palferey & Gasser, 2008).

Finally, technology was less apparent in the age of baby boomers whereas today, technology is everywhere. The boomers only had the chance to grow up seeing it whereas the millennials grew up knowing it.

2.1.2. The Concept of Digital Natives.

Digital natives are born during the age of technology. They have been grown up alongside with the development of technology. That is to say the opposite of digital immigrants who have not been interacting with technology from childhood.(Hayes, 2019).They are known as the Millennials I Generation ,Generation Z or Homeland Generation (Dimock, 2009). They are children of baby boomers. After all studies that took a long time, the Pew Research Center decided to take 1996 as the final date in order to make the millennials generation understandable and moving on the next cohort.

Peoples who born between 1981 and 1996 (ages 23 to 38 in 2019) are considered as Millennials, however people from 1997 onwards are within next generation (Dimock, 2019). In their time, the technological evolution had reached an establishment and, they saw rapid changes during this period, which is different from that of baby boomers. Because in 1990's, technology was everywhere and it connected people around the world, globalization and economic prosperity has given them more opportunities and experiences than their parents had in their time (Nordic, 2016).

In 2010 technology prospered terribly; internet and smartphones gave the millennials the chance to cope with the world (Nordic, 2016), therefore, the I generation have accepted and managed new media age rapidly in comparison with people of the other cohort (Linnes & Metcalf, 2017). They have the ability and the skill to use any means of technology because

... *“they are not afraid of making mistakes because they learn more quickly that way they use devices experimentally and have no problems getting help online ».*(Board et al, 2009).

Today, many people around the world carry smart phones all the time and they use them for different purposes that range from making calls and sending messages to surfing and even downloading miscellaneous contents such as e-books, music, and games (Palferey,&Gasser.2008).

These cohorts prefer to use Twitter, Snapchat and face to face devices when they are communicating and their major products are tablets and smartphones (Linnes & Metcalf, 2017). They like to read blogs rather than newspaper and the electronic books. (Palferey & Gasser, 2008). Without the internet, they find themselves lost. In addition, they shared everything in new media world such as photos, ideas, interest, beliefs, and opinions and they could share everything about their personal lives. Therefore, we could not compare the digital natives with prior generation in terms of creativity that is to say which one is less or more creative since, the natives are known very well of how they express themselves creatively rather than their parents do (Palferey & Gasser, 2008).

Finally, the baby boomers and the millennials witnessed the same technology .But each generation has its own behaviour and usage towards technology. Generation comes and goes. Before it was the baby boomers now is the millennials and soon next generation will arrive and, technology will always remain but changes will occur from one generation to another (Nordic, 2016).

2.2. The Engagement of Children with Digital Technology

Children learn so fast and they are good at technology since they grow up with it. They are in daily contact with a wide range of digital tools .That is to say they can manipulate various means of technology while the old people were playing with blocks and erector. We see the digital natives everywhere with their I pads navigating the internet. Many of them

have the skill to use any means of technology. For them, the internet is something important and they dislike an offline world. According to Chaudron et al (2015), children's digital skills developed at very young age. That is to say preschool age at home before even mastering the writing and the reading skills.

Children develop their own strategies: auto-completion , vocal recognition, and image recognition. By doing so, most of the time ,individually and in autonomy, they follow a trial and error learning path ,but they also develop skill that are often more knowledgeable than their parents realise. In fact ,it seems that the more they use digital technology, the more they learn to use it ;however they enlarge their capacities and the spectrum of their skills when they benefit directly from tutorials of knowledgeable grown-ups (young family members, parents ,care- takes , and teachers.....) (Ibid).

They can also acquire the operational skills at home when they observe their parents and old people in general use of any digital device. Therefore, the child observes and imitates people around him, especially their parents since he/she sees them as models . Today, children interact with the digital devices better than any adult. They can control and install a wide range of applications and search on the internet easily (Chaudron, 2015). Even they know and like taking pictures and making very beautiful videos. As Chaudron et al (2018) declared “ *the more children use digital technologies ,the better their skills are.*”

Most of the time, the child wins any games and types faster than any mature person does (Palfery & Gasser, 2008). Among the devices that preschoolers like are smartphones and tablet because they are easy to be carried from one place to another, and they are multi-functional and the touch screen (Chaudron et al.,2018). They also have the ability to do several things « *At once despite what parents think .Once can listen to music , talk to the phone and answer email.* » (Board ,et al .2009).Today's children use the digital means, not only for playing , but also use it to discover new things, feeling, their interests ,their

imagination and creativity. The games that attract the attention of children are funny and entertaining ones (Chaudron, et al., 2018).

Based on our study, we can differentiate at least three types of access of video gaming among young children :(1) occasional access, mostly initiated by the parents themselves on their own device when they need their children to be involved in a calm and safe activity either at home (i.e., while cooking dinner themselves) or outside the household (i.e., when waiting or at stressful times while travelling or before a medical visit) :(2) usual access, embedded in the weekly routine of the child, (before or after school or during the weekends and facilitated especially if the child owns a gaming device) :and (3) family-time access, where video gaming is embedded in the family culture as a family activity either with siblings only or with their parents too. This typology of access, the kind of device and the respective parental mediation style shape different experiences of video gaming.(ibid)

Some of the older become acquainted with social networks and messengers (skype and what's app) especially if family members are distant. Yet, they also encounter situations that they do not manage, for which they have to ask for help.

According to Wakefield (2015), *"there is clearly a large cohort of people who feel excluded by technology. they find it a bit impenetrable"*. Many of them have the curiosity to manage the digital devices. However; they do not know how to use it. Today's children know well about the digital tools and they will know better than the adult people.

2.3. The Impact of Technology on the Children's well-being

The rationale behind the use of digital technology is that it is very beneficial for children's mental well-being. The evidence reviewed from research is mostly positive in terms of the children's mental wellbeing, social relationships, and physical activity. *"there is general agreement that children's relationships are stimulated by digital technology since it contributes to increase their existing relationships and they stay in touch with friends"*

(Kardfelt-Winther, 2017). Children start making and building positive friendships when they start dealing with technology and digital tools (George and Odgers, 2015).

Some researchers state that social interaction has changed due to digital means and others say that digital technology opens up new opportunities for performance, creativity and expression (Lowood, 2007).

On the other hand, recent research proposes the positive influence of video games by motivating emotional and social development (Granic et al., 2007). It revealed significant improvement in the children's vocabulary achievement.

According to Kardefelt-Winther, the time children spend using digital technology has an impact on their physical activity. The evidence reviewed here is mixed in relation to the impact on children's physical activity and it does not provide much clarity. While some studies found that screen time was associated with a reduction in physical activity, other studies suggested that this relationship is not direct, and that reducing screen time will not necessarily motivate children to spend more time on physical activity.

It has been suggested that already inactive children may spend more time using digital technology, which would explain why some studies have found a negative association between screen time and physical activity.

While better measures of screen time and time use in general are needed to improve research in this area, it might be helpful in the future to focus on whether reductions in screen time lead to increases in physical activity. If this is not the case, as some research suggests, it might be worthwhile asking how we can motivate children to spend more time on physical activity, irrespective of the time they spend on digital technology (ibid).

2.4. Time Spent on YouTube

Many children prefer YouTube channels to television channels because it is easier for them to get access to these online channels since YouTube provide a huge variety of choices for them and they can be kept busy the whole day watching content on these channels (Rushton ,2019).

Additionally, it is sometimes due to parents. They habituate their children to the use of the digital devices in general and website such as YouTube in particular. Since there are some parents who use YouTube as babysitter, they always use it as way to calm their children (Chaudron et al., 2018) since “*occasional access, mostly initiated by the parents themselves on their own device, their [children are kept busy watching YouTube]*” (Palferey &Gasser.2008). For instance, when parents need their children to be involved in a calm and safe activity either at home (i.e., while cooking dinner themselves)or outside the household (i.e., when waiting or at stressful times while travelling or before a medical visit (Chaudron et al.,2018).

Even when they are sleeping, they keep their devices in front of them. Therefore parents should raise awareness and support their children to use technology in appropriate ways that are reasonable. Since « *children are little aware of the risks associated with the use of technology* »(Chaudron et al.2018).

In a report entitled Children in a Digital World, the UNICEF (2017) states that the most connected age category today is young people whose ages range between 15 and 24 years old. In addition to that, research evidence indicates that the number of children who have access to the internet at an age that does not exceed 15 years old is increasing in many parts of our world. Furthermore, children have access to smartphones and this fact is leading them to be more distant and private in an era where they should be supervised.

Though digital means have provided children with beneficial opportunities, they have also represented serious dangers for them since unsupervised children can be easy prey for sex offenders, bullies, commercial exploitation and human trafficking on one hand. Children can also expose themselves to harm by surfing websites that contain illegal or porn content on the other hand. In this respect, parents and organisations can take action in order to protect children in the digital age by implementing the following procedures: (ibid)

- Protecting the privacy of children when they are surfing the internet.
- Enforcing laws that protect children's identity online and punish criminals and online bullies. Therefore, “ *Parents should to take special care to support the early digital and media literacy of their children ,focusing on critical thinking ,creative activities and responsible online behaviour* ”(Chaudron et al, 2018).

2.4.1. Definition of YouTube

There are many different sites that are used nowadays .One of them is YouTube. It is one of the most common and favourable websites that developed recently on a very fast scale. According to (Watkins & Watkins, 2011), YouTube is a free online website on the internet that affords to store and display video clips for watching and sharing. Therefore, “*YouTube was created in 2005, as a free public access web-platform allowing people to easily upload, view and share video clips*”. (Martinho ,Pinto & Kuznetsova, 2012).

It was made by Steve Chen, Chad Hurley and Jawed Karim in February 2005. Nowadays, YouTube has made a crucial development since it is the third accessed website in which people spend many hours watching and downloading content in various fields and specialties. (Martinho , Pinto & Kuznetsova, 2012). YoTtube provides us with a wide variety of videos in all domains that is very beneficial. The above website is one of the useful resource ,that play significant role in our life, which enables us to learn new things by

watching for instance educational channels where teachers explain and clarify lessons .We can also be amused by watching films, listening to songs either the new or the oldest onesetc.

YouTube contributes to the phenomenon of children's acquisition of second language in which children, at very early age (preschool age), speak new language in addition to their mother tongue

2.4.2. The Benefits of Children's exposure to YouTube

With the technological development , YouTube is one of the conveniences that dominate our life ,and it is appreciated as being the most helpful and magnificent human kind invention that provides opportunities for people. Children nowadays are inspired by the means of technology .They essentially are learning and getting great benefits.

There are a lot of English videos on YouTube that help children to study the English language and they can even speak it like native speakers .Using videos contribute to motivate, educate, inspire and enable them to have fun. It is of a great importance in the educational filed in which it is a suitable technique that would improve children's skills (speaking ,writing ,reading, listening).Besides, they help them to learn important life lessons like why we should accept the others even if they are different and more .Watching the best YouTube videos for kids teach our children how to be a kind and a thoughtful friend. YouTube can also boost our kids' learning and encourage a growing mindset (Rushton, 2019).

2.5. The Impact of Technology on Children's culture and Behaviour

Internet and social media are terribly powerful tools that may influence and form human behaviour. We can no longer ignore that these generation is different. They interact with technological means in great manner. And they know every thing that has a relation to technology. Besides to their acquisition of second language .However, technology does not touch only the children acquisition of the basic operational skill or their knowledge of

L2. But, also it has an immense contribution to changing both the culture and the behaviour. Before dealing with how technology influences the child's behaviour and culture, it is necessary to explain what we mean by culture, "*culture reflects all the facets of life of group of people :its organisation, its rules, its behaviours, its beliefs, its values, its traditions, etc* ». (Grosjean, 1996). Also when we say culture that is to say human's way of living for instance, clothes, religion ,festivals ,food these are the cultural values.(Kurt & Gok, 2015).

New technology played a crucial role in changing personal lifestyle, physical appearance which is very important because it expresses the identity of a person , attitudes.....and so on and so fourth .Children are easily affected since they are little aware. They imitate the others .They may do thing completely opposite to the customs and traditions. Sometimes We find children who utter some offensive words without knowing their meaning since they heard them accidentally in movies ,social media ,cartoons etc.

We all know that technology can both be good and bad for the society .The most noticeable effect of technology is the fact that it facilitates the lives of mankind but on the other hand it also increases the possibility of separation in society and disappearance of the culture importance » (Kurt & Gok, 2015).

We may find a child who behaves like Americans in the expressing emotion by using interjection in which they are used to show strong emotion, surprise, or excitement. Like : Aaww Oh no!,Ouch!, Wow!, Yikes!, Hey!, Ah!,Yes, No, Well, Please.....etc .Parents are on the front lines. They are responsible here to make their children more aware and help them to recognise the appropriate and inappropriate things. What is true and what is wrong. Since the children feel marginalised when they find themselves switch from one culture to another. And they find themselves just imitate and they do not have their own personality and principles.

2.6. The Definition of Incidental Teaching

Incidental teaching is a type of teaching used in ABA therapy that follows similar learning principles as Discrete Trial Training. But, it occurs in a natural environment and the learning chance is the interest of child in an activity or object. Incidental teaching is called so because naturally occurring (incidents) to teach important skills. Incidental teaching recognized by Hart and Risley in 1978 and implemented as a method to increase language and to improve social responses .It is used among preschool-aged children .It has been found applicable to a variety of skills across nearly every age .

2.6.1. The Effectiveness of Incidental Teaching

1. It helps the child to be motivated by capitalising the interest of children.
2. Incidental teaching contributes to generalize child's skills beyond the ABA therapy work environment. And prepares child for when natural environment teaching happens later during program maintenance.
- 3.It is an evidence –based practice.

Conclusion

Throughout the current chapter, we can say that technology and digital tools are valuable and effective sources in which today's children engage with it in great way because they spend too much time using it. Technology has the incredible power to increase the level of development in the way preschoolers use various means of technology and the acquisition of second language due to YouTube videos and different websites. As it also participates in changing children's culture and behaviour lifestyle ,way of speaking , and way of thinkingetc

Chapter Three: Field Work, Results and Discussion

Introduction

This chapter focuses on investigating English vocabulary acquisition by children who have been exposed to YouTube videos of English. The first step is to observe the children when watching and imitating the videos of learning English, whether they speak like the children in the videos do. Then, the parents of those children are required to answer some questions in a form of questionnaire to find out at what age do the children start acquiring the English language, which language do they use more, if they support their children to learn a second language and do they find difficulties when communicating with them.

3.1. Research Questions and Hypotheses

The following research questions were addressed in the present study:

- 1- Does acquiring a second language affects the mother tongue of the child?
- 2- Does the engagement with YouTube videos leads to more incidental vocabulary learning?
- 3- To what extent do YouTube videos advance the acquisition of children's foreign language?
- 4- Does the rate of language development of a bilingual child is similar to a monolingual child?

Regarding question 1, it expected that the acquisition of a second language at an early age do not have any negative affect on the mother tongue of the child. In contrast, their minds are like sponges they absorb new words easily without any efforts or difficulties.

Regarding questions 2 & 3, it hypothesized that YouTube have created new opportunities for learning a second language. It motivate children and make them enjoying what they are watching as supported by Pandey (2005), so that they learn words without any attention to

learn. They start repeating and imitating what they are watching unconsciously which may lead to the improvement of their speaking skill.

Regarding question 4, it hypothesized that the bilingual child can treat his problems easily more than the monolingual child. He does not hesitate when facing the hard moments of life and solve issues by himself.

3.2. Research Design

The main goal of this study is to investigate English vocabulary acquisition by children who have been exposed to English since their birth through watching YouTube videos of songs, alphabets, colours, numbers ... These children were directly observed while watching YouTube video channels of learning English such as Rainbow Learning, Super Kids TV, Baby Show TV. Additionally, the parents of these categories of children were required to answer some questions in a form of a questionnaire to find out whether they notice/record the process of acquiring English. Besides, it aims at investigating if they encountered any difficulties in understanding their kids, whether their children are confused between the English and the Arabic language, and which language they use more in their daily life.

3.3. The Participants

The study consisted of children, who are less than 6 years of age (before the age of pre-school) from Algeria. They were recorded by their parents while watching YouTube videos with mobile phones without conscious intention to learn that is to say incidental learning. Data collection took place in the children's homes. The participants were 24 children aged 3 to 5 years old. They consisted of 14 females and 10 males from different communities Tiaret, Mostaganem, Algiers, Batna, Biskra, Oran, Belida, Bouira, Tipaza, and Djelfa. Their mother tongue language is Arabic. All participants had learnt English through watching YouTube videos of English channels. The parents of my sample were 48

volunteers. They were asked a series of questions to find out whether those children learn English unconsciously or not.

3.4. Methods of Data Collection

The study used two methods of data collection. The first one was a direct observation, over six months of children aged between 3-5 years old. they have been observed while watching YouTube videos channels of learning English and repeating after them. The study also used a questionnaire for the parents of these category of children to get more information about their daily life.

3.5. The Procedure

Firstly, the participants were directly observed while imitating YouTube videos and repeating after them. Some children pick up just words like the colours, alphabets, face parts and some others can speak a whole sentence such as “anybody here?” and the majority of my sample can sing a whole song like “JonyJony” . Initially, the parents of those children were required to record them while speaking English without informing them. Table 3.1. provides further information about the observed cases.

Name	Age	Gender	Parent's name	Parent's age	Parent's job	Place
A. Imed Din	3 years old	Male	A. Sofien	31 years old	Solderer	Tiaret
			H. Fatima	31 years old	House wife	
R. Line Sofia	3 years old	Female	R. Hadj	49 years old	Trader	Sougueur
			B. Rim	40 years old	House wife	
H. Israa	3 years old	Female	H. Madjid	36 years old	Doctor	Maascara
			S. Asmaa	32 years old	Doctor	
B. Adam	4 years old	Male	B. Mohamed	42 years old	Trader	Sougueur
			R. Souhila	37 years old	House wife	
B. Abir	3 years old	Female	B. Sofien	32 years old	Police officer	Sougueur

			F. Wissem	26 years old	House wife	
R.Miloud	3 years old	Male	R. Mohamed	44 years old	Trader	Sougueur
			B. Ahlem	33 years old	Secretary	
B. Hamida	4 years old	Female	B. Saad	52 years old	Retired	Sougueur
			G. Khadidja	49 years old	House wife	
D. Samia	3 y ars old	Female	D. Habib	39 years old	Trader	Tiaret
			D. Nabila	36 years old	House wife	
H. Nerimane	3 years old	Female	H. Abdelkader	32 years old	Engineer	Djelfa
			B. Halima	22 years old	Univ student	
A.Abderahi m	4 years old	Male	A.Karim	33 years old	Trader	Belida
			F. Nadia	28 years old	House wife	
K. Zin Edin	4 years old	Male	K. Toufik	48 years old	Trader	Tipaza
			A. Fatiha	42 years old	Teacher	
K. Yahia	3 years old	Male	K. Toufik	48 years old	Trader	Tipaza
			A. Fatiha	42 years old	Teacher	
A. Djamel	3 years old	Male	A. Mohamed	51 years old	Retired	Biskra
			L. Aicha	43 years old	House wife	
G. Melina	3 years old	Female	G. Abdelkader	41 years old	Teacher	Biskra
			Z. Randa	30 years old	Lab assistant	
R. Meriem	5 years old	Female	R. Mbarek	40 years old	Police man	Biskra
			R. Saliha	35 years old	teacher	
R. Mohamed	3 years old	Male	R. Mbarek	40 years old	Police man	Biskra
			R. Saliha	35 years old	teacher	
R. Aicha	4 years old	Female	R. Sid Ali	39 years old	Military	Batna
			B. Amel	35 years old	House wife	
B. Iline Rahaf	4 years old	Female	B. Mokhtar	39 years old	Military	Rouiba
			H. Amel	26 years old	House wife	

F. Anes	5 years old	Male	F. Bilel	36 years old	Business conslt	Tipaza
			I. Katia	30 years old	archaeologist	
B. Manel	4 years old	Female	B. Mohamed	49 years old	Trader	Mostagan
			K. Samira	40 years old	Univ student	em
B. Ilhem	4 years old	Female	B. Samir	36 years old	plumber	Tiaret
			B. Razika	33 years old	House wife	
B. Ahmed	3 years old	Male	B.Samir	36 years old	plumber	Tiaret
			B. Razika	33 years old	House wife	
B.Lilia	3 years old	Female	B.Abdenaceur	44 years old	Secretary	Oran
			B.Hassiba	32 years old	Teacher	
B.Sirine	3 years old	Female	B.Samir	39 years old	Barber	Oran
			M.Sihem	29 years old	Teacher	

Table 3. 1: Participants' details

Then, the parents were asked to fill an online questionnaire accounts asking about their full names, age, jobs and some other details about their kids like at what age they started speaking English and did they found difficulties while learning.

3.4.2.Questionnaire

The following questions were addressed to all the parents of the kids who participated in this research. The questions were translated in Arabic since the participants' mother tongue is Arabic. The questionnaire was divided into two sections

Section one: includes personal information about the parents

Question 1: what is you gender?

The first question asked about the gender to find out who supports the learning of foreign language whether mothers or fathers. Both parents participate in the study and when

comparing the answer of males and females it looks clear that both of them encourage their children to learn a second language.

Question 3: what is your age?

The third research question asked about the age of the parents.

Figure 2 shows that the parents aged between 20-30 years old with 8,16%

The parents aged between 30-40 years old with 63,27% of the sample. That is to say this category represents the most participated than other categories.

The parents aged between 40-50 years old represent 24,29%

The parents aged more than 50 years old represent 4,08%

The results reveals that the most dominated category of parents is those who are aged between 30-40 years old, since this age is the most maturity and they support language learning.

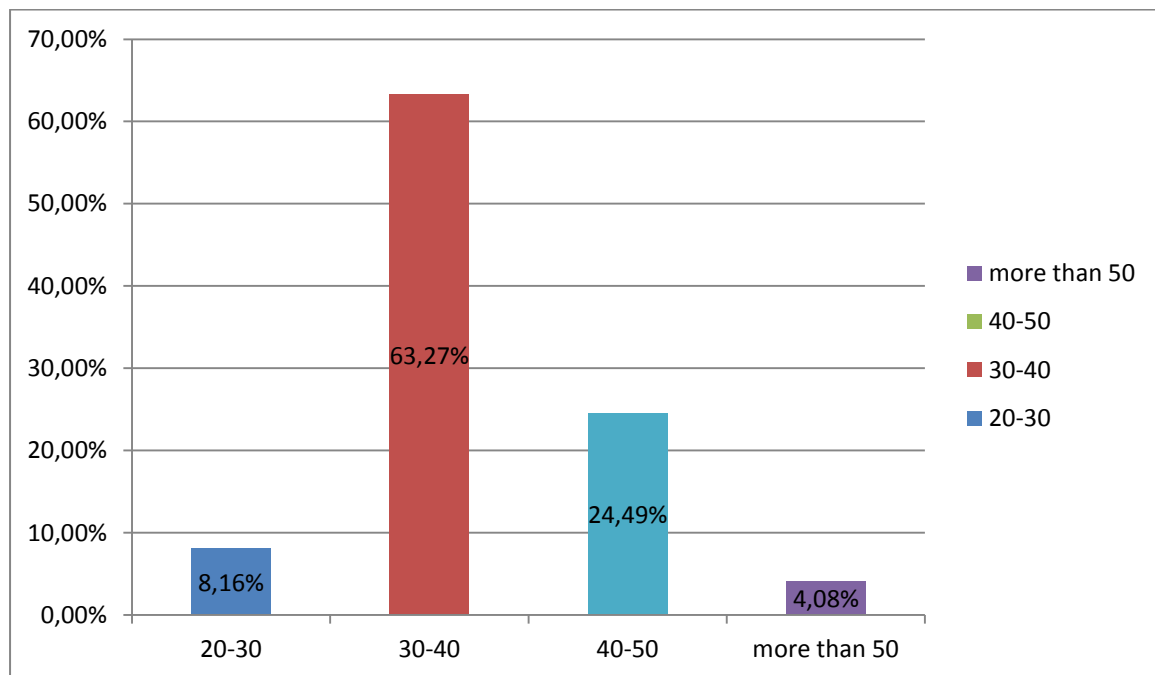


Figure3.2:The age of the parents.

Question 6: How many languages do you speak, understand, or master?

The question 6 aimed at knowing if the participants' parents know any foreign languages.

The results reveal that 62,53% of the parents are Francophiles, just 23% of the them know the English language. The rest of them with 10,42% do not know any foreign language.

The most striking thing is that the majority of the participants master the French language, yet their children use the English language.(see Figure 3.3 and Figure 3.7)

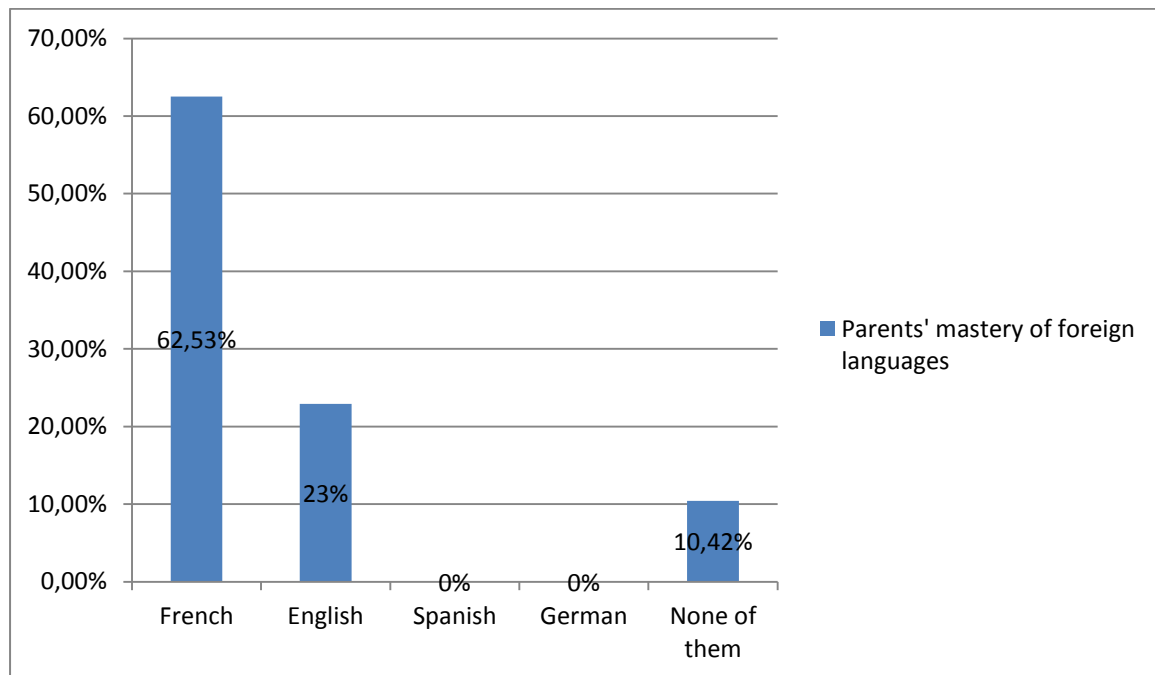


Figure3.3: Parents' mastery of foreign languages.

Section two: it is about the children's personal details.

Question 2: What is the gender of your child?

The second question of the second section is about the gender of the children who participate in the study. As showing in the figure, 57,14% of them are females and 42,82% are males.

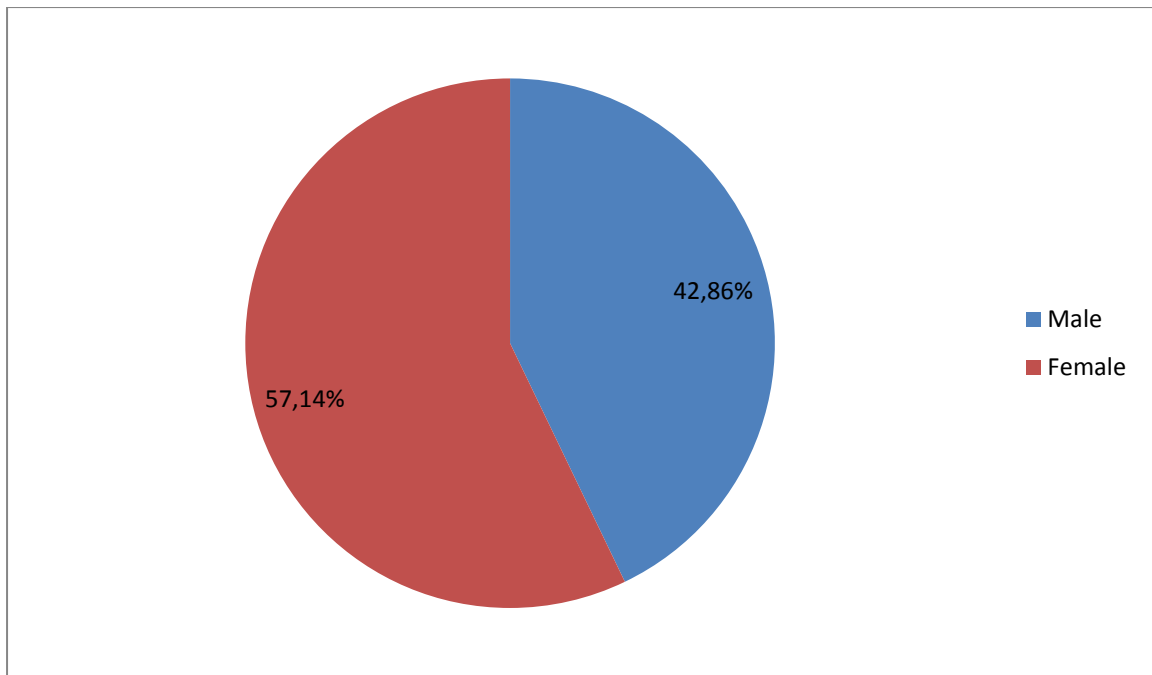


Figure 3.4: The gender of the children.

Question 3: At what age your child starts to watch YouTube videos?

The third question is about the age that the children start watching YouTube videos. One child has started at first year old, 16 participants started at age of two years old, 5 kids started at age of 3 years old and 2 children started at age of 4 years old. The result reveal that the best age for acquiring a second language is two years old since children start speaking at this age.

Question 4: What was his first imitation?

The fourth research question asked about the first imitation of the children whether a word, a sentence, an expression or a whole song. 58,33% of them start with a word, 27,08% start with a sentence, 8,33% start with an expression and 6,25% start with a whole song as mentioned at the figure 3.5

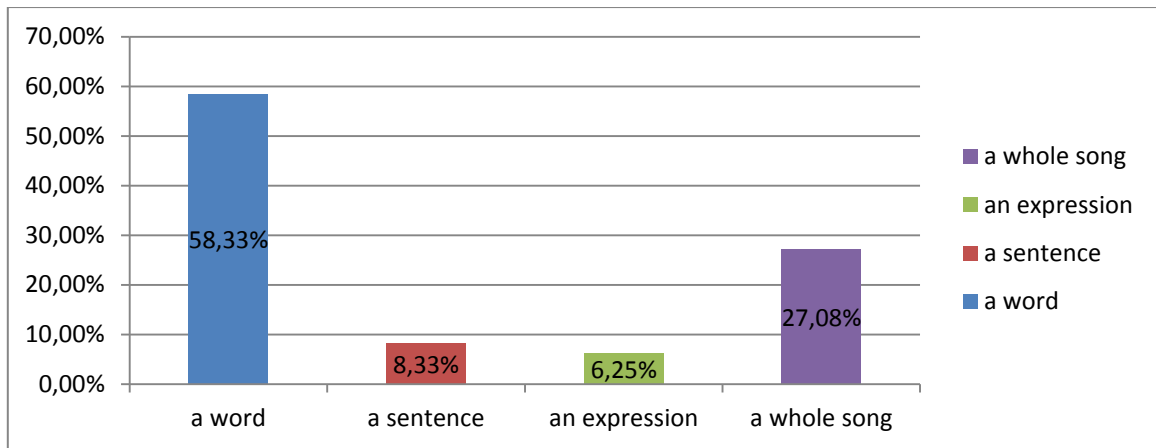


Figure 3.5. The children's first utterances

Question 5: Do you find difficulties in understanding your child?

The research question 5 aims at knowing the parents' frequency in finding difficulties in understanding their children. 46,81% of the parents say that they do not have difficulties in understanding their children, 40,43% of them say that they sometimes have difficulties in understanding their children, 8,51% of them say that they often have difficulties and 4,26% say that they can do communicate with their children easily and they always have difficulties with them.

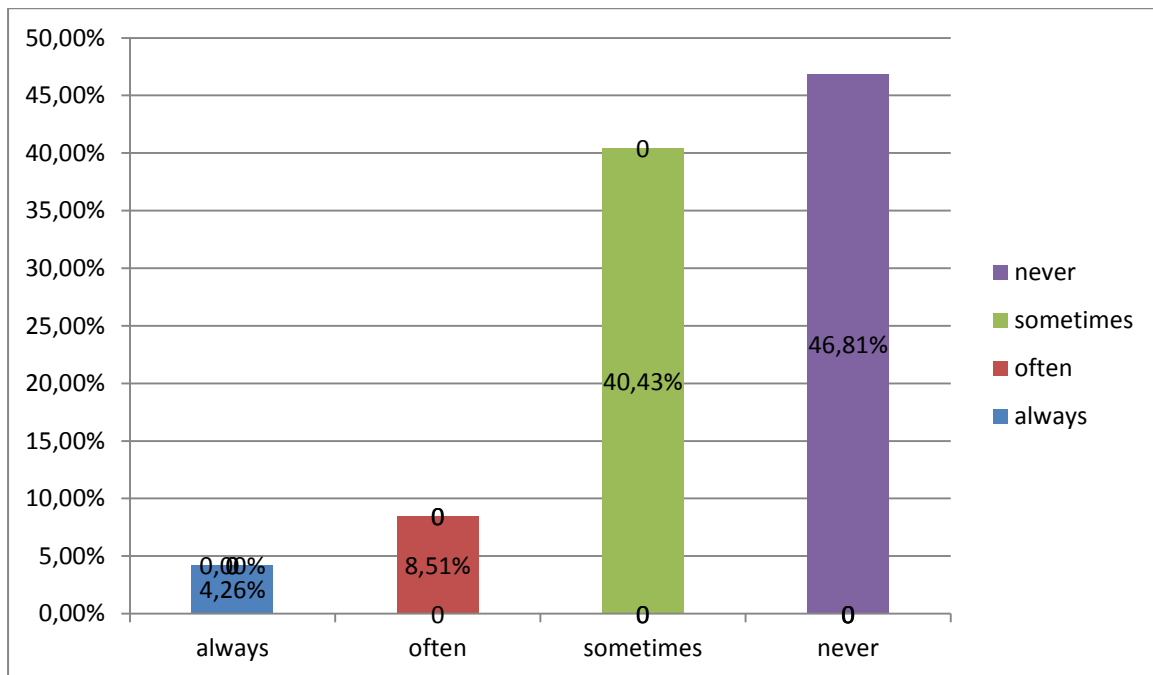


Figure 3.6. Frequency of having difficulty in understanding children

Question 6: Which language does your child use more?

The sixth question is about the language that the children use more. 87,50% of the children use the English language more than other languages, 58,33% of them use the Arabic language and 12,50% say that they use French. The result conclude that the English and Arabic are the most used languages by children in their homes.

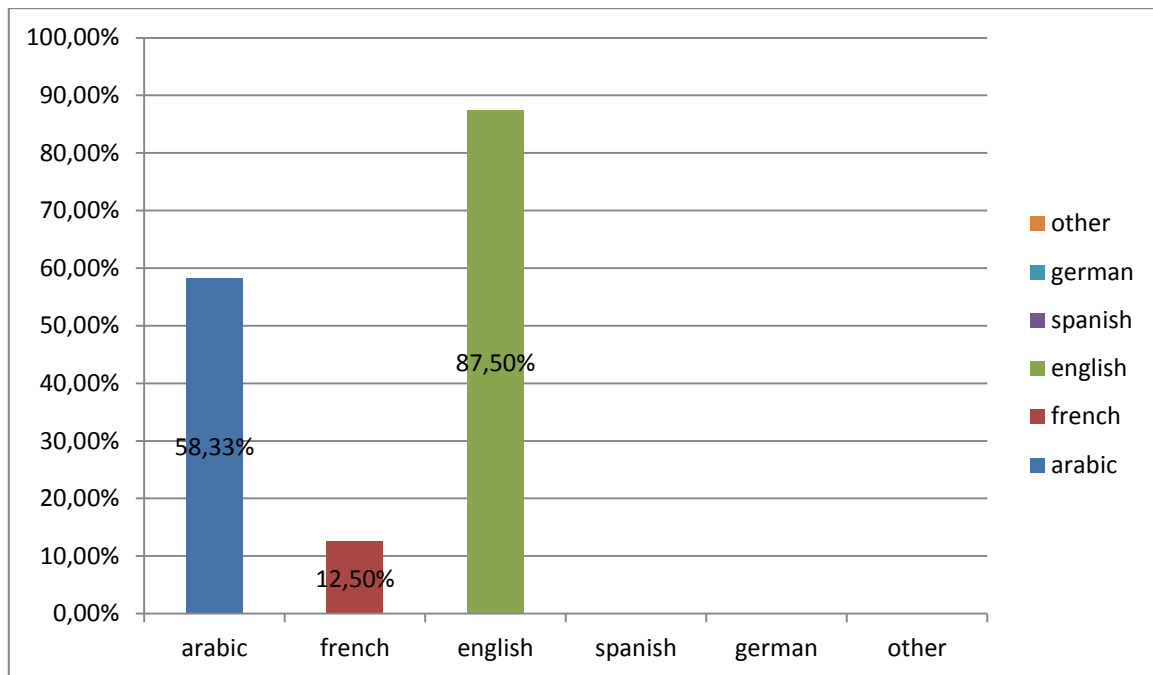


Figure 3.7. Children’s frequency of using Arabic and English at home

Question 7: Is your child acquiring English easily?

The fourth question was asked to know whether the children find any difficulties in acquiring the English language or it is easy for them. The results reveal that 97,92% of the participants do not have any problem or difficulties and they found it very easy. 2,08% of them spend lot of time acquiring it. The principal cause is that each child has his own mental efforts, some can acquire easily others may need to spend more time to acquire.

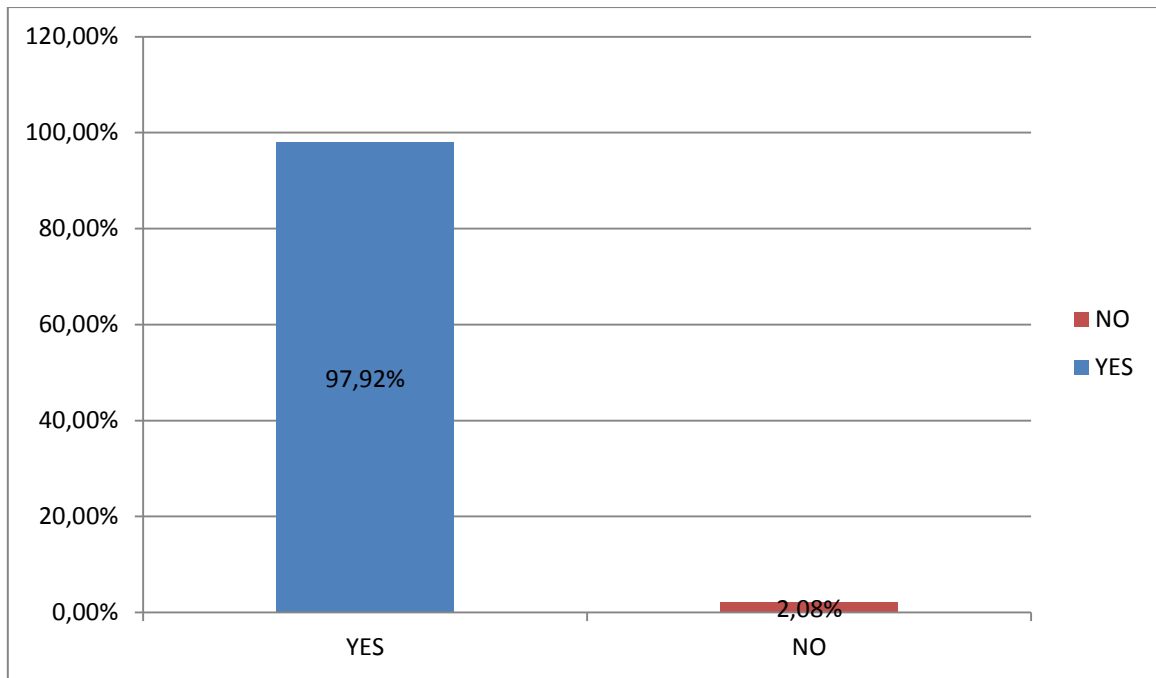


Figure 3.8: Observing the level of acquiring English.

Question 8: Is your child confused between the English language and the Arabic language?

Question 8 was asked to know if the children were confused between the English and Arabic. 83,33% of the kids mix between the English and Arabic in their speech and this fact is normal since they are acquiring both languages simultaneously. 16,67% of them do not mix the two languages.

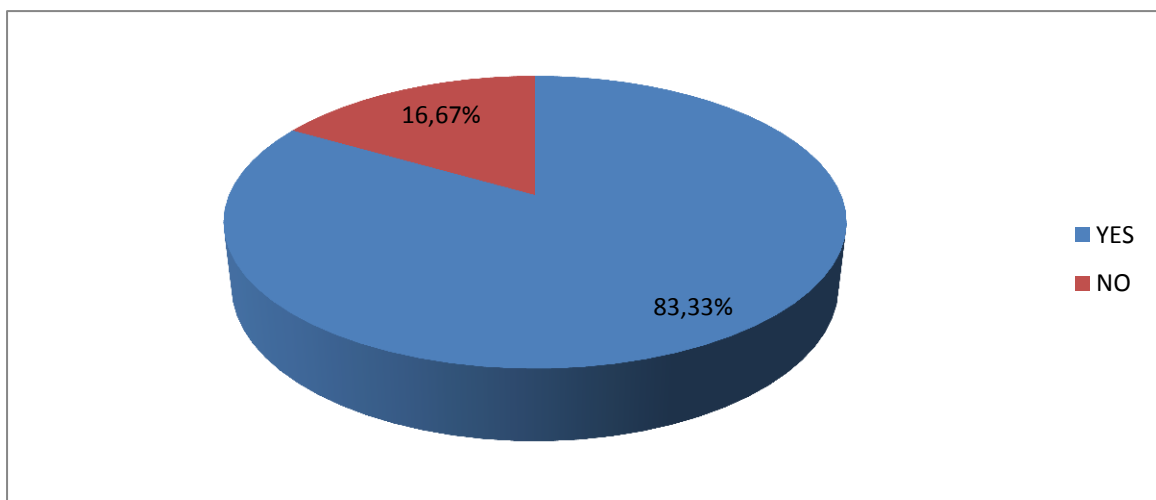


Figure 3.9: The child confusion between the English and the Arabic.

Question 9: Are you interacting with your child in this language?

Question 9 aims at the parents to know if they are interacting with their children in this language. 85,42% of the parents are interacting with their children and as showing in table 3.1.

This category of parents have high educational level and good jobs. 14,58% of them do not have any interest in this matter.

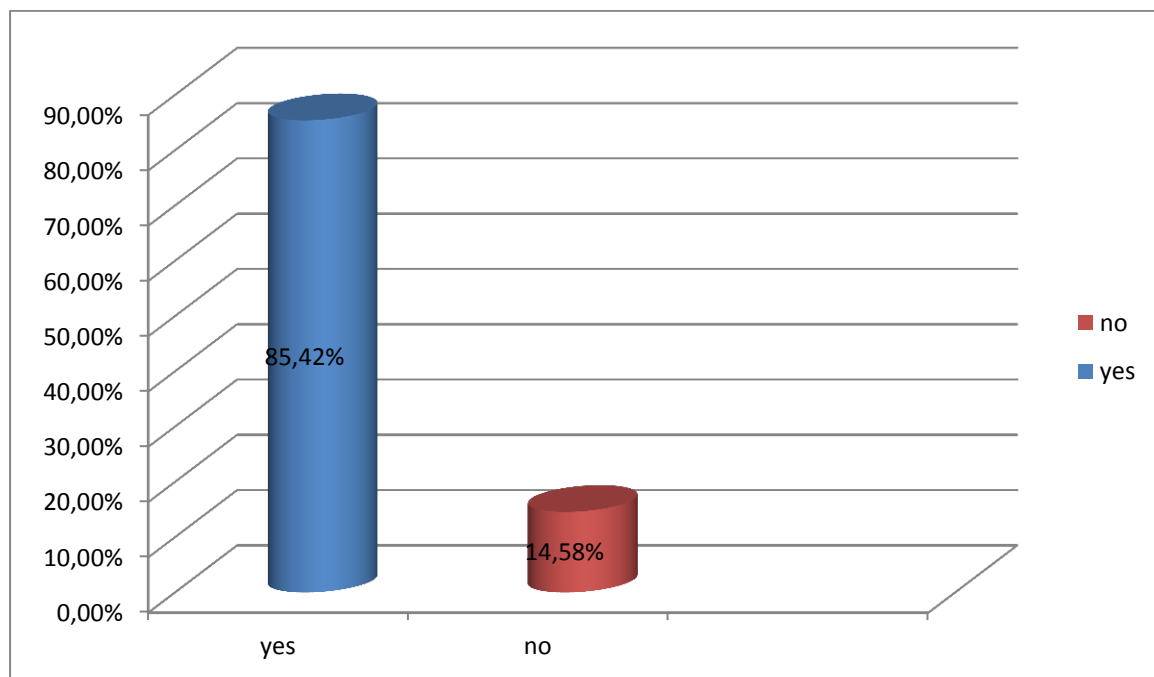


Figure 3.10. Level of interaction in English between parents and children

Question 10: Do you have any plans to further your child's acquisition of this language?

The last question is meant to asked the parents whether they have any plans to further their children's acquisition of this language. 87,54% of the parents are satisfied with what their children have reached and encourage them to go further. They consider the value of the English language as a global language. 4,4% of them are worry that this will lead to the loss of the Arabic language, which affects their educational level later. They want to preserve the Arabic language and do not support the idea of multilingualism.

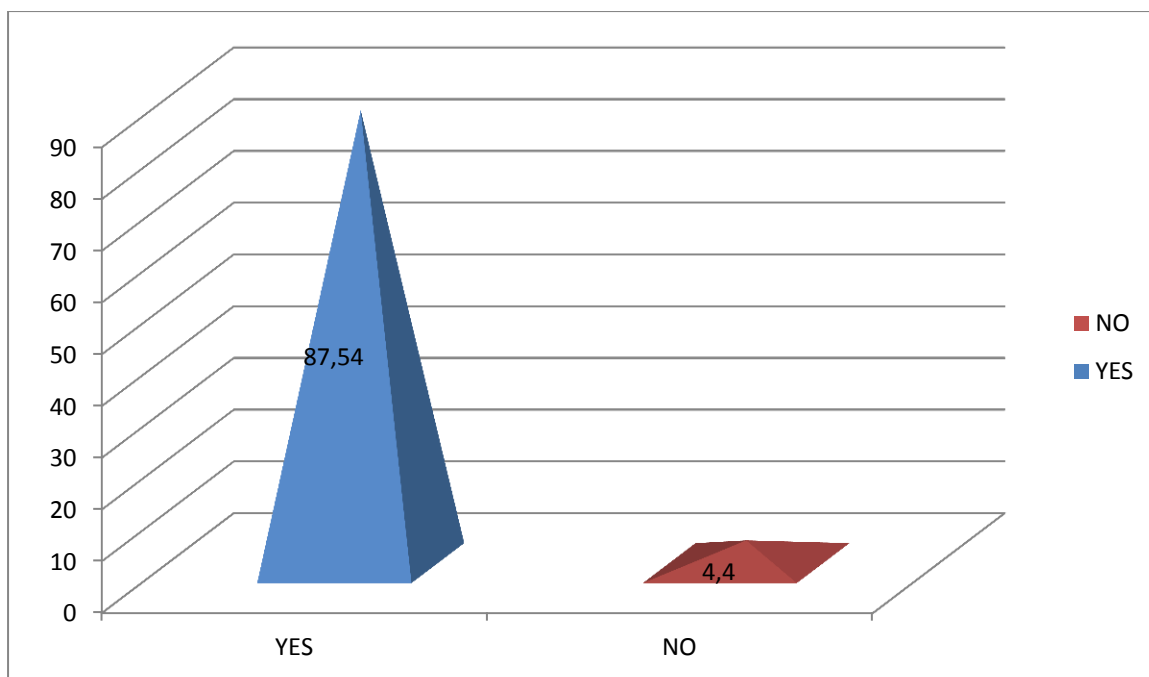


Figure 3. 11: Encouraging children's acquisition of English.

3.6.Results

The results reveal that YouTube technology is a valuable learning tool videos helped in enriching the vocabulary knowledge of the children. Many researchers such as Willmot (2012) suggested that the first step to do to learn a foreign language is to memorize it's vocabulary and the use of videos is greatly effective especially for better pronunciation just like natives and attract the intention of children as well as improves their concentration. In addition, watching YouTube channels increase their motivation and decrease their boredom. Pandey (2005)

3.5.1. Having native-like pronunciation among children

In order to find out who pronounce English properly, the children were asked to pronounce some words. They are (yellow, zebra, question, monkey, purple) and the results show that males can pronounce the English language more properly than females do.

Words	Males	Female
Yellow	/ˈ jɛ ləʊ /	/ˈ jɛ ləʊ w/
Zebra	/ˈ zi: brə/	/ˈ zɪ brə/
Question	/ˈ kwɛ stʃ ən/	/ˈ kwɛ tʃ ən/
Monkey	/ˈ mɒ ŋki/	/ˈ mɒ ŋki/
purple	/ˈpɜ:pl/	/ˈpɜ:rpl/

Table 3.2. comparing who pronounce the English language better.

3.5.2. Dominating language

It is noticed that the use of YouTube videos of English channels in the daily life of children can effects their mother tongue status, which is the Arabic language. To further observe this phenomenon, the parents started a small conversation with their children as follows:

- 1.The parent: واش نعطيك تاكل
- 2.The child: apple اعطيني
- 3.The parent: banana تاكل
- 4.The child: no no no apple

From this small conversation we noticed that the child use just one word in the Arabic language and four words in the English language. The results indicated that the English language is more used than the Arabic language.

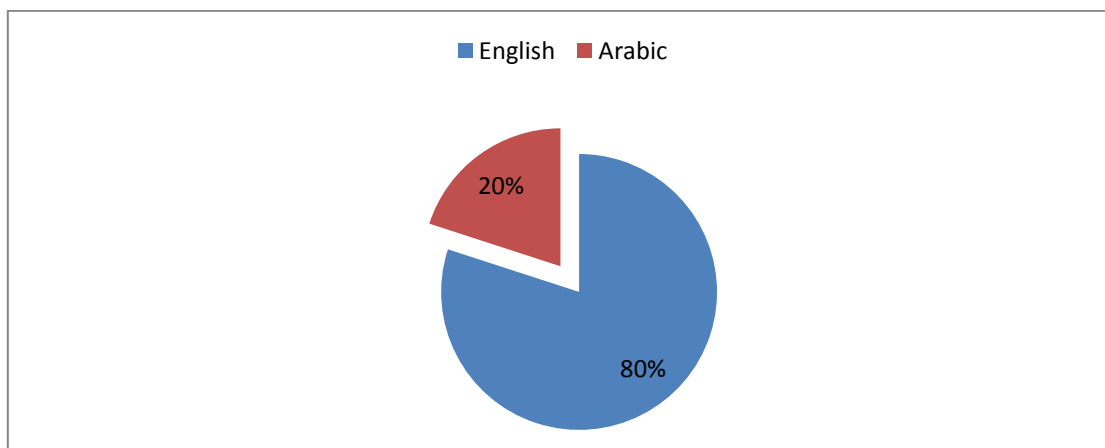


Figure 3.12: The dominating language during the course of speaking.

3.5.3. Interjections in children's speech

The integration of YouTube had an effect on children's reaction. They interact like native speakers of English in terms of using English interjections such as "aaah" when they need help, "eww" when they dislike something or disgust it, "ouch" when expressing pain, "wow" which means amazing when they are impressed.

3.5.4. The acquisition of new vocabulary in English

The results of the studies have shown that the level of children has evolved beyond the limits of repetition and imitation, and even further to the point of responding to questions. The parents were asked to test the memory of their children by playing with them some games to find out whether they retrieve what they have acquired during the process of watching YouTube videos. For example, the parents brought games in the form of shapes and each shape in a different colour. Then, asked the children to name these shapes and colours and they succeeded in this test by 100%. .Also, asking them what does the letters refers to for instance the letter "A" refers to "Apple".

3.6.Measuring Vocabulary Gains From Watching YouTube Videos

The duration of the process of measuring the vocabulary gains from watching YouTube Videos takes 5 months of observation. Since this study needs a long time of investigation, the parents were required to give information about the process of acquiring the English language from the age that the children start watching YouTube videos. When they were recorded without informing them, 10 children can sing a whole song, 2 children can engaged in an English conversation without any hesitation or mistakes, 6 kids can produce just words like colours, numbers or face parts and the rest of them know just the alphabets, face parts and the rest of them know just the alphabets.

The child's name	1 year old	1 year and half	2 years old	2 years and half	3 years old	3 years and half	4 years old	4 years and half	5 years old
A. Imad	//////////	//////////	//////////	Words Colors, fruits, numbers	A sentence Please mama	A sentence Give me please	//////////	//////////	//////////
R. Line Sofia	//////////	//////////	Songs Jony Jony	A sentence I like it	Expression Never mind	Expression	//////////	//////////	//////////
H. Israa	//////////	//////////	Words Alphabets numbers	Words Colors fruits	Words shapes	Expression Come on	//////////	//////////	//////////
B. Adam	//////////	//////////	//////////	Words Face parts colors	Words Help Hello	Sentence Can Anybody hear me	sentence	//////////	//////////
B. Abir	//////////	//////////	Words alphabets	Words colors	Words shapes	Words Face parts	//////////	//////////	//////////
R. Miloud	//////////	//////////	//////////	Words numbers	Words Hello hi thanks	Sentence Thank you very much	//////////	//////////	//////////
B. Hamida	//////////	//////////	//////////	//////////	//////////	//////////	Words Alphabets numbers	Words Colors shapes	//////////
D. Samia	//////////	//////////	Words Colors shapes	Sentences Give me please	Expression Help me	Song Jony Jony	//////////	//////////	//////////
H. Nerimane	//////////	//////////	An expression Okay mama	songs	Songs	songs	//////////	//////////	//////////
A. Abderahim	//////////	//////////	A whole song	Words Colors numbers	Words shapes	Words colors	words	words	//////////
K. Zinou	//////////	//////////	//////////	//////////	Words	Sentences I like spider man	Expression Wow, amazing	Expression come with me	//////////
K. Yahia	//////////	//////////	words	Sentences	Sentence	Sentence	//////////	//////////	//////////

				I like battman	Here is the car	No need for this			
A.Djamel	//////////	//////////	Words colors	Words shapes	Words numbers	Song Baby shark	//////////	//////////	//////////
G.Melina	Words colors	Words Body parts	Words shapes	Songs Mamy finger	Words Days of the week	Words Months of the years 4 seasons	//////////	//////////	//////////
R. Meriem	//////////	//////////	//////////	////////// //////////	//////////	//////////	Expression Whole song	songs	songs
R. Mohamed	//////////	//////////	//////////	//////////	Song	song	//////////	//////////	//////////
R. Aicha	//////////	//////////	//////////	//////////	Whole song	Words Thanks Hello hi	Words Please	Words fruits	//////////
B.Eline Rahaf	//////////	//////////	Words colors	Songs Jony jony	Sentence Yes papa No papa	Songs	songs	songs	//////////
F. Anes	//////////	//////////	A whole song	Words Colors numbers	Words Shapes Body parts	Words 4 seasons	songs	songs	songs
B. Manel	//////////	//////////	Sentence I need you	Words alphabets	Words	words	songs	songs	//////////
B. Ilhem	//////////	Words Alphabets Days of the week	Words numbers	Songs Baby shark	Sentences Give me apple	Sentence	Expressin Never mind	Expression Help me	//////////
B. Ahmed	//////////	words	words	words	Song	song	//////////	//////////	//////////
B. Lilia	//////////	//////////	//////////	words	sentence	sentence	//////////	//////////	//////////
B. Sirine	//////////	//////////	A whole song	words	Words	songs	//////////	//////////	//////////

3.3. The process of acquisition

Conclusion

The results showed that acquiring a foreign language at an early age from watching YouTube videos leads to the gain of different types of vocabulary knowledge. Since the age is an important factor in learning a foreign language and the pre-school period is the appropriate. This research demonstrates that monolingual families need to reshape their views of early second language acquisition. Especially the English language, parents should ensure that their children have ample opportunities to acquire more than two languages .

General Conclusion

To conclude, learning English through YouTube was a very impressive thing .Thanks to technology we could attribute this to the wonderful channels, that helped the child to acquire a new language on his own quickly .A beautiful thing if we saw future research concerning this particular category because , it needed to be supervised we should not ignore them .

For example ,research about how could we keep the child away from addiction on the various means of technology. And, how could we help him to take advantage that is to say use them in appropriate way .

The results indicated that helping the children learn a second language is a great way to prepare them to succeed in every aspect of their adult lives. Children also developed an interest in and curiosity about different cultures and ideas when they had a foundation in other languages.

ملخص

تهدف الدراسة الى تحسين فهم المفردات وصيانة اللغة الانجليزية عند الاطفال خلال مرحلة ما قبل الدراسة في الجزائر بسبب مشاهدة أشرطة فيديو على يوتيوب لتعلم اللغة الانجليزية للأطفال كما تهدف الدراسة أيضا الى تحقيق تصورات اتجاه ادراج اليوتيوب على تطوير ذات بحيث شارك في الدراسة 22 طفل صغير تتراوح اعمارهم ما بين 3 و 5 سنوات . فمن خلال تعرض الاطفال لمقاطع فيديو يوتيوب لوحظ ان اكتساب اللغة الانجليزية بالمناسبة دون تعليمات رسمية من خلال التكرار والتقليد، تم جمع البيانات باستخدام الملاحظة المباشرة بالإضافة الى الاستبيانات التي تكشف نتائج التحليل أن الاطفال الذين يكتسبون اللغة الانجليزية في سن مبكرة يعاملون مشاكلهم بسهولة ويحسنون من علاماتهم في اللغة الانجليزية والرياضيات وتتوفر لهم امكانية الوصول إلى المزيد من الفرص في التعليم العالي مما يؤدي الى فرص عمل أفضل ورواتب أعلى، بحيث تبرز النتائج بوضوح ان اليوتيوب قدم تأثيرات ذات دلالة احصائية على اكتساب مفردات للأطفال

الكلمات الدالة: اكتساب اللغة الثانية في وقت مبكر. أشرطة فيديو يوتيوب. جهاز اكتساب اللغة؛ اكتساب المفردات العرضية

Résumé

L'étude vise à améliorer la compréhension et la maintenance du vocabulaire chez les enfants pendant la phase préscolaire en Algérie à cause de l'observation des vidéos sur youtube pour apprendre la langue . L'étude vise également à réaliser les perceptions de la direction des tiroirs de youtube pour un développement personnel ,donc il a été participé 22 jeunes enfants entre l'âge de 03 ans et 05 ans c'est par l'exposition d'enfants des vidéos ,il a été observé que l'acquisition du langage sans instructions formelles par répétition et imitation .les données ont été recueillies par l'observation directe ,en plus des questionnaires qui révèlent les résultats . Les enfants qui acquièrent la langue à l'âge précoce (tres tôt) ils traitent leurs problèmes facilement et améliorer leurs marquages en anglais et mathématique .ils ont accès à plus d'opportunités dans l'enseignement supérieur menant à des meilleur emplois et des salaires élevé donc, les résultats se démarquent ,il offre des effets significatifs et acquérir du vocabulaire pour les enfants .

Mot clés : acquisition précoce de la langue seconde ; YouTube vidéos ; Appareil D'acquisition de Langue ; Apprentissage Accidentel.

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Appendices

Appendix 1: Parents' Questionnaire

Please choose the appropriate box

(X) من فضلك إختار الخانة المناسبة

Section one

المرحلة الأولى

What is your gender ?

ما هو جنسك؟

Male ذكر Female انثى

1- What is your full name?

ما هو اسمك الكامل؟

2- What is your age?

كم عمرك؟

20-29

30-39

40-49

50 and more و أكثر 50

3- What is your highest educational status so far?

ما هو مستواك الدراسي؟

4- What is your job?

ما عملك؟

5- How many languages do you speak, understand, or master? كم عدد اللغات تتكلمها او تتقنها؟

French فرنسية

English انجليزية

Spanish اسبانية

German المانية

Others لغات اخرى

Section two

المرحلة الثانية

What is your child's name

ما هو اسم ابنك؟

1- What is your child's gender?

ما هو جنس ابنك؟

Male ذكر

Female انثى

2- At what age your child starts to watch youtube videos? في أي سن بدأ ابنك مشاهدة اليوتوب؟

3- What was his first imitation?

ما كان تقليده الأول؟

A word كلمة a sentence جملة a whole song أغنية كاملة

an expression عبارة

4- Do you find difficulties in understanding your child?

هل تجد صعوبات في فهم طفلك؟

Always دائما

often نادرا

sometimes احيانا

never ابد

5- Which language does your child use more?

ما هي اللغة التي يستعملها طفلك أكثر؟

Arabic العربية

English الإنجليزية

French فرنسية

Spanish اسبانية

Other لغات اخرى

6- Is your child acquiring English easily?

هل تعلم اللغة الإنجليزية بسهولة؟

Yes نعم

No لا

7- Is your child confused between the English language and the Arabic language?
هل يمزج ابنك بين اللغة الانجليزية و العربية؟

Yes

No

9-Are you interacting with your child in this language?

هل تشارك ابنك في هذه اللغة؟

Yes نعم

No لا

10- Do you have any plans to further your child's acquisition of this language?
هل تخطط لتعزيز اكتساب طفلك لهذه اللغة؟

Yes نعم

No لا