

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Ibn Khaldoun University of Tiaret
Faculty of Letters and Languages
Department of Foreign Languages
Section of English

Language acquisition for children stages and theories
From 00 to 06 years

Dissertation submitted to the Department of Foreign Languages in partial fulfilment of the requirements of the 'Master' degree in Applied Linguistics.

Submitted by:

Ms Zahouane Youssra

Ms Attou Sabah Aya

Supervised by:

Dr. Khaled Belarbi

Board of Examiners:

Academic Year : 2019/ 2020

Dedication

I dedicate this work to my dearest person My first teacher, whose presence brought life to everything and whose absence brought pain. The person whose words of encouragement are still echoing in my memory...who had always been proud of my continuous success... and would have been the happiest person to see this work accomplished my mother.

My Brothers and sister : Hicham , khatir and Israa.

My uncles and aunts : Mouhamed , mustapha , yahia , Barkahoum , Nawal and their children.

To omar and his family.

My friends : Napa , Chaima , Bouchra , Sara , bent benkhada , Jalila , Jawida , Fadhila , Loubna, Zozo , karima , wissal ,lilia ; Akila,fulla and fatiha .

My relatives and all those who made this research possible.

To everyone who my memory betrayed me for his memory and all those who made this research possible.

Youssra

Dedication

*Filled with tears of happiness and love,
my gratitude and praise go to God. For their efforts
and sacrifices I dedicate this humble work to the star of
my life (my mom) and to the source of power (my father).*

All the expressions will be suspended as their estimation comes to it.

*I dedicate this dissertation to my precious sisters and my brothers,
who are protected by God and my loyal and faithful friends : youssra
who I share this work with, Nabila, Aouidat Lazhari, teacher Khira,
Rachida, Warda, Fatima who helped me all the way long of my study
journey.*

*Special dedication to the light and bright of my life My brother
Mohamed Youcef.*

*I dedicated in the name of all the years of study and hard work, all
the ups and downs I went through, to all my mates in university*

*And all who helped me to achieve this work , especially our teacher **Dr.**
Khaled Belarbi*

To all whom I forget to mention. Thank a lot.

Sabah Aya

Acknowledgment

Before all I thank God for the accomplishment of this work. There is a number of people to whom I must extend my thanks for their support while writing this work.

First of all, I thank my supervisor **Dr. Belarbi khaled** for his supervision and help. Thanks must also be extended to my teachers without exception for their great help and advice.

I am utterly thankful to all those who have believed in me and have provided much friendship, and encouragements to help me carry this work out .

Finally, I would like to thank all our teachers from primary school to the university without exception.

Abstract

This research describes a case study of children from birth to 6 years old in acquiring and learning language. The process deals with certain stages such as cooing, babbling, holophrastic, the two-word stage, telegraphic stage, and multiword stage. Participants were children of

varying ages, based on purposeful sampling technique. They were all six children and they were chosen based on certain characteristics. The method used in collecting data is recording, interview and observation. Data were analyzed using inductive methods, with the following steps: data observation, insights into the data structure, hypothesis formulation and hypothesis checking. The results of the research show that on average the language acquisition of children aged from birth to 6 years was 40 words that are largely intact as a word. Children will utter vowels, and [o] in form words. Instead, they may even say 13 consonants. Finally, the role of parents in shaping the language of children is important. They should create contact with their child in order to learn the language growth of their infant. Furthermore, parents must tell the kids the right pronunciation.

Key Words: language acquisition, children from 0 to 6 years, parents role, stages of acquisition and problems.

List of Abbreviations and Acronyms

LAD : Language Acquisition Device

CDS : Child-Directed Speech

LASS : Language Acquisition Support Program or

ZPD : Zone of Proximal Development

ADS : Adult-Directed Speech

List of Figure

Figure No 1-1.The Main Stages of the Child’s Life 58

Figure No 1-2. The Symbols of the Algerian children.....60
Figure The children language acquisition.....62
FigureThe child's use of different parts of speech, according to Miss Dikder.....63
FigureThe Theoretical Framework between Acquisition and Learning

Table of Contents

Dedications.....I

Acknowledgement	III
Abstract	IV
List of abbreviations and acronyms	V
List of figures	VI
Table of contents	VII
General introduction	01

I. Chapter one : Literature Review

• Introduction.....	0VII
1.2. The Emergence of Psycholinguistics.....	0VII
1.3. Previous Studies on Language Acquisition.....	05
1.3.1. Diary Studies.....	06
1.3.2. Large Sample Studies.....	06
1.3.3. Longitudinal Studies.....	06
1.4. Language Acquisition.....	07
1.5. Language Acquisition and Language Learning.....	08
1.6. Language acquisition requirements.....	09
1.6.1. Biological capabilities.....	09
1.6.2. Linguistic and social environment.....	09
1.6.3. Cognitive abilities.....	10
1.6.4. The need for communication.....	10
1.7. Stages of language acquisition in the child.....	10
1.7.1. pre -linguistic stage.....	10
1.7.1.1. Crying.....	10
1.7.1.2. Cooining.....	11
1.7.1.3. Babbling.....	11

1.7.2. The Holophrastic Stage.....	11
1.7.3. Telegraphic stage.....	14
1.7.4. The complex stage.....	14
1.7. Factors affecting language acquisition.....	15
1.8.1. Hereditary factors affecting language acquisition.....	15
1.8.1.1. Gender.....	15
1.8.1.2. Intelligence.....	16
1.8.1.3. Maturity and chronological age	16
1.8.1.4. The individual's health and sensory condition	17
1.8.1.5. Element Factor race	17
1.8.1.6. The desire to communicate.....	17
1.8.1.7. Personality	18
1.8.2. Environmental factors affecting language acquisition	18
1.8.2.1. Economic and social level	18
1.8.2.2. Cultural level.....	18
1.8.2.3. Family size	18
1.8.2.4. Multi language	18
1.8.2.5. Emotional deprivation	19
1.8.2.6. Family lifestyle and interaction between the child and the parents.....	19
1.8.2.7. Media.....	20
1.8.2.8. Kindergarten enrollment	20
1.8.2.9. Conversation with the child during play.....	20
1.8.2.10. Reading to the child.....	20
1.8.2.11. Name things and encourage the child to use the correct word	21
1.9. Theories of language acquisition.....	21
1.9.1. Behaviourism	21
1.9.2. Innateness theory.....	23
1.9.3. Cognitive theory.....	25
1.9.4. Interactionist theory.....	26

1.10. Child language acquisition: Child directed speech.....27

1.11. Conclusion..... 28

II. Chapter Two: Research Methodology

II.1 Introduction31

II.2 Definition of Research31

II.3 Study Design.....32

II.4 Research Design.....32

II.5 Description of the sample.....32

II.6 Subject of the study.....33

II.7 Data Collection Method.....34

II.8 Quantitative and Qualitative Approaches.....35

II.9 Mixed Methods.....36

II.10 The Participants.....37

II.11 Definition of Record.....37

II.12 Observation.....38

II.13 Interview.....38

II.13.1 Structured Interview.....39

II.13.2 Unstructured interview.....39

II.14 Techniques of Data Analysis.....40

II.14.1 Mode of Analysis.....41

II.15 Ethical Consideration in Research.....42

II.16 Conclusion.....42

III. Chapter Three : Findings and Results' Interpretation

Introduction	44
III. 1. Discussion of results and findings.....	44
III. 2. Discussion of Results (parents and children recording).....	44
III. 3. Discussion of Results (Doctors Interview).....	47
III. 3.1. Doctor Explanation Interview.....	47
III. 3.1.1. Interview analysis.....	48
a. Crying.....	48
b. Cooning.....	48
c. Babbling.....	49
d. The One Word Stage.....	49
e. The Two-word Stage.....	50
f. The Three or More Words Stage.....	51
III.4.The Role of Imitation, Correction and Reinforcement, Analogy, and Structured Input.....	54
III.5. Discussion.....	55
How does the Subject exhibit Progression in his Language Acquisition?	
What difficulties the subject encounters in language learning /acquisition?	
Conclusion.....	60
General Conclusion	60
List of References	62
Appendices.....	66
ملخص	69
Résumé	70

General Introduction

Language of any sort is incredibly complex, but it is completely remarkable just how small kids (0-6 years old) can learn or master it in their own right. Children subconsciously perform such complicated tasks as joint sentences during their developmental span (1-6 years old), ask questions, use correct pronouns, negate sentences, construct relative clauses, and inflect nouns and verbs (Fromkin, Rodman, & Hyams, 2010). Although they may respond to questions orally with some lapses or blemishes, they may take part in discussions and arguments. Some clever children could also tell if an adult lies or not. This situation makes someone especially excited in language acquisition wonder how young children learn the complex structures and functions of a language without going to school or receiving any explicit teaching. In the other side, researchers assume that language is developed through conditioning and reinforcing behavior, and that it is better mastered through experience with various contexts and implementations. Two influential views are heredity (nature) and climate (nurture) shape and regulate language acquisition based on those opposing views.

Parents do not officially teach their children the native language even though they may try to reinforce the verbal behavior of their child with smiles or other ways, or via the gap between their mature linguistic skills and the child's starting with "baby talk". And there is no specific evidence to suggest that such capacity appears on the final accomplishment of the child in becoming a language of his parents' native speaker; children could even pick up a language like playing a game with other children to extend their language skills. The particular external conditions that allow the acquisition of language to take place, but the main component would show up to be just adequate exposure to language use in a social context. Children seem to learn language. They study thousands of words, complex structures in phonology and grammar, semantic and pragmatic relationships. Children learn a language, not because they are subject to a specific mechanism of learning, but because they possess an inborn ability that enables them to acquire a language as a natural phase of maturation.

1. Research Questions:

Are all the kids the same in acquiring language? How do parents acknowledge their child in learning language?

Sub Questions:

- a. How can parents deal with him or her?
- b. Can children in same age and then in the same manner acquire language?

2. Hypotheses of the Study:

Not all kids are the same because the child, who talks early, acquires language rapidly.

When parents talk to him/her, he/she learns and acquires by imitating them.

Sub questions

Parent are the most essential factor that affect the child's language acquisition.

The infant puts new word in his mind, utilizes them in his daily speech, and remembers them.

3. Research Aims

The main aim of the research is to track the language development of the child, beginning from the output of his / her first vocal sounds to the first sentences. The research aims to identify the most major factors that affect the child 's process of learning of his / her mother language which is based on “ naturalistic observations” covers the acquisition of Arabic during his/ her pre-school age.

4. Significance of the Study

Taking into account that studying the acquisition of child language is worthy of recognition, the findings of this research in this area of investigation may be significant. This study provides further evidence about children's impact on language usage.

The acquisition of language means acquiring a language as a mother language, or as a first language. Acquisition of the language comes quite naturally. A child acquiring his or her mother tongue is exposed to different kinds of unrecognized, ungraded and unsystematic data.

5. Research Methodology

In this research, the approach is qualitative. The research is performed by keeping careful records of the child's utterances in the form of a 'diary,' and the conventional method of target language is used to record utterances, and by interviewing doctors, parents.

6. Research Process

This research covers three chapters. The first chapter focuses on theoretical part and background knowledge on the subject of child language acquisition stages, factors and theories from birth to six years. The second chapter presents the target population (participants) features and the data collection tools used in this study, including observation and structured unstructured interview. The final chapter deals with the data analysis and the discussion of the findings.

Limitation of the study

Like any other field research, the present study inevitably contains some limitations, the most important of which are:

The crucial limitation should be indicated which one is the quarantine our region has been under. It has precluded us from having direct discussion with our supervisor.

The impossibility of covering all parts of the region where this study is carried out in addition of the impossibility of recording. Some doctors, parents showed refusal to be recorded and we are obliged to answer each informant's curious questions about the aims of the recordings and the study as a whole.

Another limitation consists in the quantity and the quality of conversations to the study. The results obtained cannot be generalized to all.

The main problem we faced while doing this research is the lack of books in the university library.

- **Introduction**

Psycholinguistics is an integrative area of study which took place in the early 1950's. 'Psycholinguistics' is a hybrid term combining linguistics and psychology in itself. By theory, psycholinguistics combines 'psychological approaches' with 'linguistic strategies.'

Psycholinguistics can be defined as the study of the sociology-psychology relation in the easiest possible terms. It reports "the connection between linguistic behavior and the psychological mechanisms which were thought to precede that behavior" (Crystal 1985:251). Primary aim of psycholinguistics, however, as Lehmann (1976:27) notes, "is the study of the relationship between language and behavior," Traugott and Pratt (1983:407) describe psycholinguistics as "the study of the relation between language and mind, especially of how language is learned and remembered . The concepts of 'mind' and 'behavior' reflect two philosophical schools of thought, that is, 'mentalism' and 'behaviorism.' In the early history of philosophical mentalism, as presented by Wilhelm Wundt (1832-1920), the concept was dominant.

Behaviorism was developed by J.B.Watson (1878-1958) who believed that 'thinking or consciousness was a 'myth.' He claimed that 'psycholinguists would concentrate on observable behaviour.' Behaviors treated language as a type of human activity called 'verbal behaviour.' These ideas play an extremely important role in the growth of American psycholinguistic studies. The American linguist Leonard Bloomfield (1887-1949) had been under the deep impact of Wundt's mentalist psychology when he published an introduction to the Study of Language in 1914. Yet he did become a cognitive behavioral therapist after writing Language (1933). Noam Chomsky has reacted strongly to behaviorism in later times.

Eventually, one can hardly overrate the special connection between linguistics and psychology. The linguistic studies were motivated by various systems of thought in psychology, and mental perception includes so several linguistic terms and models.

The Emergence of Psycholinguistics

Blumenthal (1970) states that the emergence of this combined expression in the early 1950s was "sudden." The "formal adoption" occurred in 1951 at an interdisciplinary conference sponsored by the United States Social Science Research Commission. As Blumenthal

(1970:174) notes, interest among psychologists in language had increased considerably by about 1950. Interest among psychologists in language has increased significantly. In addition, the participation of researchers in interaction research during the war in Europe, the emergence of mathematical models of communication, the advent of computers, the reinvention of one another's psychologists and linguists and similar theoretical models of one another, Some other factors which contributed to the development of psycholinguistics were increased efforts to evaluate verbal learning, word associations and speech pathologists. The United States Social Science Research Council has played a very important role in the growth of psycholinguistics, having conducted an interdisciplinary conference on psychology and linguistics at Cornell University in 1951, under the auspices of this Council. This put together a team of psychologists and linguists to address some common points and psychological and language related issues.

Psycholinguistics today is no longer an abstract field of analysis. Psycholinguistics has evolved exponentially during the last three and a half decades. The most significant field of psycholinguistics is studying how a child as its mother tongue learns a language structure. It is called the "acquisition of languages". The acquisition of language by children includes different theories and concepts of learning. Psycholinguistics also looks at the way people use the language they acquire. It applies to the 'efficiency' question as distinct from the "competence" question. Second-language or foreign language literacy is also a psycholinguistic field.

1.2. Language acquisition of earlier study

Technically accurate, research findings on language acquisition or child language began at the middle of the 20th century, that's also, just over a hundred years later, and that those who performed these research findings were often parents who realised the development of language in their children and kept "journals" of their statements. "the study of the process whereby children learn to speak and understand language holds the key to many fundamental problems behavior" (Carroll, 1961:331). The children's language acquisition has also attracted the interest of linguists and psychologists who have provided a major contribution to the development. Luckily, from the "parental diaries" times to the present day, a very broad range of literature on language acquisition or child language is discovered. Parenting practices diaries sometimes are alluded to it as "baby biographies" Baby biographies have been more widespread on anything from engine development to knowledge of music (Ingram, 1989:7).

David Ingram has separated the background of language acquisition among children into three main phases:

- (1) Diary studies (1876-1926)
- (2) Large sample study (1926–1957)
- (3) Longitudinal study (1957 – present)

1.3.1. Diary studies of Child

Studies on language acquisition were carried out in the second half of the nineteenth century, according to Ingram (1989 :7), “the first studies on language acquisition began to appear over one hundred years ago. These were a part of a general interest in child development that occurred at that time”.

Consequently a considerable number of studies on various components of language acquisition have reported in the journal. Among some these are Bateman (1916), Chamberlain and Chamberlain (1904, 1905).

1.3.2. Large sample study of Child

The very first work was carried out by Madorah Smith (1926), who concentrated on the production of vocabulary, the quality of sentence and the accuracy of articulation.

The greatest of such studies , i.e., big sample tests, was that of Templin (1957) which "marks the end of these studies as conducted over a period of 31- years period" (Ingram, 1989:15).

1.3.3. Longitudinal study of Child

This time is identified by "longitudinal language sampling" It is a method of collecting data on language acquisition in which, as stated in Ingram (1989:21),“the child is visited at predetermined intervals for a reasonable length of time with the purpose of collecting a representative sample” .

Longitudinal studies began in the 1950s, and scientists such as Martin Braine (Wlater Reed Hospital in Bethesda, Mary Land), Susan Ervin and Wick Miller (University of Califonia), and Lois Bloom (University of Colombia) became interested in the research findings. Braine tested three children for "two-word" statement, created by Andrew, Gregory and Steven.

In the particular example of Steven, he have used tape-recorder to retrieve data and information.

Language Acquisition

Language Acquisition is intended as a process by which children gain a proficient grasp of their native language (Varshney, 2003:307). Purely genetic the capacity to study and understand the language because it is transformed historically and physically into the particular language that children develop. Children throughout the world are learning their first language without obtaining mentoring. When a child who is applied to English begins speaking English fluently. Language acquisition has seemed different in essence from acquiring other techniques such as sailing, dancing, or gymnastics. Mentally retarded development of mother tongue is far less likely to be adversely affected than acquiring other input image behaviors. Every usual human child learns one or more languages while born in linguistic exclusion, and he knows the fundamentals of his language by a relatively tiny age, say, six. According to Chomsky (2009:101-102) language acquisition, given adequate external circumstances, is a matter of fairly constant capability development and functioning. The method of language acquisition and use of the learned language is primarily defined by individual processes; this is due to basic contact of all different cultures, since "human beings are the same wherever they may be," that a child can learn any language. Hence at a certain "critical period" of mental growth, the processing of the language capacity is optimal. Typically, though, the term "language acquisition" can be used for the procedure without accreditation leading in a knowledge of one's mother tongue (or mother tongues. It is feasible that learning a foreign language will continue in a very unique manner, even if it is not routinely properly taught. Indeed, as we have seen, the acquisition of one's native language for language acquisition after the supposed 'critical age' may vary, for neurophysiological reasons, from the usual child's acquisition of their native language. (Lyons, portion 252).

As Bolinger (2002:3) said that, acquiring a language calls for three things:

1. Predispositions, as well as physical capacities, developed through countless centuries of natural selection; People have capacities for communicating in a human way uniquely and capacities for acting such as breathing, grasping and crying.

2. A preexisting language system, any one of the many produced by the cultures of the world; Language persists through time and from speaker to speaker. We are not born with an instinct to learn language such as English, Indonesian or Chinese but we learn a language as members of the society, or we want to understand that society, or to be understood by that speech community. It means that if a language is not used in any society, it dies out.

3. A competence that comes from applying the predispositions and capacities to the system through the relatively long period during which the child learns both to manipulate the physical elements of the system, such as sounds and words and grammatical rules, and to permeate them with meaning: A child must learn the rules before use the language creatively.

1.5. Language Acquisition and Language Learning

According to Crystal (1985:5), "Language acquisition refers to the learning of a linguistic rules," i.e., the rule of grammar, phonology, or semantics, and language production implies the continuous use of this rule in a considerable scale range of linguistic and social conditions.

Most researchers, theorists and scholars distinguish between "language acquisition" and "language learning." Language learning involves learning a language as a mother language, or as a first language. Language acquisition takes place during the period when the infant is maturing physically and mentally. In comparison, language learning is about mastering a second language which normally starts at a later stage, when language performance has already become established and when many other physical and mental processes of maturation are complete or near completion.

Learning a second language varies in many ways from learning the native language. Firstly, the circumstances under which development and learning occur are unique. Language acquisition takes place in childhood as a child develops emotionally and cognitively and after hearing the first language or native language, language learning starts at a later stage.

Second, the inspiration for the processes of learning and growth differs too. Language acquisition comes rather "ordinary" while language learning occurs as a consequence of finding its practical usefulness.

Third, language learning based on data also distinguishes itself from language acquisition. A child learning his or her native language is identified to a particular form of unstructured, slabbed and uncoordinated outcomes. These are not carefully designed or structured data collection. Therefore, these cannot be regarded as 'teaching syllabus' in any way.

Fourthly, second-language learning occurs comprehensively in most situations, i.e. by organized instructions in which the instructional strategies are "carefully planned and arranged" those are highly regarded, formalized and dependent on criteria.

1.6. Language acquisition requirements

Amongst the most important impacts of human intellect is the acquisition and learning of the language that happens during the development of children, perhaps not because of the use of language constitutes one of the specific human qualities but also because it represents as an important component in all stages of school performance. The research teams consequently outlined five fundamental requirements for its acquisition: biological capabilities, linguistic and social environment, cognitive abilities, and the need for communication.

1.6.1. Biological capabilities

This involves the protection of perceptual capabilities, particularly the expressive system, that allows the infant to absorb expression and track his language via input, and the visible capability in which the infant can track others' communication through gestures, signs and facial expressions.

And the oral device's credibility from interacting throat and cavities, and the control device's credibility for all this, which is really the immune system.

1.6.2. Linguistic and social environment

Provides an environment wherein the kids learn the words irrespective of the language of his or her parents and their culture, whereby there has to be sufficient opportunities for members of the community to respond to the language and the home is the first language environment that includes essential language models for the child, particularly in the early stages of its growth.

1.6.3. Cognitive abilities

It is an essential foundation for language acquisition, as a kid only pronounces his first word after he develops notions that allow him to conceptualize the world's things, decisions and events.

1.6.4. The need for communication

The infant could never grow his / her language until he / she needs it. We are spoken, in brief, so we want to affect the behaviour, attention or emotions of the listener. Provide him with the attributive sentences.

1.7. Stages of language acquisition in the child

The learning of language is among the most important part of human development. Within a fairly short time and without any obvious effort, children acquire knowledge of the language or languages surrounding them. It may not be feasible without any of the two main elements "a biologically based predisposition to acquire language and familiarity with language in the environment "(Frenandez & Cairns, 2012).

“Studies of linguistic development have revealed that children pass through a series of recognizable stages as they master their native language. Although the age at which children will pass through a given stage can vary significantly from child to child, the particular sequence of stages seems to be the same for all children acquiring a given language” (Akmajian, 1995:456).

1.7.1.pre -linguistic stage (Birth-10 months)

1.7.1.1.Crying

"Cry for birth" was the first vocal response from the boy. In later periods, cry was also used to convey the important physiological needs like hunger and thirst. S/he also produced signs of crying while she / he was in pain , discomfort or fear. The crying started to drop after a few months, and developed a "cooing"

1.7.1.2. Cooing

To cooing would be the next type of vocalization. It applies to having non-crying noises. In infancy, until the seventh month, the cooing process began. During that time her / his vocalisation basically consisted of the following:

1 Short vowels, including:,u:, I (it continued to lengthen some vowels).

2 Short /a/ and /u/ vowels (in combination with /m/, like 'am,' she often used to create gurgling sounds at this point.

Cooing typically reflected her discretion and ease.

1.7.1.3. Babbling

While she / he was about seven months old, her/his performance of vocalization enhanced, and she / he began to babble. Compared to cooing, in both consonants and vowels, Babbling produced a broader variety of vivid sounds. The first consonant uttered by child was the voiced bilabial plosive / b/. It is worth mentioning that the voiceless counterpart in Arabic is absent. The bilabial nasal, instead, formed another consonant / m/. After these two consonants, she / he also purchased the alveolar nasal /n/. During the babbling moment she / he obtained the front consonants /t/ and /d/. Such consonants were pronounced as syllables like, "ba," "ma," "mama," "ta," "da," "ida," "iba," "ita," "taa "etc.

The researchers considered babbling as a necessary step in the development of language. Ingram(1989:39) is of the opinion that babbling happens because the child is innately disposed or programmed to babbling they called babbling' a necessary step in the development of language.' Ingram(1989:39) indicates that the infant is innately disposed of or conditioned for babbling.

1.7.2. The Holophrastic Stage (12months-18months)

The definition of "holophrastic" comes from the "holophrase" described as "When a single word is a phrase in a sentence, it is called a holophrase". The constructive word she / he spoke at the age of 11 months in childhood was "mai" (water). This word provided an interaction objective, and has been used in a holophrastic sense. i.e. 'I want water' or 'give me water' when the child showed signs of thirst Mother used to make this term 'mai.' Mother and sisters used terms like 'tesherbi mai,' 'thawsi hali:b' (Do you like water or milk?) when talking to or talking to the child. During this time the socialization of the child started the moment she/he said meaningfully "mai" The next word the child spoke was 'mom' 'mother.' By this point in time she/he was one year old. Over the next several months the child only spoke other meaningful words in proper situations: "bi: da" (an egg), "hali: b" (milk), "bay" (goodbye), "bi: b" (bus), "nani" (sleep), "bata" (duck), "hama: mih" (pigeon), "u: h" (go), "a: l" (come), "wawa" (hurt or

pain). So many of the words were constantly repeated by sisters and brothers of his mother and child.

As she / he formed words with her / his comprehension abilities, it was noticed that she / he comprehended as much as she / he made. Baby had in her / his understanding about 50 word objects, though she / he can only generate 10 words at age 1.8. The main statements are noteworthy :

The child reacted accordingly to the following sentences by its mother and/or sisters:

1. Where is mother?, /wayn mama?/ (points out to the kitchen).
2. Where is father?, / wein baba ?, (points at the bedroom).
3. Where is your hair?, / wein sha3aarik/, (points at her hair).

The child included to comply by the following verbs:

- 1 / arwahi/, ' come'.
2. / salmi, / 'shake hand'.
3. / nani/ 'sleep'.

The child had been using the words below to comprehend:

1. / anf/ 'nose'
2. / da:n/ ' ear'
3. / khad/'cheek'
4. /sna:n/ 'teeth'
5. / sha3ar// 'hair'

The child steadily increased his / her vocabulary for the next several months and at age 1.8 the size of his / her vocabulary increased to over 60 such as the following new word particles :

1. /thala:jih/ 'refrigerator'.
2. /mawzih/ 'banana.
3. /daftar/ 'copybook'
4. /Rahaf, Zaynab, Noor, Dunia, etc./ 'names of her sisters brothers nephew and niece'
5. /'ana, 'inta, inti/ ' I , you(masculine and feminine)

Many language development studies suggest that a child's first word appears at age one. Some other findings indicate that talented kids are advanced in vocabulary, while retarded kids are sluggish in their growth (Johnson & Medinnus, 1969).

Consequently, at 11 months of age, the child developed so few words and recognized only about 20 words according to existing data. At five months her / his vocabulary expanded. At this age she / he created just a few words and understood thirty words. When she/he arrived 18 months, she / he was able to develop 15 words, and comprehend about 80 words.

At that same level, the children's language developed its holophrastic discourse that it utilized word utterances to express its wishes and requirements. The following meanings can be attributed to her / his one word expressions:

1. / bah/ 'when the milk-bottle or something is finished'
- 2./ wawa/ 'when expresses pain or injury'
3. /ana/ 'when she wants to do or handle thing'
4. / baba/' when sees or hears her father's voice'

The First Sentences

It's the next stage in the process of language acquisition, when she / he got to the age of two years and began to put two words together. This stage is a brief period between one -word expression and two word statements, for which the child produces pieces of individual words in succession.

The researchers agree while the first word sentences of the infant are very plain, they are original and imaginative and not just a reproduction of the child's voice..Some of the child's two-word utterances are as follows:

1. / inta la'a/ "you do not do this or do not touch"
2. / hali:b bah/," The milk is finished"
3. / mama mai/, "she requests her mother to get her some water"

He / she often began combining three or more words in one single utterance, without knowing the sentence construction. He / she also used to imitate her older brothers and sisters,

particularly the adults. By doing so he / she removed those terms of use that decreased the sentence to two or three words. Children aged two usually handle two or three-word groupings. "Being able to hold only few things in the mind at any one time probably leads to the telegraphic sentences that children emit" (Jonson and Medinnus 1969:156).

1.7.3. Telegraphic stage (2 years-3 years)

Telegraphic is simply a pejorative although, like an adult sending a telegram, Fromkin (1983:330), the child does not intentionally leave out the noncontent terms. This stage involves many three to four word sentences. Once a while around this stage, the child tends to see the connections among words and events and therefore experiences overgeneralization. Some examples of telegraphic system sentences are "Mummy eat carrot," "What her name?" "And" He's playing ball. "The child's vocabulary is growing at this stage from 50 to 13,000 words. At the end of this point the child starts adding plurals, entering words and tries to gain a grasp on tenses. As Stilwell Pecci (1999:29) points out, "There is no three-word stage as such. What follows is a period of two to three years of astonishing progress on a variety of fronts."

Whenever a child learns language comprehension that might seem as though they just know every part naturally, but that isn't the case. The order of sounds in the expression is definite. Children start their vowels first, starting with the rounded mouthed sounds like "oo" and "aaa." Consonants follow the vowels, p, b, m, t, d, n, k and g. The consonants are first as they are easier to pronounce than any of the others, e.g. 's' and 'z' need a special position in the tongue which children at that age cannot do.

1.7.4. The complex stage (3 years-5 years)

According to Bolinger (2002:283) at this stage is fastest increase in vocabulary with many new additions everyday; no babbling at all; utterances have communicative intent. There is a great variation among children, seems to understand everything said within hearing and directed to them.

1.8. Factors affecting language acquisition

Human language is one of the wonders of this natural world, and language acquisition is one of the issues. The task of linguistic psychology is the importance of language acquisition for children as a vital and important factor. The process of interaction and communication with others, and with its acquisition, a major change occurs in the child's world, in light of what is being achieved. Whoever advances when speaking with adults, language is the means of expressing our thoughts, feelings, selves, and nationalities. Therefore, her child's development, such as his social, mental and emotional development, is influenced by environmental and inheritance factors, as well. Linguistic growth is strongly related to the different types of growth referred to .

Since experience is the result of the interaction between the individual and the environment, the great difference between children is the speed of development. Language pushed those involved in psychological studies to trace the sources of these factors that influence language acquisition. It can be grouped into two main groups :

- A set of hereditary or individual factors that originate from the same child.
- A group of environmental factors stem from the excitement of other individuals around the child.

1.8.1. Hereditary factors affecting language acquisition

1.8.1.1. Gender

In pre-school years, we see the impact of sexual style on children's speech, it is expected that Males are less than females in speaking . It is noted that girls are more advanced than boys in the process of acquiring language. Scientists say mothers talk to their daughters at the age of two years more than they talk to their sons, just as the Girls are encouraged to speak more than boys. Mothers do this by asking directly on their part, by answering children's questions and repeating the words they pronounces as form of linguistic interaction between a mother and her children. It has been concluded that the mother provides Her daughters much richer linguistic environment than the mother provides to boys. Girls are more positive and faster-response participants than boys, who encourages the mother to continue in talking to them for a longer period, this hypothesis corroborates what biologists have observed that girls' brain ripen earlier than boys' brain, especially with regard to the position of speech function in the region controlling of this function is that the cervical ripeness in this case helps to speed up the output Sounds and language acquisition rate as well

1.8.1.2. Intelligence

Is a term that usually includes many mental capabilities related to the ability to analyze planning, problem solving and speedy mental trials also includes the ability to think abstractly collecting and coordinating ideas, picking up languages, and speed of learning. It also includes according to some Scientists have the ability to feel, express feelings, and understand other people's feelings. 1 agreed between Scientists believe that the concept of intelligence is the "ability to solve problems,". some scientists shows that the average children start talking when they are 15 months old. The intention is to start speaking the right words to understand their meanings and the weak minds will be delayed Speech until the age of 34 months , other researchers indicate that the gifted children begin to speak when they reach 11 months old.

1.8.1.3.Maturity and chronological age

The process of language acquisition relies on a large extent on biological maturity, as it requires appropriate developmentRegions of the brain for speech, which control mechanisms for linking sounds, thoughts and producing speech.Which requires a highly complex consistency between breathing movements, lip movements, tongue and the mouth. The vocaltendons and brain regions are important to speech.Language is not well developed at birth.The brain regions of speech in the anterior and temporal lobes of the brain are among the parts of the brain. The most important findings of studies in this field can be summarized as follows :

- 1.children talk more when they are older
- 2.The number of words children use increases with age.
3. Slow and shallow linguistic crop of children in the first two years, then accelerate later due to age The child and his development progressed in other respects.
4. As the child gets older, his sentence length increases, he moves from the simple sentence to the Complex sentence.
- 5.There is a relationship between the development of concepts in general and the child's age.

1.8.1.4. The individual's health and sensory condition

The language acquisition skill is affected by the integrity of the individual's audiovisual and speech sensory devices .A child is more energetic, active, safer in physical development and general health. The more capable he complete what is going on around it, the activity helps to acquire the languag,this is unlike the child who his health is deteriorating and limited activity.

The extent of linguistic delay in a child is related to the type of disease he has. It is recognized that diseases those closely related to the speech process strongly influence linguistic delay.

Therefore, total deafness or the partial prevents the child from the correct imitation of the words and phrases that he uses in his life everyday.

1.8.1.5. Element Factor race

Results revealed a few studies that attempted to address a comparison of the linguistic development of children who They belong to different races or nationalities , while some have shown results these studies outperform the white child over the nigger child in various aspects of linguistic development, the Results of other studies reveal differences between nigger and white children in the United States of America, However, it is the important thing that these studies revealed is having the same developmental among children in different countries, regardless of race or nationality, the child belongs to the language he learns, as it has been observed that the sequent of system is stable. The stages in which children acquire language in Sweden, Norway, Denmark and Yugoslavia The Soviet Union, Poland, Japan, and other countries where language development studies were conducted and that what increases these results of the difference in the model of civilization in which the child is born, and the language Learn in these societies.

1.8.1.6. The desire to communicate

Communication is an significant factor which also affects second and first language acquisitions. If we conclude that it is indeed the most crucial aspect of all, and if the language performs other roles, then the most important thing about this job is to connect and speak to others through communication that first and second language learners obtain. . The structures and vocabulary are exchanged within the patterns Toning and within the culture of society. Communication is the most crucial that push the child to communicate with others, so he has an increased motivation to learn the language and the time spend talking to others.

We notice that the youngest child in the large family communicates with them by speaking and imitating, so it helps him to learn the language more than a child who does not communicate with others or if he lives in a small family and does not speak, he will miss to learn the language like the other children.

1.8.1.7. Personality

Speech is often an indication of child health as something like mental and child with an adaptive personality tend to speak better. The child's psychological condition significantly affects his / her linguistic performance, such as fear, anxiety, and deprivation. Emotional hunger and family conflicts lead to a tense atmosphere, thus to a feeling of insecurity and to his / her own disorder, psychological states, etc.

1.8.2. Environmental factors affecting language acquisition

The role of environmental factors and their impact on language acquisition is extremely important, as it plays a key role in determining the linguistic performance of the child, the richer family ,cultural environment, and the greater linguistic performance of the child.

1.8.2.1 Economic and social level

Children of high social and economic environments speak better, faster and more accurate than lower environments, because they grow up in an environment equipped with entertainment.

1.8.2.2. Cultural level

The rich environment in culture makes the child understands more words and expresses Linguistically what he wants to do, while the culturally poor environment increases the child's actions his movements and his words are less.

1.8.2.3. Family size

Family size influences children's language acquisition, as the only child is encouraged to speak. Many children belong to a big family, so parents still have time to speak to their only child. As far as large families are concerned, they often control their authoritarian atmosphere and limit the child's words that he could not speak according to his desire to speak.

1.8.2.4. Multi language

In early childhood, the child imitates the language of others, influencing the languages that the child knows, particularly in early childhood, when the child speaks two languages because of variations in the language at home, it is about the language of peers, children neighbours, school language, or when he or she has to learn a foreign language though still studying its mother tongue, the findings are intended to research at the same time the influence of bilingual studying on the linguistic growth of a child:

1-The linguistic growth of children who study two languages at the same time is slower for children who study one language at the same time.

2-It is preferable to introduce the second language after passing the critical stage in the child's linguistic development .

3-Use each language at different times than the other language Talk to the child or in different circumstances.

1.8.2.5. Emotional deprivation

Children growing up in deprived environments are the most backward group in their language development, and studies have shown that the linguistic development of these children in all its aspects and dimensions is strongly influenced by this type of environment, in addition to encouraging and kindness of others, has a major impact on the speed of language acquisition. Kindness and encouragement disappeared this resulted in the child being late and even stumbling.

The reason for the delay in language acquisition in children can be traced back to the nature of the environment in this Institutions, the absence of parents, lack of opportunities for care, attention and learning, greatly affect language Child, perhaps we can say that the more deprivation time increases, the more delay in the acquisition of language.

1.8.2.6. Family lifestyle and interaction between the child and the parents

Some studies have shown that family life patterns and social contact between the child and the family are present. It enhances their linguistic development, whereas other patterns do not. Studies show that language acquisition is closely tied to the scale of the social contact of a child. Parents are a family involved in spending long periods with their kids and sharing ideas, talking to them. The child's participation in these conversations helps in the linguistic growth of the infant in all its dimensions and aspects.

Children belong more to an environment of friendliness, openness, versatility and cooperation than children belong to an environment of authoritarianism, for example, these parents feel the child can see and not hear.

It is noteworthy that the family life and the child's relationship with the parents influence the child's acquisition.

1.8.2.7. Media

Media in general encompasses all that is necessary to send, receive messages, information and experiences over distances via optical and sound signals, most notably television, radio, the machine, which are the most significant means of indirect social communication.

1.8.2.8. Kindergarten enrollment

The experiences and influences of the child to which he is exposed play an important role in heightening his linguistic wealth and broad awareness.

The experiences and opportunities prepared for children before they enter primary school also contribute to the development of their language, increase their vocabulary in addition to their contribution to raising the level of their academic achievement and the results are confirmed. Studies conducted in this field are important to nurseries and kindergartens in the development of children's experiences and the acquisition of new vocabulary, several studies have been carried out in Arab society to determine the effects of kindergarten enrollment.

And all these studies have concluded overwhelmingly that entering kids in kindergarten is for him affecting the production of their linguistic income. The study found that there is a positive association between enrollment in kindergarten and intelligence, and this influences the child's linguistic output.

1.8.2.9. Conversation with the child during play

Naming things for a child is not enough, as parents are obliged to share their son's play, so speak what parents use during play is easy talk consisting of short phrases, clear and very close of the child's absorption capacity. In addition, speaking during play helps the child to understand the relation between the object and the context that surrounds it. This allows to use the same circumstances later as a guide to understand the meaning of words and to introduce new terms appropriate for the same situation.

1.8.2.10. Reading to the child

Numerous studies show that young people have been reading with guardians since they spoke faster, have longer sentences and are more confused than children who have not had such an examination, the important thing here is that this reading procedure must be dynamic and aim to encourage the child to ask questions about what he finds in pictures, colours and shapes before him., And what we mean is that he should be a true participant and not merely a data receiver. At any point, he reacts to the parents' inquiries, his vocabulary expanded and confused, but what is important here is helped to remember to make sure that all these new terms are great with the absorptive limit of the youngster.

1.8.2.11. Name things and encourage the child to use the correct word

Around the point where guardians decide to name something the child considers, or anything they identify with the kid in the ocean, it turns out to be more and more mindful to this matter, along these lines the way to combine the element becomes simpler in his name . This encouragement comes from the guardians 'optimistic influence of the considerable number of terms that he correctly expresses to the youngster, as the term is represented by a genuinely useful division, the child communicates its needs or feelings. Such encouragement is ingrained in the day-to-day exchange in words in the child's life. Throughout this particular situation, experts encourage guardians not to respond to the youth's demands while turning the last for reference, but rather to persuade him to express his wishes using sound forms first and then the appropriate word for what he wants.

1.9. Theories of language acquisition

A number of theories have been put forward over the past fifty years to explain the process by which children learn to understand and speak a language. We shall consider each of these in turn. Before we do, it is important to recognise that they should not be seen simply as conflicting theories, replacing each other in a sequence. Although Behaviourism is now seen as offering only a very limited explanation, each theory has added to our overall understanding, placing emphasis on different aspects of the process. They can be summed up as:

1.9.1. Behaviourism

The behaviourist psychologists developed their ideas by conducting a series of on animal experiments. For example, they found that rats or birds could be trained to perform specific tasks by promoting habit formation. Researchers have rewarded desirable behaviour. That was called positive reinforcement. Unwanted conduct was disciplined or simply not rewarded-negative reinforcement. Later, Skinner proposed this hypothesis as an explanation for human language acquisition. He said in *Physical Conduct* (1957): "The basic processes and relations which give verbal behaviour its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behaviour without serious modifications."

Skinner proposed that a child imitate his parents 'or nannies' words. Effective efforts are praised as a person who understands a child's spoken word will praise the child and/or give it what it asks for. Therefore good statements are improved whereas weak ones are forgotten.

Limitations of Behaviourism

While Skinner's theory does contain some facts, there are many objections to this.

- Language is based on a collection of concepts or rules that could not be invented simply by imitating individual words. Children's errors show that they're not just imitating, they're consciously figuring out and applying rules. For instance, a child who says "driinked" instead of "drank" doesn't mimic an adult but over-applies a rule. The child has learned that past tense verbs are formed by adding a sound /d/ or /ed/ to the base form. The "mistakes" occur because irregular verbs are present that do not act in this way. These types are also called smart mistakes or computer mistakes.
- The vast majority of children go through the same stages of language acquisition. A clear series of steps seem to be taking place. We're referring to growth achievements. Apart from some extreme cases (see Genie's case), the series appears generally uninfluenced by the care the child receives or the type of society he / she grows up in.
- Children seem unable to replicate what an adult says, particularly if there is a structure in the adult utterance that the child has not yet started using. The classic example comes from David McNeill, an American psycholinguist. The structure at issue here concerns the negation of verbs :
 Child: Nobody don't like me
 Mother: No, say, "Nobody likes me."
 Child: Nobody don't like me. (Eight repetitions of this dialogue)
 Mother: No, now listen carefully: say, "Nobody likes me."
 Child: Oh! Nobody don't likes me.
- Few children obtain substantially explicit grammatical correction. Families are more interested in courtesy and truthfulness. According to Brown, Cazden and Bellugi (1969): "It seems to be truth value rather than well-formed syntax that chiefly governs explicit verbal reinforcement by parents which renders mildly paradoxical the fact that the usual product of such a training schedule is an adult whose speech is highly grammatical but not notably truthful."
- There is evidence of a critical period of language acquisition. Children who have not mastered the language by about seven years of age will never completely catch up. The most famous example is Genie's, which was discovered at age 13 in 1970. She was seriously abused, isolated and deprived of regular interaction with human beings. She was, of course, confused and in many respects underdeveloped.

1.9.2. Innateness

In 1957 Noam Chomsky published a review of behaviourist theory. In addition to some of the above points, he concentrated particularly on getting the poor language input kids. Adults usually do not talk in grammatically correct sentences. What the child hears is, however, only a tiny sample of words. Chomsky argued that children require an inherent skill to learn language. The system is biologically defined according to this theory-the human race evolved a brain whose neural circuits produce linguistic information at birth. Hearing speech triggers the natural predisposition of the child to learn language, and the brain of the child can interpret what he / she hears according to the underlying principles or structures already contained therein. The Language Acquisition Device (LAD) has become known as this natural faculty. Chomsky did not suggest that an English child was born with any specific knowledge of English, of course. All human languages, he said, share common values. (For instance, they all have words for objects and actions-nouns and verbs.) It is the responsibility of the child to decide whether the particular language he hears communicates these basic concepts.

For instance the LAD already contains the verb tense term. By listening to forms such as "worked," "played" and "patted," the child makes the inference that the past tense of verbs is formed by adding the sound / d/, /t/ or /id/ to the base form. This, in effect, would contribute to the aforementioned "internet mistakes." The process is unconscious, it scarcely needs to be said.

For instance the LAD already contains the verb tense term. By listening to forms such as "worked," "played" and "patted," the child makes the inference that the past tense of verbs is formed by adding the sound / d/, /t/ or /id/ to the base form. This, in effect, would contribute to the aforementioned "internet mistakes." The process is unconscious, it scarcely needs to be said. Chomsky would not imagine deliberately carrying out grammatical rules for the little boy lying in his cot!

Chomsky's groundbreaking theory remains at the forefront of the language acquisition debate. It was changed, however, both by Chomsky himself and by others. Originally Chomsky's view was that the LAD possessed specific language skills. Dan Isaac Slobin has suggested it could be more like a method to figure out language rules:

It seems to me that the child is born not with a set of linguistic categories but with some sort of process mechanism - a set of procedures and inference rules, if you will - that he uses to process linguistic data. These mechanisms are such that, applying them to the input data, the child ends up with something which is a member of the class of human languages. The linguistic

universals, then, are the result of an innate cognitive competence rather than the content of such competence.

Evidence to support the innateness theory:

work in several fields of language study has supported the idea of an inherent language faculty. Three forms of proof are available here:

1. Slobin has pointed out that human anatomy is distinctly adapted to the production of speech. Unlike our nearest families, the great apes, we have developed a vocal tract which allows the precise articulation of a large range of vocal sounds. Neuro-science has also defined different areas of the brain with noticeably linguistic functions, notably the area of Broca and the area of Wernicke. Stroke patients have useful data: they can experience a number of language disfunction depending on the site of brain injury, from difficulty recognizing words to an inability to understand syntax. Experiments designed to teach chimpanzees how to communicate utilizing symbols of plastic or manual gestures have been controversial. It seems likely that our ape cousins have little or no grammatical competence, while being able to learn individual "words." Pinker (1994) offers a good account of this research.

2. The development of Creole English varieties tends to be an outcome of the LAD at work. The linguist Derek Bickerton researched the development of surinamese Dutch-based creoles. Living together but originally from separate language classes, escaping slaves were required to communicate in their very small Dutch. This resulted in the restricted language type known as a pidgin. The adult speakers were past the vital age of fluent learning of a new language—they had learned Dutch as a foreign language and under harsh conditions. Incredibly, these slave children converted the pidgin into a complete language, known to linguists as a Creole. They were probably unaware of the process but the result was a language variety that follows its own consistent rules and has a complete expressive variety. Also found in the Caribbean and elsewhere are English-based creoles.

3. Studies of the sign languages used by the deaf have shown that these are nuanced, completely grammatical languages in their own right, far from being simplistic gestures to replace spoken words. There may be one sign language in many dialects. Kids learning to sign as a first language go through similar phases to hearing kids learning the language spoken. The desire to communicate is realized, stripped of speech, through a manual device that fulfills the same

purpose. In Nicaragua there is also a signing Creole, which is again created by children. See Pinker, 1994 (pp 36-7), for an account thereof.

Limitations of Chomsky's theory

Chomsky's linguistic dissertation was theoretical. He was interested in grammar and much of his work consists of complicated grammatical rules explications. He didn't research real kids. The theory depends on the exposure of children to words, but does not take into account the relationship between the children and their carers. Nor does it understand the reasons a child may want to communicate, the language functions.

In 1977, a study released by Bard and Sachs about a boy known as Jim, the hearing son of deaf parents. Jim's parents wanted their son to learn voice, rather than the language of signs they used among themselves. He watched a lot of television and listened to the radio and he got regular insight in the language. However, his development was minimal until he had hired a speech therapist to work with him. It just wasn't enough to be exposed to words. Without the connection that was linked it meant nothing to him.

Subsequent studies centered more on how real children learn language to meet their needs and communicate with their world, including other people.

1.9.3. The Cognitive Theory

The Swiss psychologist Jean Piaget has put language acquisition within the meaning of the emotional or cognitive development of a child. He argued that a child must grasp a concept before he / she can learn the specific type of language the communicates that concept.

Seriation is one good example of that. There will be a stage in the mental development of a child when he / she will compare items regarding size. This means that if you donated a number of sticks to the boy, he / she might arrange them in order of size. Piaget indicated that a child not yet at this point could not know and use comparative adjectives such as "bigger" or "smaller."

Other phenomenon often cited in relation to cognitive theory is the permanence of objects. Children appear unaware of the presence of things which they can not see during the first year of life. An object that moves away from sight is ceasing to exist. Kids also learned that objects have a life independent of their experience by the time they turned the age of 18 months. The

cognitive theory draws attention to the great increase in the vocabulary of children around this age, indicating a correlation between object permanence and the acquisition of object labels.

Limitations of the Cognitive Theory

Links of the sort discussed above can be identified during the first year to 18 months, but as a child continues to develop, it becomes more difficult to find consistent connections between language and intelligence. Several research centered on children who have learned to speak fluently despite abnormal mental development. Syntax doesn't seem to rely on general intellectual growth in particular.

1.9.3. Input or Interactionist Theory

Unlike Chomsky's work, more recent researchers have stressed the importance of obtaining language feedback from their caregivers to the babies. Language exists for communication purposes and can only be learned while interacting with people who want to communicate with you. Interactionists such as Jerome Bruner believe that when talking to infants, the language behavior of adults (known by many terms, most commonly referred to as child-directed speech or CDS) is explicitly tailored to facilitate the learning process. This aid is also represented as scaffolding for learning the language of the child. In response to Chomsky's Boy, Bruner also coined the term Language Acquisition Support Program or LASS. Colwyn Trevarthen studied contact between parents and babies who were too young to speak. He proposed that the conversation's turn-taking structure is established by games and non-verbal communication long before actual words are pronounced.

According to Vygotsky, the life-long cycle of development is highly dependent on social contact, which ultimately results in cognitive development. This phenomenon he named: Proximal Development Zone (Dabbagh N & Riddle E, 1999). Zone of Proximal Development (ZPD) is defined in the words of Vygotsky himself : "the distance between the actual development level as : determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978, p68). Through ZPD, imitation and guidance make a major contribution to children's growth (Vygotsky 1986, quoted through McCafferty 2012).

Limitations of Input theory

These ideas serve as a useful correction to the early position of Chomsky and it seems possible that with repeated contact, a child can learn more rapidly. It has already been observed, but anyway, that children pass through the same stages of language acquisition in all cultures. We also saw that there are cultures in which adults do not follow special ways of conversing with children, so CDS may be useful but it does not seem necessary.

As stated earlier, the different theories could not be seen merely as alternatives. Rather, each of them gives a partial explanation of the method.

1.10. Child language acquisition: Child directed speech

From the very first months of babies' life adults start talking to babies and sharing dialogues with them. However, the way teens communicate with children (child-directed speech) is usually different from the way adults communicate (adult-direct speech). As if it's instinctive, adults tend to naturally switch to a communication style adapted for children.

Child-directed speech (CDS) or other terms such as motherese, baby talk, etc. are characterized by some distinctions of phonology, lexis and grammar (Hare E. NDb) from adult-directed speech (ADS). With phonology, CDS with smoother pronunciation tends to be slower, includes more pauses, has higher pitch and pronounced intonation. CDS vocabulary is more limited, simpler and more concrete; it is reported that adults spoke with their children about 100 words compared to thousands used in ADS and more often replaced some words with other words of diminutive forms, for example: doggie instead of dog, moo instead of cow. The grammatical structure of the CDS is often more condensed, repetitive and mostly in query form. Adult repetitions are typically associated with certain modifications, both in their own speech and of children (Saxton M 2009). Numerous researchers have studied extensively this type of repetition, referred to as 'expansion' or 'recasting' (Brown R & Bellugi U 1964; Cazden B 1965). They believed that 'expansion'/'recasting' facilitated the understanding and learning of language. Example below was taken from Brown (1973):

Eve: More cookie.

Mother: You have another cookie right on the table.

Eve: That finger.

Mother: Where is your finger?

Eve: Play Eve broom.

Mother: Yes, you play with Eve's broom. That's a girl.

From the conversation we could see that the mother transformed the child's utterance into a longer and more meaningful expression: she repeated what Eve was supposed to have said in the full form of a word, she asked Eve to activate her thinking of forming full sentences. Therefore parental recasts are a clear example of Vygotsky's scaffolding (Saxton M 2009).

Pinker (1994) considered CDS to be the way parents 'give in' to their child. CDS likely has a bad reputation due partly to its limited definition and functional variance. Although some characteristics of CDS are dubious for their utility, some CDS features are also seen as necessary for some researchers in the acquisition of child language (Saxton M 2009; Matychuk P 2005; Burnham D 2016).

CDS is favoured by children (Aslin R & Cooper R 1990) and thus has sustained greater focus, which promotes learning language (Saxton M 2009). According to those who endorse CDS, the pronounced intonation, slow speech and high pitch voice helps children distinguish words and thus allows them to develop greater vocabulary .

In addition, many parents refuse to stop talking in baby language with their kids with the reason: 'let kids be kids,' and all of them insist their kids grew up just fine, happy and safe. Raising a kid with or without CDS reveals no difference on the surface.

1.11. Conclusion

There are several problems in the acquisition of first language namely: grammatical errors, phonological errors, incorrect utterances, imitation, repetition, clarification, question sign, experiential learning and laziness.

And in the development of the language of children there are six stages as first language acquisition approaches, they are cooing, babbling, holophrastic stage, two-word stage, telegraph stage and later multiword stage. But the writer analyzes 10 data in this study, and divides them into four stages:

Cooing stage, holophrastic stage, telegraph stage and subsequently multiword stage. Parents are better off sincerely pronouncing the title. This means parents will give the child the correct pronunciation. It's best for parents not to mimic the child's way of producing the incorrect pronunciation, because it will complicate the child's way of distinguishing right or wrong words.

It is easier for parents to stop answering the question of the child by using the term "hah?" "Because answering the question by using this word is impolite. Parents should create good relationship with the child. The interaction has the role of knowing the development of language of the infant.

Parents should protect the child from various media suitable for the needs of the child such as watching TV. So his / her perception and conduct will suit his / her age. To parents it is best to specifically correct the pronunciation and grammar of the infant. Parents will listen to the child as he / she shares ideas like talking about school experiences.

Chapter Two Research Methodology

II.1 Intoduction
II.2 Definition of Research
II.3 Study Disign
II.4 Research Design
II.5 Description of the sample
II.6 Subject of the study
II.7 Data Collection Method
II.8 Quantitative and Qualitative Approaches
II.9 Mixed Methods
II.10 The Participants
II.11 Definition of Record
II.12 Observation
II.13Interview
II.13.1 Structured Interview
II.13.2 Unstructured interview
II.14 Techniques of Data Analysis
II.14.1 Mode of Analysis
II.15 Ethical Consideration in Research
II.16 Conclusion

II.1 Intoduction

This chapter is intended to explain the research setting, sample and methodology adopted for conducting this study. It gives the richest and most thorough understanding of the subject under study. Then comes the problem of choosing the methods by which to obtain the data.

The choice of the most appropriate means of research is certainly a matter of many factors; essentially, the subject of the research itself should determine the methods used. The topic of this work calls for the integration of three common techniques for data collection: participant observation of child language acquisition from birth to six years, organized records and conversational analysis

II.2 Definition of Research

It is important to note that research is a gate in order to acquire knowledge in specific domains. However, research needs techniques and methods in order to reach reliable and naturalistic data. In this regard, Goddard and Melville (2004) define research as follows:

“Research is not just a process of gathering information, as is sometimes suggested. Rather, it is about answering unanswered questions or creating that which does currently exist. In many ways, research can be seen as a process of expanding the boundaries of our ignorance”.

In their point of view, Howard and Sharp’s (1983: 6) research is “seeking through methodological process to add to one’s own body of knowledge and, hopefully, to that of others. By the discovery of non trivial facts and insights.”¹⁵. In fact, the main aim of a piece of research is to answer some research questions in a systematic way. Accordingly, Kothari (2004: 02) highlights the following:

In his point of view, Lowe observes that research is an experience to get knowledge. He further maintains that research is the essence of any change in education. In other words, “research can help us to explore education and education process,”he (ibid: 6) adds.

Additionally, one may note that the first step in a research is observation. However, observation should be based on systematic steps. In other terms, “[...] observations of what goes on around yours a rich source of research ideas. Some of these observations may be unsystematic and informal.”as it is explained by Bordens and Abbott (2011: 57)

II.3 Study Design

In contrast to research design with its broad definition as the complete research scheme or the detailed research plan, study design is used more narrowly, indicating how the study is going to be conducted.

Qualitative Study Designs include case study (focusing on a case), focus groups (discussing with a group), participant observation (observing group members while closely interacting with them), holistic research (holistically observing multiple factors interacting in real life), community discussion forums (studying group members interacting in a forum and providing data on their attitudes and perceptions), reflective journal log (recording researcher's thoughts during the study) .

II.4 Research Design

Since this study's main purpose was to evaluate and explain how a child learns / acquires his first language, it deemed necessary to use the case study research design. A case study is an "in depth study of a particular situation rather than a sweeping statistical survey. It is a tool used to narrow down a very broad field of research into one easily searchable topic "(Shuttleworth, 2008) .

This research technique is qualitative descriptive approach. It is insightful as it seeks to find out about the children's difficulties in youcef's language acquisition at age 1-6. We use the video recorder to record the conversation of child and parents.

In this research, to collect the data we apply observation method and video recording of conversation between child and parent. In analyzing the results, we conduct some procedures. The data was obtained from video recording of the interaction between child and parent.

II.5 Description of the sample

The most difficult step in data collection is to pick a sample population for a survey because it depends on the existence of the speech culture, that is, whether it is homogeneous or heterogeneous. In addition, the collection of samples is the first step towards defining limits to study. In this context, Hartas (2010) notes that a population is a group of individuals or organisations that share the same characteristic, he adds that what distinguishes a population is not its size (it may be small or large) but the existence of a particular characteristic.

In addition, once the individuals are selected, we can identify them as a sample that is a selection or a population subgroup that we intend to study "(Hartas, Idem). It has to be

remembered that it is very important for the researcher how the sample is chosen. The sample will also be representative of the entire population.

In addition to this, our target population contains respondents from the same backgrounds in education.

II.6 Subject of the study

Children in Algeria have the language acquisition stages. The cultural environment has a significant effect mostly on production of language for the infant. For this reason; the family is the main source of knowledge for all children who could also learn their mother tongue.

Throughout essence, it would be very useful to explain the location and sample where the research work is taking place, this research was carried out in my small town (I started asking some of my relatives who have kids) and in Algiers (some doctors) and in some kindergartens in Tiaret to investigate and identify the efficacy of the family in child life and how it affects the growth of language.

The samples

The parents :

The sample comprises of six families, and each has children of different ages. And some parents are working and others are poor.

Children:

We looked at about six children, even at different ages.

Doctors:

This research is conducted by interviews with (3) three doctors, and we asked them about the various stages that children are undergoing or going through over six years.

II.7 Data Collection Method

Quantitative data collection methods typically use standardized response categories. Surveys are the most common example. Respondents are asked to choose among responses that best characterize their perceptions, attitudes, knowledge, or opinions. The advantage of quantitative data is that it efficiently measures the reactions of many people, which facilitates statistical aggregation of the data, including making comparisons by subgroups. Using sound sampling procedures to represent the population and obtaining adequate response rates are critical. Provided your sample size is large enough, and your methods and analysis are sound, this method of data collection provides a broad, generalizable set of findings. This means that they can be used to learn about the entire population that you are studying.

By contrast, qualitative data collection methods typically produce detailed data about a much smaller number of people. Qualitative data can provide rich information through direct quotation and careful description of programs, events, people, interactions, and observed behaviors. The advantage and disadvantage of such descriptions, quotations, and case studies is that they are collected as open-ended narratives. Observations are not fit to categories so rigorous and systematic analysis of content can be tedious and time-consuming.

One of the most common qualitative data collection techniques is the interview which may be with individuals or a group. In a group interview, or focus group, a moderator conducts a discussion among five to ten people in order to learn their opinions, attitudes, and thought processes about a given topic. The group dynamic encourages a deeper level of discussion and allows the moderator to probe for topics that are important. Note that the term focus group is often misused to refer to any meeting of any group of people about a given topic. In actuality, focus groups as well as individual interviews, are systemically structured and discussion is carefully guided to allow for drawing conclusions and making comparisons. Qualitative data can also be collected from written sources such as journals, open-ended survey questions, and reaction sheets completed by observers or participants.

An ethnographic approach to evaluation collects qualitative data. Maribel Alvarez describes in her case study, *Two-Way Mirror: Ethnography as a Way to Assess Civic Impact of Arts-based Engagement in Tucson, AZ*, that ethnographic evaluation emphasizes listening carefully and observing real-life actions to understand how people make sense of their lives. An ethnographic evaluation produces “data collection” of a distinct kind—subjective accounts of how people actually interact with systems, programs, and policies. This data is collected through experiences of the evaluator in the field, side by side with participants.

The researcher collected the data mainly through observations, accompanied by interviews and records. He noticed how youcef talked to his father and sister — his actions and attitudes in communicating through verbal and non-verbal means.

The researcher could comprehend just marginally how youcef interacts, his facial expressions, tone, speech, etc. The researcher also asked youcef's father to translate them for him about the quality and context of what the subject was saying. (Father Youcef is excellent at speaking English).

During experiments, the researcher often had some diagrams or checklists with him—the things he would concentrate on based on language acquisition theories and principles. If he had other concepts / ideas that had not been encountered during his stay, he would often interview the father of the subject or ask the mother of the subject via a record. The researcher also studies basic Arabic so he had opportunities to speak in Arabic with / interview youcef. Reactions to youcef have been noted and included in the report.

The researcher was at the location during the investigation to get the data in a natural environment and started to take data regularly by observing the research operation.

The methodology included the application of recording, observation checklist, and in-depth interview. The recording was turned on to each conversation between the researcher and the participants, and if the conversation was completed.

II.8 Quantitative and Qualitative Approaches

The researcher needs to combine approaches when doing any work, because relying on one approach or technique is not enough. Quantitative approaches are typically used to count the sum of responses. In this regard, Thomas (2003: 1) defines quantitative methods as follows: « Quantitative methods, on the other hand, focus attention on measurements and a mounts (more and less, larger and smaller, often and seldom, similar and different) of the characteristics displayed by the people and events that the researcher studies »

Thomas further argues that quantitative methods require the use of statistical methods to provide a general description of the situation at hand, whereas qualitative methods provide a more comprehensive description of events. King, Keohane and Verba (1994) say in that context that quantitative research uses numbers and statistical methods. It appears to be focused on empirical measurements of specific aspects of the phenomena; it seeks measurements and

analyses which other researchers can easily reproduce. It is interesting to note that Glesne and Peshkin add that the results achieved by quantitative methods can be applied to the entire population and this dimension is not found in qualitative methods. In other words, quantitative methods help the researcher analyze the first steps by statistical measurements for data collection. Yet without qualitative methods, they are inadequate.

It is clear that qualitative approaches require a researcher who explains types of characteristics of individuals and events without comparing events in terms of quantity measurements. Denzin and Lincoln (2000) maintain that qualitative methods are multiple methods involving story- and interview-based study of events. They state that qualitative research is focused on multi-methods, requiring a naturalistic, interpretive approach to its subject matter. That means qualitative researchers are studying things in their naturalistic sense, [...] Qualitative research involves the studied use and collection of a variety of empirical case study materials, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts.

In short, in any research qualitative and quantitative methods are essential. Corbin (1990) explains that idea better. In the same research project, Corbin said both qualitative and quantitative methods can be used effectively.

II.9 Mixed Methods

Currently, researchers increasingly prefer to combine qualitative and quantitative methods so as to benefit from the strengths of both methods. Mixed methods combine qualitative and/or quantitative methods during either collecting or analyzing data. The main assumption is that combining qualitative or quantitative methods provides a comprehensive understanding of the research problem.

A typical example would be studies that consecutively use questionnaires and interviews for collecting data. Mixed methods studies may be either sequential or concurrent; when researchers initially collect data either quantitatively or qualitatively, and then collect the other type of data, while the two data collection methods are mutually dependent, the study has sequentially designed mixed methods. On the other hand, in concurrent mixed designs, both quantitative and qualitative data are concurrently and independently collected (Creswell, J. W. (2003).

Mixed methods is commonly practiced for five purposes with respect to their contributions to research design, namely triangulation (seeking corroboration and convergence between the findings from different methods), complementarity (exploiting the exploratory strength of qualitative methods and the confirmatory power of quantitative methods), development (the outcome from one method informs another), initiation (possible observed contradictions encourage collecting more data using the other method), and expansion (extending the breadth and depth of the study via diverse methods used for investigating varying components of a program) (Greene et al., 1989).

II.10 The Participants

Participant observation is another essential tool not just for sociolinguists but also for other social sciences to gather data. In this context, Dewalt and Dewalt (2011) suggest that participant observation is a process by which a researcher participates in a group of people's daily activities, rituals, relationships, and events as one of the means of learning the tacit and explicit elements of their habits and culture.

Observation is really a part of qualitative processes. It is a kind of observer method where "the researcher collects information in most unobtrusive fashion by simply watching the subjects of the study communicate, ideally without their knowledge. Simply put, the researcher takes a role in the study's activities in participant observation.

The study participants were a mother, father, and children. We use Purposive Sampling Procedure to take the study participants. Purposive sampling technique is one of the techniques used by considering it (Sugiyono, 2009) or relying on other attributes to assess the participants. The researchers therefore took part in this research, which consisted of parents with their fetus; the fetus was 4 months and 3 weeks. The research was carried out on the fetus until he was aged 5 and 6.

II.11 Definition of Record

This refers to the recording of participants' contributions to research in audio and visual media. Audio tape recording is standard in all but exceptional cases in market research, while video recording even outside of viewing facilities is becoming very common. The possibilities opened up by other digital technologies and by ever-smaller and less intrusive equipment are also actively used by commercial researchers - for example by taking photographs of participants, their homes.

In all cases, the provisions of the relevant codes of conduct and data protection legislation apply. Specifically, respondents must know and consent to being recorded and be given the opportunity to withdraw their consent at any time. Special rules apply to the recording of children and to recording in public places, such as in some forms of observational research.

The research record is all of the information necessary for reconstructing the complex and creative research process. It contains not only the information you generate or collect during a project (research material and data), but also information on how the material was collected and all the thoughts and conclusions you have had along the way.

In the following section, decide whether or not you think each item should form part of your research record. Make a note of your answers, then continue to our feedback.

II.12 Observation

Observation described as a systematic and deliberate analysis at the time they occur through the eye of spontaneousness.

Observation is the methodological way of noticing a note, fact or occurrence after some kind of calculation, knowing children's culture and the ability to be interested in it is important for successful observation.

II.13 Interview

The interview is another important method for data collection. It is a part of qualitative methods since it helps the researcher to get in a direct contact with the participants. In other words, it is a face-to face-conversation because it gives the researcher the opportunity to control communication.

In fact, it completes the results of the questionnaire. It involves “an interviewer reading questions to respondents and recording their answers” (Monette et al, 1986: 156). Similarly, Burns (1997: 329) defines an interview as “a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person.”²¹

One should note that the format of the question of the interview is very essential to provide the researcher with rich data. In this sense, Kumar (idem) writes that: In fact, there are many types of questions including open and close questions. In this sense, the interview can be structured or unstructured as the following:

II.13.1 Structured Interview

A structured interview (also known as a standardized interview or a researcher-administered survey) is a quantitative research method commonly employed in survey research. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods. Structured interviews are a means of collecting data for a statistical survey. In this case, the data is collected by an interviewer rather than through a self-administered questionnaire. Interviewers read the questions exactly as they appear on the survey questionnaire. The choice of answers to the questions is often fixed (close-ended) in advance, though open-ended questions can also be included within a structured interview.

A structured interview also standardises the order in which questions are asked of survey respondents, so the questions are always answered within the same context. This is important for minimising the impact of context effects, where the answers given to a survey question can depend on the nature of preceding questions. Though context effects can never be avoided, it is often desirable to hold them constant across all respondents.

II.13.2 Unstructured interview

Unstructured interview or non-directive interview is an interview in which questions are not prearranged. These non-directive interviews are considered the opposite of a structured interview, which offers a set amount of standardized questions. The form of the unstructured interview varies widely, with some questions being prepared in advance in relation to a topic that the researcher or interviewer wishes to cover. They tend to be more informal and free flowing than a structured interview, much like an everyday conversation. Probing is seen to be the part of the research process that differentiates the in-depth, unstructured interview from an everyday conversation. This nature of conversation allows for spontaneity and for questions to develop during the course of the interview, which are based on the interviewees' responses. The

chief feature of the unstructured interview is the idea of probe questions that are designed to be as open as possible. It is a qualitative research method and accordingly prioritizes validity and the depth of the interviewees' answers. One of the potential drawbacks is the loss of reliability, thereby making it more difficult to draw patterns among interviewees' responses in comparison to structured interviews. Unstructured interviews are used in a variety of fields and circumstances, ranging from research in social sciences, such as sociology, to college and job interviews. Fontana and Frey have identified three types of in depth, ethnographic, unstructured interviews - oral history, creative interviews (an unconventional interview in that it does not follow the rules of traditional interviewing), and post-modern interviews.

II.14 Techniques of Data Analysis

According to Kaelan (2005 p. 209) in Muhammad (2011 p. 221), data analysis is a process of raring the data orderly, organizing in one pattern, category, and describing unity of the data. Data should be organized, grouped, and based on standard, category, and unity based on that classification. Therefore, the methodology of content analysis that the researchers used to evaluate the data when the data is used.

In the course of analyzing data, the researchers took several steps based on the data analysis methodology as follows: the data were actually taken 150 times and evaluated each time the data was taken to find the characteristic content of the intended investigation; this was all about the validity of the data. First, by documenting the conversation and all activities, the researchers took the data in the field, and wrote down all the significant things that happened while taking the data. The researcher recorded the video, and took some notes, particularly the fetuses and children.

During the interview, the researcher took relevant notes, then wrote them down on field notes. Second, video collected and documented data were analyzed by transcribing the conversation and then the data was reduced by summing gist and categorizing it into some patterns in the same sequence. The next one was to demonstrate the groups, and finally to check and conclude. Some were triangulated data.

II.14.1 Mode of Analysis

The data collected through observation notes, interviews, and recordings were evaluated based on language acquisition theories and concepts, since these were the bases for the creation of the observation checklists, interview guides.

The data analysis was based on affirmation or rejection of the hypotheses, concepts and previous work on language acquisition. If the said ideas or concepts were established or demonstrated in the interview, then they were logically considered to be sound and true. Otherwise, they were considered unsound and, thus, referred for further review. Observations outside the existing theories or concepts have been taken as new information and recommended for further study.

II.15 Ethical Consideration in Research

Lastly, we would like to address a few aspects of research ethics relevant to this study. Respecting and protecting the privacy of informants is a basic legal and ethical requirement in social-scientific field work, which must also be taken into account in all research projects, but how to define the boundaries between privacy and publicness is still a tricky question (Androutsopoulos 2014: 87).

The data for this study has been collected from a *public* website in that sense that anyone with internet access can find and read the comments posted on this site, not only those who are logged into Facebook.

From this viewpoint, it can be argued that this data is indeed public and I am not obliged to protect the anonymity of my informants, as what they have been posting to this website generally and of themselves - is public in nature. However, Androutsopoulos (2014: 88) points out that sometimes the researcher's (technical) definition of what constitutes publicness might not be in consensus with what the participants themselves think, resulting in conflicting opinions on what data can be treated as "public domain".

Hence, I choose to protect the individual privacy of informants and will not give off any names or profile pictures of the persons whose comments I have decided to include into my analysis. Protecting the anonymity of informants also entails avoiding publishing any clues that can lead to their identification (Androutsopoulos 2014: 87-88). Sometimes nevertheless, even when the screen names are anonymised, literal quotations from publicly accessible material can also lead back to original post via web search (ibid.). Consequently, Androutsopoulos (2014:

88) argues that in this case, an absolute anonymisation of CMC data may even be technically impossible. Manipulating the linguistic screen data to disable future verbatim searches, however, is not an option for this study as it may falsify otherwise valid data

Moreover, some of the topics featuring in the data of the present study can be considered to be quite sensitive in nature as, for instance, one of the postings by Humans of New York (on its Facebook page) included in the analysis covers a suicide of a family member addicted to drugs. Some of the comments posted in relation to this particular posting will, thus, feature also in the analysis of the present study, but as the name and the profile picture of the commentator in question are excluded from the analysis, the relative anonymisation to some extent ensures the privacy of that person. Furthermore, as I already previously noted the data is taken from a publicwebsite which is technically open to all and hence, also the sensitive data can be included into the analysis to enable as comprehensive results as possible.

II.16 Conclusion

This chapter has highlighted the research methodology. The researcher has described the research design, the participants under investigation (children and parents) and the research instrument (recording). The chapter has also described the procedures of designing the recording, and data collection. Consequently, in this chapter, the research methodology was addressed along with the rationale for the selection of research tool, target population and methods of data treatment. The following chapter will provide the analysis of data and discusses the findings.

Chapter Three: Findings and Results' Interpretation

Introduction

III. 1. Discussion of results and findings:

III. 2. Discussion of Results (parents and children recording)

III. 3. Discussion of Results (Doctors Interview)

III. 3.1. Doctor Explanation Interview

III. 3.1.1. Interview analysis

- a. Crying
- b. Cooing
- c. Babbling
- d. The One Word Stage
- e. The Two-word Stage
- f. The Three or More Words Stage

III.4.The Role of Imitation, Correction and Reinforcement, Analogy, and Structured Input

III.5. Discussion

How does the Subject exhibit Progression in his Language Acquisition?

What difficulties the subject encounters in language learning /acquisition?

Conclusion

Introduction

The whole chapter concludes the study of our work, it involves the findings and results on the subject, our hypothesis and discussion of our results that are linked to the child language acquisition and the aspects, which affect or contribute to the growth of the child language afterward.

III. 1. Discussion of results and findings

The current research looked at both parents and children, the results suggest that parents play a crucial role in the growth of kids, we observe that the key factor that influences the infant is the environment, particularly the family, where two types of data collection methods have been used, recording has been given to children and parents, and an interview with doctors.

Regarding the results of the interview and the analysis of the recording, we affirm our hypothesis. The finding goes hand in hand with our hypothesis, which emphasizes that parents or families are an integral component in helping to develop their language.

III. 2. Discussion of Results (parents and children recording)

From the age of 0 to 6 months after birth, the kid is usually silent or stares at anywhere when the mother or the researcher spoke to him. She / He occasionally opened his mouth at the age of up to 4 months as if he wanted to follow his mother's mouth.

At the age of 7 months to 1 year and 11 months, the researcher tries to challenge the baby by saying 'come on' or 'no.' No, no.' when the researcher did not want him to do what the researcher wanted him to do. It seemed that the baby had just looked at him for a moment and then tried to do what he wanted to do again.

At the age of 1 year, the researcher tried to repeat one word like 'papa' or 'mama' at the age of 1 but the baby was unable to mimic the researcher's spoken word after he had spoken the word. It was only three times that the baby preceded by saying the words 'pa' or 'ma' instead of 'papa' or 'mama' in 20 occasions. The researcher decided to play music at this age, and as a result, the child liked it a lot. As soon as the baby started crying, the researcher turned on the music he had heard and started to calm down, but when the music was turned off, the baby switched back to crying.

At the age of 2 years, that baby had begun to say a few words in Arabic that the researcher had never asked him to say before. He got it in day-to-day conversation with his father and mother. When the researcher said 'no' or 'don't' at the same age when moving his index finger

to the left and right and he was reluctant to stop doing anything. The baby was still trying to do the operation at the first time the researcher said it but the next order or alert seemed effective. Around the same age, the other participant just followed the phrases at the end of the paragraph. It was the last word his mother said. If the mother said “yalah nakol” then he tried to imitate by saying "... nakol". It was just the last word that she / he could say.

At the age of 3 years, the baby had understood to do what the researcher wanted him to do, such as when he was told by the researcher to get off the motorcycle and help him get down in both Arabic and English. He could also count from 1 to 5 in Arabic while he can't spell it perfectly. This has been done repeatedly since the age of 2.5 and often when he made misspelling in counting, the researcher does correctness in Arabic. The baby would also raise his hands if the investigator told him to do so by saying 'hands up' to suggest using a towel after taking a bath. However, lately, without any help, he may follow the instruction or orders. The next result was when the researcher put music up and turned it on then he tried to listen to it and then tried to follow the words to tell without guidance. He was able to say the full lyrics in up to two months, but he could not understand what the lyrics said.

At the age of 4 years, the researcher began by asking his name by saying “kiysemouk?” And she/he might say" Sara, Mohamed "rather than “ismi Sara , ismi Mohamed..... The next result was when "Sara, metrohich lhata placa, Mohamed metrohech lhata placa" the researcher said. Fhamt? "Then he said, 'Yeah, Daddy.' The researcher is always providing encouragement in this realistic conversation by teaching him how to answer such a question.

At the age or 5years, Children are aware of the sounds, which make up words by 5 years. They can pinpoint words that rhyme. They might even play rhyming games and sing out a list of words that rhyme (bat, cat, fat, hat, mat ...). Children start learning the sounds that go with the alphabet's different letters. That is important for reading skills development. Children also become conscious of integrating single sounds into words. For example, when the sounds "t," "o" and "p" are put together, they do "top".

Children might still have issues with saying a few sounds before starting school. An example of this is the "r" sound, particularly in words like "truck," "drain," "carry" etc.

Usually by 5 years, children can use the correct form of verbs to speak about past events. For examples, "I have jumped" or "I have played" But it will take them a few more years to get

used to the many Arabic language exceptions – for example, "broke," "threw" and "slice" rather than "broke," "threw" and "eaten."

Children from the ages of 5-6 years understand that single terms may have multiple meanings. They start relying more on the sense of a word to determine a specific meaning. For example, "cool" means something different when you say, "It's a cool day," compared to when you say, "It's a really cool robot you've made up."

Children can combine words by five years to form active and passive sentences. However, they also have trouble understanding passive sentences. For example, they may understand an active sentence like "The dog followed the boy." Nevertheless, they might think a passive sentence like "The dog chased the cat" actually means, "The cat chased the dog". They might also mix up who is doing what to whom when presenting photos. By 6 years, this perception of the construction of sentences is improving.

Children may also have trouble understanding at this age who pronouns refer to – for example, who "she" refers to in the sentence, "The woman told the last girl to arrive that she was late." With age, the understanding gradually improves.

At the age of 6 years, to make more words, children continue using prefixes (word starting) and suffixes (word ending). Children's storytelling skills are improving from 6 years onwards, and they get much better at telling tales. Its stories are becoming longer and more informative. The stories may be made up, or stuff that has actually happened. It also makes it easier to figure out who kids are thinking about when they tell a story, and how the things in their stories fit together. In these years, children learn to:

Use different words to link correctly (e.g., "then," "now," "when," "before," "while" and "though").

Using various forms of sentences to present similar details.

Using correct pronouns (e.g., "he," "she" or "they") rather than names when it is clear from the narrative to which reference is made.

Take out less important narrative specifics and concentrate more on the narrative setting and plot structure.

In the following figure, we will describe a comprehensive summary of the various stages of the kid's speech.

Age	Language/Expressions
3months	vocalization
6months	No repeated verbs
9months	Comprehension of gestures and objects.
11months	Repeated syllables
One year	5 words
15months	An intelligible language
18months	10 to 12words
21months	100 words,beginning of sentences of two words
30months	Words with articles,substantive words ,incorrect tenses.
3years	Says his/her sex ,verb tenses,words, accumulation
4 years	Knows his /her age.Logical conjunctions
5+6 years	Know his /her adress ,telephone,vocabularyextension,correct language,syntaxesamelioration.

Figure No 1-1.The Main Stages of the Child's Life

III. 3. Discussion of Results (Doctors Interview)

Both parents and doctors assert that crying is a positive idea for the child's health, and this stage begins from birth to 3months, then cooing that begins from 4 to 6 months, after that babbling from 7 to 1year. Even nurses in the nursery used to do the same thing, adding that there are several factors that affect the child's language acquisition, and perhaps the most crucial one is the family and parents.

III. 3.1. Doctor Explanation Interview

This interview involves basic questions related to the pre-linguistic processes that the kid follows in the pre-school period and there are some concerns about what is crying and it's nice that the kid is crying all the time and it's natural even though he doesn't really need something. Hungry and comfortable, but he is crying. In addition, the same with the rest of the stages.

III. 3.1.1. Interview analysis

a. Crying

Miss Amina responded that the first cries are a symbol of joy in moving into a new life. After that, she tends to add, I can easily discern the cries of my baby. For instance, crying out for hunger, I bring him milk every three hours. Thus, he cries with stop-e when he is pain, he does not scream aloud. In addition, his cries for expressing pain look like a red planet.

Miss Amel says, "My kid is called Anes. He cries at birth. In my view, the kid before birth is in a vast setting, and by birth he enters a limited world. I can recognize him when he cries for hunger or when he expresses irritation e.g. to change nappies, but as a habit he does not cry much, he is extremely quiet. This is why; I assume talking does not have the cries of a particular age that show its needs.

She is a mother of two children according to Siham who is a doctor in that nursery. Experimentally, the first cry is a clue to his health data. More specifically, when the baby is crying at birth his heart is in good shape

b. Cooing

That's the way kids reveal their joy and happiness. What we all have done is to start giving some babies who are between 8 to 20 weeks of age sweets and toys. They begin to make some new accents with a laugh face that attracts us to them as if they wanted to say anything.

Infants have been paying attention to language from an initial phase in growth. Their heads are turned towards sounds. They favor other sounds to language. They get sounds of their mother's voice in specific and will develop a pattern that might keep her voice communicating to them. When somebody is speaking, they can stop moving and listen, then move again when there's a pause.

c. Babbling

The baby's sound creates which forms the foundation of most languages. Both babies babble together and deaf-born babies create the same sounds as babies who can hear. What we have observed is that most infants are first generating (m), (t), (d).

The child may speak syllables as (mama), (tata), (baba) in this age. In addition, this is his / her language of communication, since his / her vocal cords are still not ready to talk as adolescents do. We met Maria, has two years old, she is from Tiaret. We were very astonished even though she speaks with first time during that age, she creates just the preceding syllables as ;(ba), (pa), (na), as per her mother, she implies coffee by(bou). Thus, we can recognize these sounds as babbling.

d. The One Word Stage

Both Algerian kids have used the "Holophrastic speech" even by age of one year. We create a single word, which means a sentence. Even before the kid creates a identifiable word, he / she starts substantively listening to the expression. Language comprehension comes before target language. So come the first words.

Almost all of the kids' words relate to their requirements. They realize and see all in their surroundings. They genuinely understand us, because they are not fully prepared, they could not communicate.

They use motions with their hands and eyes at this point. What we've found is to say one word when referring to their parents as(mama), (go) suggesting various things like saying (milk), he actually means "give me milk mom," where's mom'.

The kids who live with mom and children who live in a large extended family tell more words than the other kids do. We have also observed, kids who play with toys, they talk more than those who live alone.

During speech the Algerian children utilize words. What are terms they create on their own? There are a couple of the symbols that the newborn children use inside the taking after list.

Symbols	The meaning in dialect	The meaning in English
Wawa	Gatta	Cat
Baba	Khobz	Bread
Ninny	Arkod	Sleep
Habba	Halwa	Sweet

Figure No 1-2: The Symbols of the Algerian children

As we have said recently, all kids mimic the dialect of adults, but in some cases, they can not accurately articulate all of the words. This arrangement's newborn children cannot articulate all of the sound and letter pairs. In general, plosives, nasals and fricatives are transmitted without missing approximants (f), (s) and (w). We observed that all these infants, for instance do not deliver the sound(w) when it happens in the midpoint of the word; (Seet) they mean(candy)(meaning sweet).

e. The Two-word Stage

About the age of two a long period, the infant continues to merge two terms to correctly a given the reality that by adding an action and adjusting the word order to correct, recognizable thoughts. Over age the debate is more nuanced.

Kids begin developing the two word sentences during the second year of existence. In case, it could make them improve several terms in their language, including through their imagination. The titles, the things, the words, for sure, but they often neglect colors and types.

Almost all Algerian kids (but dumb and deaf kids) should use the pivot words and the open course that will be in the position to begin with or in the moment.

/me sweet/→meaning of give me sweet

/me eat/→meaning of I want to eat

In fact, this pivot can be situated at the moment as in:

/mama out/→meaning of my mother goes out.

In addition , kids may combine one noun with another noun:

/mama milk/→meaning of give me some milk, mother.

/mama dirty/→meaning of this is dirty, mother.

f. The Three or More Words Stage

In light of this, a three-years old kid is expected to be able to use three terms to particular together. Words that allude to specific individuals such as /Ana / or /anta/ do not present words until afterwards that provide the language structure that is later to be developed as well. The most remarkable thing about language is perhaps the level at which a kid understands new vocabulary. Acquiring after test appears how the family status will affect all kids.

Names	Ages	Language acquisition
Sara (living in a big family)	3years od	Quiet, had been mostly able to talk
Fatima(living with working parents)	3years old	Quite frustrated, with much trouble communicating
Maria(living with poor family)	4 years old	Smart to respond, extremely faster to interact
Anes(living in rich family)	4 years old	Quiet, had been mostly able to talk.
Youcef(living with mother only)	5 years old	Smart to respond, extremely faster to interact
Nadji(living with father only)	6 years old	Quite frustrated, with much trouble communicating

Figure: the children language acquisition.

Sarah's language acquisition is quietly awful. She could not describe herself. Almost all of the time she is quiet. Sara has a massive family. Even though she has two older brothers, she is alienated. She enjoys playing with dolls and sing alone. She could also grow her acquisition of language.

Fatima enjoys solitude and she does not like responding to questions. She also makes movements to show (no) or (yes) through her eyes. She struggles by the absence of her parents. She loves to play with her Barbie Dolls.

Maria is four. She grows up with a poor family. She is extremely smart she could give answers in a brief period and fast. She has tremendous creativity. She wants to have several dolls and to be a doctor.

Anes is completely quiet for most of the period. He is four years old. He lives with a rich family. He likes to play with toys on his own. He is ashamed. He talks cautiously and tends to give brief answers without further explanation.

Youcef is able to present himself. He is 5 years old. He is living with his mother only. His language acquisition is flawless. He talks quickly and his responses are smart. He enjoys playing with toys in which his creativity evolves. He does not care about his father's absence.

Nadji has considerable trouble communicating. A six-year-old. He is frustrated because he's hiding from his mother's love. He is ashamed and he cannot address our responses.

A table related to the findings of the language tests carried out by researcher « Dikder » in 1946 and the scale of the child's use of speech parts from year two to year six.

years	Second year	Third year	Fourth year	Fifth year	Six years
Nouns	62	110	131	158	180
Verbs	18	33.5	39	45	43
pronouns	06.5	13.5	14	13.5	13.5
Letters	07	14	16	16.5	15
Propositions	02.5	05	08	08	08.5

Figure: The child's use of different parts of speech, according to Miss Dikder.

III. 3.2. Analysis of conversation between the child (4years old) and the parent

Parent: What was it you were doing today?

Child: I wried alphabet. (applies –ed suffix rule but gets wrong)

Parent: wrote alphabet?

Infant: Okay. (Understands correction)

Parent: Who have you played at break time with?

Child: Me played with Sarah. (Wrong pronoun – not learnt passively)

Parent: Ok now, we are having fish.

Child: You having fish? (Incorrect use of plural noun but shows child applying rules)

Parent: Yeah. I will get you some fish fingers so if you are a lovely girl and feed them all you can get a sweetie. (Applying plural noun rule)

Child: When papa arriving home? (Gets SVO order correct all the time)

Parent: He will be here soon.

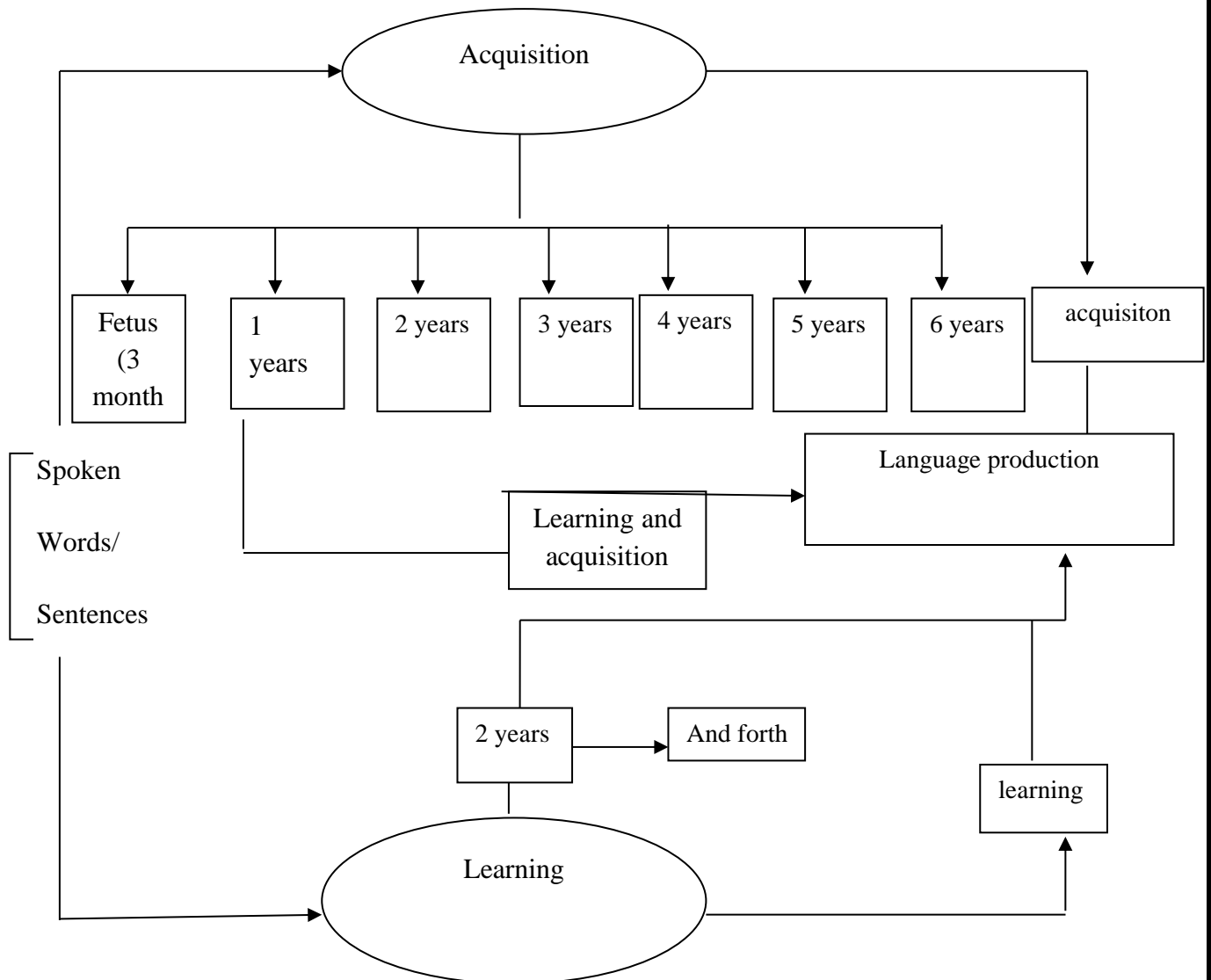


Figure The Theoretical Framework between Acquisition and Learning

When acquiring language, infants prefer to listen and mimic, attempt to utter, talk repeatedly, and require a positive affirmation without any instruction or transfer to the dominant language. Subconsciously and knowingly, they learn vocabulary based on age level. The idea is that children acquire language subconsciously when they have not already had the capacity to recognize the situation, self, and values when children actively acquire language implies they have had sufficient capacity to understand the situation.

When learning language, it is only by describing the situation or meaning using the dominant language that children need instructional strengthening. The moment is better for kids to teach in order to learn the language from the age of 2 or 3 up to the age of 5 or 6. Children have already had sufficient capacity in this age period to grasp the consequences when performing instruction or explanation or switching. Infants can interfere with the previous understanding information in this learning process. In order to be reinforced in the learning process, children typically need validation. Confirmation requesting indicates the capacity in learning process to understand the situation or spoken words. It is not, in truth, to ask for a clarification, but it is more simply to clarify what the words actually mean.

III.4. The Role of Imitation, Correction and Reinforcement, Analogy, and Structured Input

While recognizing the important involvement of biological factors in language acquisition and learning, the researcher also stresses the significant role that the environment plays in the development of language. The reviewed literatures raised several questions and issues related to the functions of imitation, correction and reinforcement, analogy, and structured input on language learning for children. However, the researcher saw how those acquisition mechanisms worked out for the development of his language. Language learning is like learning by imitation of any other skill. In child's case, he creates words or phrases depending on what he learns and what he knows from the interactions with adults to which he is exposed. While sometimes, precisely because of late developments in speech system, he fails to imitate, it is clear that he tried to imitate the same but hindered by certain mechanisms. He wanted to do the right thing in his mind, but he could not do it physiologically. It shows he learned something from imitating and if his speech processes are fully developed him will even learn better and faster.

It was found during the series of observations that child often imitates his father while speaking. The statement is substantiated by interviews with father. Sometimes, he imitates teasingly questions and responds to certain questions. According to his father, he loves to imitate but if he is the one imitated, he easily gets annoyed.

Though he likes to imitate, not everything that he imitates is imitated correctly. His father, for example, says, "Win darkom?" "Where's your house?" he said, "Kambaytok?" (What is your house?). His father would correct him by replacing the wrong word with the right one, and then slowly repeating the sentence / question so that he could better understand the words. The child will learn the correct word / sentence after a series of corrections and repetitions. Clearly, he

learns by reinforcement and correction. It was also evident in a series of observations conducted that the child is replacing word / s in sentences to create or construct phrases of his own. He uses adult sentences as his guide in phrasing.

Although sometimes he wrongly substitutes words in a way that the new word distorts the context of the original sentence, somehow he still studied the trends in the construction of sentences in particular.

Regarding the use of standardized feedback (mothers or baby talk), his father acknowledged in the interview that when the child was younger he and his wife made some simplification of terms and phrases. They have spoken a little baby just to reinforce vocabulary and concepts. His father further agreed that Arabic is a language that is phonologically complex and that speaking complex phrases too quickly could disorient or confuse a child. His father believes that somehow simplifying the language helped the child acquire / learn the language.

III.5. Discussion

By evaluating the responses of parents and doctors, we figured out that the major part that makes the kids grow its language is community, the family and parents, in other words.

We indicate that the child is suffering in several psychological issues that have a negative impact on his language; it is reflective of his family impact and what's surrounding him.

It appears that the children who grow up in the kindergarten talk at the same point later than other children, as well as other terms are fewer than the children grow up within their families. The communication is often slowed for the children raised in solitude for healthy causes. Where Like Many children raised in big families talk promptly and the second child always learns early from the first.

The nature of the family plays a major role in improving the language of the children, the family's positive conditions, and the peaceful atmosphere at home. It lets the kid recognize and identify the sight of his mother and all other close relatives.

The baby smiles at the beginning of its existence as he or she recognizes a known or unknown person at the age of 2 months, the probabilities of distinction between the multiple faces at the age of 6 and 8 months. The baby smiles and shows his joy before awareness man. The father takes on growing significance for the little boy, the majority of the time the young fathers take part in the nursing of their babies.

Communication methods with extrinsic words; three types, gestures and language. The gesture is the first connection with the environment, increasingly; the kid takes his or her indicator to display the items about him or her in order to understand what he or she is doing. Language acquisition is a prime form of communication. The acquisition of phonemes is performed quite fast. Through the sixth month of life it is quite fast. Initially he / she takes on the vowels, then the consonants. The social situation plays a specific role in the constitution of the child's language, and therefore it is not just an inactive imitation, the indigenous child and focusses his language.

The syllabic apposition is approximately 6 months out. Due to the atmosphere that the child has on echo and double monosyllables. At the same time, they are the first word; the child gains an understanding of gestures and intonations.

Interactions with others are governed by family interpersonal relationships. The first position is the connexion to the mother. She would be the one who makes the baby learn the mother tongue, she builds his / her intellect through the works, and she reflects the security from danger that threatens him / her for her son.

Relationships are changeable with brother and sister. The 6-month-old baby differentiates among babies and adults, and he or she expresses satisfaction by being older than he or she is in interaction with.

The parents supply emotional comfort approximately entirely for the pre - kindergarten kid. The kid has to be confident that his parents have him at all moments, and will keep going to have him, despite what he says or does. They are his protection against a world he does not comprehend being his guardians from the partially-formed anxieties he might have.

When there are more than one child in the family, it is the duty of the parents to continue making everyone feel respected and valued in their own right, that they love them for their own sake. Parents could never equate their children, which puts one of them in better light. Every one of them should be admired.

There really are kids on the other hand who stay with the custodian. Therefore, every infant uses the caregiver's language instantly; initially he or she tries to mimic them by creating and utilising his or her own vocabulary.

He learns two languages, for example, and parents talk to them anyway. It is to be noted, the kid has an amazing perceptual capacity to learn any language. The kid could even create countless sounds of foreign consonants extremely sooner during his first stages of cognitive development, Nevertheless, as soon as this ability rises, the focus on the Segmental phonemes were gained and only the consonants and vowels of their indigenous vocabulary were effective. So to babble is not necessarily to understand, to develop first language segmental sounds, but it could be used as a period that the kids continue to learn first period intonation.

In addition, child grammar, context, and purpose are all regulated by the foreign language's suprasegmental sounds. Unless, for example, children in Algeria live in japan, the japanese a supra segmental sounds would obviously be applied.

The Chomskian term child identity is that of one who is born with the opportunity to learn any language. The child predates his path with unconscious sensational explanation of the voice, thus in a few years and finites he is expert of infinite capacity that the picture is quite appealing to produce and understand every concept and grammatical phrases.

The hypothesis of Chomsky does not deal with children for being talking, this socio-cultural aspect involving language has an explicit position.

Linguistic performance is related with the coding and decoding system, which is the real language usage. As per Chomsky 's hypothesis, language acquisition is autonomous of socio-cultural features which only require appropriate speech as insight .

Dell Hymes harshly condemned Chomsky 's learning grammar for suggesting that only a linguistic theory must be predicated when speaker on socio-cultural variables, hearer if a statement is approved or not.

There has to be a lot of attention to the social aspects. Mental protection for the kindergarten kid is supplied completely by the parents. The kid should be confident that his parents have him at all periods, and will proceed to also have him, despite what he says or does. They are his armor against a world he can not comprehend .Parents are his guardians, mostly from anxieties he may also have partially formed. They give him the pleasure and softness needed for his sound emotional development.

How does the Subject exhibit Progression in his Language Acquisition?

Universal language. Chomsky (in Orillos, 1998) insists in the same form and trend that children of any race, history, or culture learn a language. The child, at his age, such universal linguistic categories as: nouns and noun classes, verb and verb classes, predication, negation, and question formation can already be reasonably manifested. On the other hand, on word order, morphological marking, tone, agreement and a reduced relation, he still has minimal manifestations.

Communicative competence is “the aspect of a person’s competence that enables him to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Orillos, 1998). It has four different components; the grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Focusing on the child, he clearly does not yet have full knowledge of morphology, syntax, semantic and phonology (grammatical competence) lexical things and rules. Although he can essentially construct sentences by himself, his sentences are very simple. The feature words are sometimes omitted, thus, telegraphic sentences. When he uses analogy / substitution in other people's sentences when he makes his own, his choice of words is incorrect or even misunderstood, thereby creating context ambiguities.

He should understand 2-3 related sentences in a conversation equally on discourse competency. Beyond three sentences, one cannot expect him to respond meaningfully to utterances. Thus, his ability for debate is still very weak. It has been found that he is at an average / moderate point on sociolinguistic competencies. He knows how to change his language to suit the person he is talking to. He is more open when he talks to his father and when he talks to the researcher as an outsider, he has some reservations. He can also distinguish whether his father is crazy or laughing, exhausted or interested in listening to him.

As a young child learning its first language, he has limited grammatical skills. Therefore, he finds it difficult to express himself effectively in a communicative setting. However, the researcher noted that he can use verbal and nonverbal communicative techniques (strategic competence) to account for his communication difficulties. For example, he may simply point to the object or explain it by action when he wants something from his father but does not know its name. He also uses simpler, similar words in some cases only to direct the listener to get to the meaning he wishes to convey. Styles and Registers, Orillos (1998) mentioned that native speakers as they mature into adulthood learn to adopt appropriate styles for widely different contexts. At his young age, the child is able to adapt his styles in talking to various types of

people. He may follow two of the five styles outlined by Joos (in Orillos, 1998)-the informal and intimate styles. When he communicates, he uses the intimate style with his parents and siblings. He talks to them without hesitation or inhibitions and shares his true emotions and feelings. On the opposite, he distinguishes himself a little when talking to people outside of his family circle. For example, when he speaks with the researcher, he cannot whine. He responds straight while some degree of confidence and closeness can still be felt. When it comes to his register.

In any communicative act Nonverbal, contact is indispensable. They even use crying for children or babies to convey to adults that they are feeling hungry or unhappy. For adults, to display acceptance or rejection, they use smile, nod or shake of the head. In child's case, the researcher noted several types of non-verbal communication most particularly when the subject speaks to his father or the researcher himself. For example, if he is disinterested or bored he does not look at the person he is talking to. If he is not interested in the subject he keeps walking while talking. If he meets strangers, he distances himself. If he knows his father is angry, he does not talk or does not show up at all even if he is called upon. When he encounters new friends, his new toys or devices (e.g. cars, iPad, etc.) are still taken with him. He has the prevailing attitude of thinking that showing others his new toys or latest gadgets will give him an elevated socio-economic status. He started touching his belongings including laptop, notes, books, food, etc. when he had already developed closeness with the researcher (after some time). Which means the barrier was broken already. Asking the researcher for some support, he approaches him closely and even holds him on his hands or sits on his lap. This means he desperately or urgently needs something.

What difficulties the subject encounters in language learning /acquisition?

English Language problems. The language learning difficulties of the child includes the language's grammatical and discourse aspects. He still has limited vocabulary, phonological / mispronunciation problems, grammatical errors, particularly in arranging / placing suitable words in a sentence, and combining sentences to produce meaningful discourse. Because nature has endowed him with brain capable of processing and discharging linguistic functions on the basis of observations, making his LAD work quite well, these difficulties are largely attributable to environmental forces and mechanisms. His exposure to language is still limited due to his young age; therefore, using adult ability as the metric, his communicative skills spread over

different constructs is still small. However, when it comes to language development and learning, he is not considered a difficult child as compared to other children of his age.

Conclusion

This chapter focuses that several aspects as physiological, mental, and social factors can affect the children's language. As such, the major essential one in other word is the cultural effect, the family and parents have a big effect on the progress of the child language acquisition. Furthermore, the child can learn from his parents that even if the mother or the father does not care for their kid, he will encounter problems and he will not learn and develop the language as usual even if he does. They talk to him; they help him talk slightly earlier.

General Conclusion

Almost all infants are adopting a certain psycho-linguistic stages, either English or Arabic. They are influenced mainly by the setting through which they improve their learning of language. Besides the physiological and individual factors which help them learn their language. The production of language is much more remarkable as we remember what is taught in natural environment. This can sound like kids just need to know what they listen and reinforce it at some later point in time.

One of most critical factor is the social one; the family which has a significant impact on the cognitive potential of the infant. At the other hand, a significant body of research supports the notion that acquiring language is affected by several facets of human knowledge and ability.

Via our work, we have attempted to clarify the first language and demonstrate the forms of language acquisition. These are the three primary influences, which are physiological, cognitive / individual, and social.

Kids develop vocabulary series of steps depending on the development of the brain as well as the case of learning as well. When acquiring language, infants would not have any limitations on first language acquisition. Kids tend to just listen and then mimic, attempt to utter, repeat repeatedly, and would need a positive reinforcement that is without any guidance or transfer to the main language. Young children learn subconsciously when they have not already had the capacity of understanding the system, self, and values and consciously determined by the level of age and they understand language actively when they have already acquired them. Kids learn

the language through using instructional reinforcement. In order to be reinforced in the learning process, children require evidence. The optimal moment for kids to develop the language is at age two or three.

Therefore, the acquisition of language is both perceptual and emotional. In addition, we may conclude that modern language resources indicate new possibilities for mutual interaction, exploring the environment and exchanging views, desires and needs.

Reference

Akmajian, A., Demers, R., Farmer, A., & Harnish, R. (1995 :456). *Linguistics: An Introduction to Language and Communication*. The MIT Press.

Aslin, R & Cooper, R. 1990. Preference for Infant-directed Speech in the First Month after Birth.

Androutsopoulos (2014: 87-88). *Mediatization and Sociolinguistic Change*. Berlin, New York.

Bateman, W. G. (1916). The Language Status of Three Children at the Same Ages. Pedagogical Seminary, XXIII, 211-240 .

Bloomfield, L. (1933). Language. New York: Holt.

Bloomfield (1887-1949).An introduction to the study of language. New York.

Bolinger, Dwight. (2002 :3) Aspect of Language. Second Edition. America: Harcourt Brace Jovanovich, Inc.

Bolinger, Dwight. (2002:283) Aspect of Language. Second Edition. America: Harcourt Brace Jovanovich, Inc.

Bordens and Abbott (2011: 57)Research design and methods: Aprocess approach(8thed). Newyork: Mc Graw.Hill companies chapter15.

Burnham, D. 2016. Why baby talk is good for your baby. Access date: 10.05.2019

Blumenthal, A. R. (1970 :170). Early Syntactic Development: Across-Linguistic study with special reference to Finnish. Cambridge: Cambridge University Press.

Brown R & Bellugi U 1964; Cazden B 1965Brown, J & Bellugi, U. 1964. Three Processes in the Child's Acquisition of Syntax. Harvard Educational Review: July 1964, Vol. 34, No. 2, p.133-151.

Brown, R., Cazden, C., & Bellugi-Klima, U. (1969). The child's grammar from I to III. In J. P. Hill (Ed.), Minnesota symposia on child psychology (Vol. 2, pp. 28–73). Minneapolis: University of Minnesota Press.

Brown (1973 :331). A first language : the early stage,Cambridge MA : Harvard University Press.

Burns(1997: 329) Introduction to Research Methods. 3rd Edition, Addison Wesley Longman Australia, South Melbourne.

Carroll, J. B. (1961 :331). Language Acquisition, Bilingualism, and Language Change. New York: Holt, Rinehart and Winston.

Chamberlain, A., & Chamberlain, L. (1904 ,1905). Studies of a Child. Pedagogical Seminary.

Chomsky, Noam. (2009 :101 ,102) Cartesian Linguistics: A Chapter in the History of Rationalist Thought. Third Edition. America: Cambridge University Press.

Corder, S. P. (1982). *Introducing Applied Linguistics*. Harmond-Swath, Middlesex: Penguin Books.

Crystal, D. (1985 :5). *A Dictionary of Linguistics and Phonetics*. Oxford: Basil Blackwell.
Cambridge: Cambridge University Press.

Clara and Wilhelm Stern 's German work *Die Kindersprache* (1907).

Corbin (1990).*Basics of qualitative research:Grounded Theory procedures and Techniques*.
Newbury Park,Calif.:sage Publications.

Creswell, J. W. (2003). *Mixed methods research: A workshop*. Presentation at the Robert Wood Johnson Foundation Faculty Scholars Program, Houston, TX.

Dabbagh, N. Riddle, E. 1999. *Lev Vygotsky's Social Development Theory*. Access date:
09.05.2019.

Denzin, N. K. & Lincoln, Y. S. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.).
Thousand Oaks, CA: Sage.

Dewalt, K. M., and Dewalt, B. R. (2011). (2nded). *Participant Observation: A Guide for Fieldworkers*. London and USA: Rowman and Littlefield Publishers, Inc.

Fernandez, E. M., & Cairns, H. (2011). *Fundamentals of Psycholinguistics*. Wiley-Blackwell Publication.

Goddard and Melville (2004).Research methodology: An introduction .Juta and Company Ltd.

Greene, J. C., Caracelli, V. J. & Graham, W. F. (1989). Toward a conceptual framework for mixed method evaluation designs. *Educational Evaluation and Policy Analysis* 11, 255–274.

Hartas, D. (2010). *Educational Research and Inquiry: Qualitative and Quantitative Approaches*.London: Continuum International Publishing Group .

Howard and Sharp's (1983: 6)*The management of a student research project*Aldershot, Hants. : Gower .

Ingram, E. (1989 :7). *First Language Acquisition: Method, Description and Explanation*.

Ingram, (1989:15). *First Language Acquisition*

Ingram (1989:21)*First Language Acquisition*

Ingram(1989:39) *First Language Acquisition*

Johnson & Medinnus, 1969). *Child and Adolescent Psychology* . New York ,Wiley.

Kothari (2004: 02). *Research Methodology: Methods and Techniques*. 2nd Edition, New Age International Publishers, New Delhi.

King G Keohane R and Verba S 1994 *Designing social inquiry: scientific inference in qualitative research* Princeton University Press, Princeton .

Kaelan (2005 p. 209) in Muhammad (2011 p. 221), *Metode Penelitian Bahasa*. Jogjakarta: AR – RUZZ MEDIA

Lehmann, W. P. (1976 :27). *Descriptive Linguistics: An Introduction*. New York: Random House.

Lyons, John (1981) *Language and Linguistics:An Introduction*. America: Cambridge University Press.

Madorah Smith (1926).*Investigation of the development of the sentence and the extent of vocabulary in young children (University of Iowa studies in child welfare) .*

Monette et al, 1986: 156). *Applied social research: tool for the human services*. Holt, Rinehart and Winston, New York, NY, USA.

McCafferty, S. 2012. *Zone of Proximal Development in Second Language Acquisition*.

Matychuk, P. 2005. The role of child-directed speech in language acquisition: A case study. *Language Sciences*, 27(3), 301-379.

Orillos, L. Q. (1998). *Language acquisition theories, principles, and research*. Quezon City: UPOU.

Pinker, S. (1994) (pp 36-7). *Language Instinct: The new Science of Language and Mind*. New York: Penguin Books.

Saxton, M. 2009. *The Inevitability of Child Directed Speech*. In: Foster-Cohen S. (eds) *LanguageAcquisition*. Palgrave Advances in Linguistics. Palgrave Macmillan, London.

Stilwell Pecci (1999:29)*Pragmatics (Language Workbooks)*

Shuttleworth, M. (2008). *Case Study Research Design*.

Sugiyono. (2009). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. Bandung. Penerbit: Alfabeta Bandung

Skinner, B. (1957). *Verbal Behavior*. New York: Appleton Century Crofts, Inc.

Templin (1957). *Certain Language Skills in Children: Their Development and Inter-relationships*. Institute of Child Welfare Monograph 26, Minneapolis, MN: University of Minnesota Press.

Thomas, R. M. (2003). *Blending Qualitative and Quantitative Research Methods in Theses and Dissertations*. Corwin Press, Inc.

Traugott and Pratt (1983:407) .*Linguistics for Students of Literature* Paperback

Varshney, Radhey L. (2003 ,307) *An Introductory Textbook of Linguistics & Phonetic*. India: Student Store.

Vygotsky, L.S. (1978,p68) *Mind in society: The Development of Higher Psychological Processes*. Cambridge, CUP.

Waston, J. B. (1878-1958). *Psychology from the Standpoint of a Behaviorist*. Philadelphia: Lippincott.

Wilhelm Wundt (1832-1920),*Principles of physiological psychology*

Theses and Dissertations

Survey of language acquisition techniques provided by parents of talented and gifted children by Sharon Engen. A thesis submitted in partial fulfillment of the requirements for the degree of master of science in speech communication : with emphasis in speech language pathology Portland State University 1984.

Children First Language Acquisition At Age 1-3 Years Old In Balata Bertaria Sohnata Hutaaruk.

Language Acquisition , Acquiring Languages beyond knowledge in first language ,Abena Acheampomaa Darko Thesis for B.A. degree International Studies in Education School of Education University of Iceland School of Education May, 2016

Webography

- <http://lughataltefel.qu.edu.qa/>

- a centralised work hub, public face, and portal for interaction

<https://www.google.com/search?q=child+language+acquisition>.

[URL:https://www.researchgate.net/publication/227630972](https://www.researchgate.net/publication/227630972) Preference for Infant-directed Speech in the First Month after Birth

[URL:https://theconversation.com/why-baby-talk-is-good-for-your-baby-59515](https://theconversation.com/why-baby-talk-is-good-for-your-baby-59515)

[URL:https://www.researchgate.net/publication/313429390](https://www.researchgate.net/publication/313429390) Zone of Proximal Development in Second Language Acquisition

Appendix

questions that were asked to the tested children (interview)

Have you got father?

Do you love him?

Have you got a mother?

Do you love her?

Does your father take you outside the home?

Can you spend one night far from your mother?

What is your name?

What is your age?

Where do you live?

The responses were dependent on their parents.(interview)

From birth to 3 Months

Reacts to loud sounds

Calms down or smiles when spoken to

Recognizes your voice and calms down if crying

When feeding, starts or stops sucking in response to sound

Coos and makes pleasure sounds

Has a special way of crying for different needs

Smiles when he or she sees you

From 4 to 6 Months

Follows sounds with his or her eyes

Responds to changes in the tone of your voice

Notices toys that make sounds

Babbles in a speech-like way and uses many different sounds, including sounds that begin with p, b, and m

Babbles when excited or unhappy

Makes gurgling sounds when alone or playing with you

7 Months to 1 Year

Turns and looks in the direction of sounds

Listens when spoken to

Understands words for common items such as “cup,” “shoe,” or “juice”

Babbles using long and short groups of sounds (bibibi)

Babbles to get and keep attention

Imitates different speech sounds

Has one or two words (“Dada,” or “Mama”) by first birthday

1 to 2 Years

Knows a few parts of the body

Points to pictures, when named, in books

Acquires new words on a regular basis

Uses many different consonant sounds at the beginning of words

2 to 3 Years

Has a word for almost everything

Uses two- or three-word phrases to talk about and ask for things

Uses k, g, f, t, d, and n sounds

Names objects to ask for them or to direct attention to them

3 to 4 Years

Hears you when you call from another room

Uses sentences with four or more words

Speaks easily without having to repeat syllables or words

4 to 5 Years

Pays attention to a short story and answers simple questions about it

Hears and understands most of what is said at home and in school

Uses sentences that give many details

Tells stories that stay on topic

5 to 6 Years

Communicates easily with other children and adults

Names some letters and numbers

Uses adult grammar

الملخص

يصف هذا البحث دراسة حالة للأطفال من الولادة إلى 6 سنوات في اكتساب اللغة وتعلمها. تتعامل العملية مع مراحل معينة مثل التهدل والثرثرة والمغزى والمرحلة المكونة من كلمتين ومرحلة التلغراف والمرحلة متعددة الكلمات ، وكان المشاركون من الأطفال من مختلف الأعمار ، بناءً على تقنية أخذ العينات الهادفة. كانوا جميعًا ستة أطفال وتم اختيارهم بناءً على خصائص معينة. الطريقة المستخدمة في جمع البيانات هي التسجيل والمقابلة والملاحظة ، وقد تم تحليل البيانات باستخدام الأساليب الاستقرائية ، مع الخطوات التالية: مراقبة البيانات ، رؤية هيكلية البيانات ، صياغة الفرضيات وفحص الفرضيات. أظهرت نتائج البحث أن اكتساب اللغة للأطفال الذين تتراوح أعمارهم من الولادة وحتى 6 سنوات كان 40 كلمة في المتوسط سليمة

إلى حد كبير في شكل كلمة ، وسوف ينطق الأطفال حروف العلة ، و [أ] في شكل الكلمات. بدلاً من ذلك ، قد يقولون 13 حرفاً ثابتاً ، وأخيراً ، دور الوالدين في تشكيل لغة الأطفال مهم. يجب أن يخلقوا اتصالاً مع أطفالهم من أجل تعلم نمو اللغة لدى رضيعهم. علاوة على ذلك ، يجب على الآباء إخبار الأطفال بالنطق الصحيح

Résumé

Cette recherche décrit une étude de cas d'enfants de la naissance à 6 ans dans l'acquisition et l'apprentissage de la langue. Le processus traite de certaines étapes telles que le roucoulement, le babillage, l'holophrastique, le stade de deux mots, le stade télégraphique et le stade multi-mots. Les participants étaient des enfants d'âges différents, basés sur une technique d'échantillonnage ciblée. Ils étaient tous six enfants et ils ont été choisis en fonction de certaines

caractéristiques. La méthode utilisée pour collecter les données est l'enregistrement, l'interview et l'observation. Les données ont été analysées à l'aide de méthodes inductives, avec les étapes suivantes: observation des données, aperçu de la structure des données, formulation d'hypothèses et vérification des hypothèses. Les résultats de la recherche montrent qu'en moyenne l'acquisition du langage des enfants âgés de 0 à 6 ans était de 40 mots qui sont en grande partie intacts en tant que mot. Les enfants prononceront des voyelles, et [o] sous forme de mots. Au lieu de cela, ils peuvent même dire 13 notes consonantiques. Enfin, le rôle des parents dans la formation de la langue des enfants est important. Ils doivent créer un contact avec leur enfant afin d'apprendre la croissance du langage de leur bébé. De plus, les parents doivent dire aux enfants la bonne prononciation.