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Unravelling the Impact of Parentese Language on Children's First Language Acquisition in Tiaret Speech Community: In Between Regularizations and Linguistics Deviations

A Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirement for the Degree of Master in Linguistics

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Dedications

I would like to dedicate and offer this success to my beloved parents who taught me the value of education and gave me the opportunity to finish my studies. Their words of encouragement and support are still ringing in my ears. You are the stars of my happiness.

I also dedicate this modest work to my two brothers "*Mohamed*" and "*Abdel Madjid*" for their endless love. To my beloved sister "*Sahra*" with my second parents and to my lovely grandparents.

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Abstract

This study examines the issue of parentese language and its impact on children's first language acquisition in Tiaret Speech Community (TSC) besides the deviations and regularizations that parents make when using this type of speech. Our work required qualitative approach where we collected data through an observation in kindergarten in Tiaret more precisely in Frenda, and through structured interview. The collected data were analysed manually in forms of graphs. The selection of participants targeted ten (10) parents, 05 babysitters, and forty (40 children aged between one (01) and five (05) years old. The results seem to validate our suggested hypotheses since infants who are exposed to parentese language have higher vocabulary and communication skills. This study provides evidence that when using this style children show great interest and a higher level of engagement during the communication. This study concludes that parentese language in indeed a magical tool that unlocks the language potential of infants and fosters a deeper connection between parents and their children.

Keywords: Tiaret Speech Community, Children in TSC, First language acquisition, Parentese Language, Parents in TSC

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List of Abbreviations and Acronyms

ADA: Algerian Dialectal Arabic

CA: Classical Arabic

CDS: Child Directed Speech

FLA: First Language Acquisition

IDS: Infant-Directed Speech

LAD: Language Acquisition Device

MSA: Modern Standard Arabic

MWA: Modern Written Arabic

PL: Parentese Language

SLA: Second Language Acquisition

TSC: Tiaret Speech Community

UG: Universal Grammar

General Introduction

General Introduction

One of the crucial components to express opinions and sharing ideas is language, which is a complex aspect that has evolved over thousands of years. It can be defined as a system of symbols, sounds, and gestures that allows us to convey thoughts and emotions with others.

Language can be acquired or learned but we are interested more in the acquisition of mother tongue, which is a critical process in human development that starts from infancy. Seeing as it is the most important stage in child's life, the process of language acquisition is a bit complicated due to it involves several universal stages. The first one is the pre-linguistic stage that begins from birth till 06 months, which includes; crying, cooing, and babbling. During this period, infants develop the ability to recognize the sounds of their native language and start uttering basic vowel and consonant sounds. Moreover, the second one is the linguistic stage. It normally begins around 01 year to 02 or 03 years old which contains the holophrastic stage, the two words, and telegraphic stage, wherein children start to produce their first word and associate them with their meanings. Then they move to two words phrase and longer complex sentences until they become fluent in their mother tongue.

Speech style is one of the significant aspects of language input that has a massive impact on language acquisition. Thus, when parents speak to their children, they use a special style called parentese language (PL). Such a mode refers to the style of infant directed speech and differs from adult directed speech by a variety of segmental and prosodic features, such as simpler phonology and grammar, fewer and simpler lexical items, higher and a wider pitch range besides slower speech rate and exaggerated intonation.

For this reason, this research sheds light on the impact of parentese language on children's first language acquisition in Tiaret speech community (TSC). In other words, it aims at finding out the role of using PL for a better language acquisition and exploring the deviations and regularizations that parents include in their speech with their infants. This work would be of a great importance due to the benefits it will bring to the field of parenting

for parents. It would also serve as an important contribution to the debate of whether the use of this infant directed speech is positive or negative impact for language acquisition and how incorporating it would make a difference. Furthermore, it intends at investigating the influence of parentese or motherese on the child's language development besides highlighting its characteristics and features.

Accordingly, some significant research questions, which may lead us to our desired outcomes, are raised as follows:

1. What is the impact of parentese language on children's first language acquisition in Tiaret speech community?

2. Why parents deviate when using this type of speech?

3. Why do parents use parentese language with children to acquire their mother tongue?

4. What are the linguistic deviations that parents use with their children?

5. How does parentese language influence children's first language acquisition in Tiaret speech community?

In order to answer the above questions, we proposed some hypotheses which are:

1. Children whose parents use parentese language start talking sooner and gain a large amount of vocabulary.

2. Talking to babies with parentese language from birth will prepare them to talk early and properly.

3. Using parentese language with a new born baby or child will prepare him to acquire language faster.

4. Parentese language helps to develop children's language capabilities.

Before diving into the details of our dissertation it is important to establish the main objectives that guided our research.

1- To get a better knowledge about the aspects that affects the child's mother tongue.

2- To help parents in teaching their children language properly.

3- To develop children's social skills and abilities to recognize conversational cues or signals.

4- To know more about children and their language and pave the way for future innovation and understanding.

5- To investigate whether the use of parentese language is positive or negative for children as a whole and in TSC in particular.

This scientific work is divided into three chapters. The first chapter is devoted for an overview about the sociolinguistic situation in Algeria, which is regarded as a complex and multifaceted that is shaped by a long and tumultuous history of invasions, colonization and independence struggles due to its strategic geographical location and resources. Besides it refers to the fact that the country's demographic situation is marked by a relatively young and rapidly growing population of approximately 46 million people. Furthermore, it goes deeper in the linguistic situation and all the existing varieties including modern standard Arabic (MSA), Classical Arabic (CA), Algerian Dialectal Arabic, French, Spanish, Turkish and Berber. Then it moves to the focus of our investigation Tiaret province with a strategic geographical location and a rich history that dates back to ancient times since it was considered as a centre of trade and culture, during the Roman and Ottoman Empire Eras.

The second chapter is dedicated to review the related literature. It critically highlights the previous and recent studies about language acquisition, its main stages and theories. Among them one can refer to the Behaviourist Theory, which was founded by JB Watson and supported by BF Skinner in 1957. It focuses on the idea that interaction with the environment is the key to learn all behaviours. Another well-known theory is the Innateness Theory by

Noam Chomsky in 1957 that states that children are inborn with an innate knowledge. Besides, the Cognitive Theory by Jean Piaget in 1923 that assumes that children are born with relatively little cognitive ability, but their minds develop and build new schemas as they age and experience the world around them. The last one is Interaction Theory by Jerome Brunner in 1961 that advocates that children are born with an ability to develop language but they acquire regular interaction with their parents or teachers to learn and understand it to a level of full fluency.

The third chapter is the practical part of our work, which presents the methodology that the research relied on qualitative methodological approach approaches. In order to reach our objectives, we felt that the best research tools for this investigation are a direct interview directed to 10 parents whose children aged between 01 and 05 years old, and an observation conducted in kindergarten in Tiaret speech community in Frenda with regard to the samples that we have to suit our study i.e., children, parents, and babysitters. Another point that is worth to mention is that we analysed our interviews via presenting the collected data in forms of tables and graphs and we finished the chapter by some recommendations suggested by parents.

The present work encountered certain limitations that obstructed its successful completion represented along these lines: not all kindergartens allowed us to enter to collect our needed data. Also, during our interview with parents, we found difficulty as we were unable to effectively convey and clarify the concept of parentese language. Moreover, we face obstacles in locating parents who have young children. In addition to that we face obstacles in locating parents who have young children, and during the interview parents were inattentive and provided unsatisfactory answers.

Finally, this research has significant implications for future studies, indicating the necessity of conducting more comprehensive research to examine the enduring impacts of this intervention.

CHAPTER ONE

THE SOCIOLINGUISTIC SITUATION IN ALGERIA

1.1 Introduction

The first chapter reviews the sociolinguistic situation in Algeria; it contains some significant concepts that need to be addressed. Foremost, the opening part is an overview about Algeria, covering etymology of the word, the geographical location, in addition to the population and the demographic situation of the country. Moreover, this chapter addresses the historical background of Algeria including the era before the 19th century and all the empires that invaded the country through history besides the linguistic situation during the French colonization and after the independence(i.e., the status of language varieties including modern standard Arabic (MSA), classical Arabic (CA), Algerian dialectal Arabic (ADA) besides French, Spanish, Turkish, Berber and it's varieties including Kabyle, Chaoui, Targui, Mzabi and Chenoua and Arabization Process). In the end, we present the state of Tiaret which is the context of our study, holding the etymology of the word, historical background and the geographical location.

1.2 Algeria Overview

Algeria as an Arabic and Islamic country, has been called by several names since its inception, it started with the name kingdom of Numidia under the rule of Berbers. The origin of the name Algeria (El_Jazair) appeared in the 16th century, it refers to the plural of an island including four islands; however, it is pronounced in our native dialect Dzaier which is originated from the Berber word Tiziri which means "moonlight" while its official name is People's Democratic Republic of Algeria (Toumi, 2014).

Algeria is a diverse country with a rich cultural heritage that reflects its complex history. It is known for its stunning natural landscapes including the Sahara Desert, as well as its unique cuisine and music.

1.2.1 The Geographical Location of Algeria

Algeria is the 10th largest country in the world and the first in Africa, which covers an area of almost 2 381 741 km2. It is situated in the north western part of Africa bordered by the Mediterranean Sea to the north with a coastline of 1200km2 with several important ports and cities situated along its shores, sharing land borders with multiple countries including Tunisia in the north east, Libya in the east, Morocco in the west, western Sahara, Mauritania in the southwest and Niger in the southeast. More than 80% of Algeria's landscape lies in the western part of the Sahara which stretches across the southern and eastern regions. It is considered as the largest hot desert in the world. The Atlas Mountains, which run along the Mediterranean coast, also traverse through Algeria providing a cooler climate and fertile valleys for agriculture (Encyclopaedia Britannica, 2022).

1.2.2 The Population and the Demographic Situation

Algeria is the most populous country in the Maghreb region with almost 46 million people in 2022 that is about 0.56% of the total world population with a median age of 28 years old (World Population review, 2022). Moreover, about 90% of the Algerian people live in the northern coastal area. Its capital and the most crowded city is Algiers with about 2.95 million citizens. It is administratively divided into 58 states and 1,541 municipalities. Among its biggest and most crowded cities, one can cite: Oran with 1.58 million, also Constantine with 1.2 million and Annaba with 464.740 people (Encyclopaedia Britannica, 2022).

In recent years, Algeria has experienced a demographic shift with the population growing at a rapid pace due to high birth rates and increased life expectancy. The country also faces several demographic challenges including a youth bulge and a high rate of unemployment especially among young people, for this purpose there has been some emigration from Algeria to other countries, particularly to Europe and the United States, as

people seek better economic opportunities and political freedoms (Algeria, U.S. Department of State - Bureau of near Eastern Affairs. March 24, 2022).

1.3 The Historical Background of Algeria

Algeria as a rich and strategically located country went through many important phases due to the invasions it witnessed by several massive empires and civilizations such as, the Numidians, Phoenicians who established trading outposts along the north African coast, Punicists, in addition to the Romans, vandals and the Byzantines. In addition to that, Algeria was inhabited by various indigenous Berber people who had their own distinct cultures and traditions. After a while the Islamic conquest reached the region of the Maghreb between the years 642 AD and 669 AD. As a result, the Islamic religion spread in widely which became an important centre of Islamic scholarship and culture. Thus, the region become under the rule of the Rustamidis that owed allegiance to the Abbasids caliphate Al-Mansur (754CE to 775CE). However, this later fell so the rule passed to the Fatimids, then the Ziyanis, Marabouts and the Mouahids (Julien, Charles-André, 1970).

Another point to be discussed is that Spain invaded the country by the end of the 15th century including Mostaganem, Tlemcen and the west of Algiers in 1510.For that reason Algeria asked help from the Ottoman Empire that fought the enemy and considered Algeria a vassal state in the 16th century under Kheir el Din's regency. In light of this, Abd-el-Kader Moussadek stated that "The Ottoman Empire (1554-1830) captured Algiers and established it as the centre of the Ottoman Empire..." (Algeria in Others Writings: 2000 Years of Historical Exchanges, 2013, p.27). During this period, the Ottomans established a system of government and infrastructure that helped shape the modern state of Algeria.

1.3.1 Algeria during the French Colonization

Algeria was known of the French occupation, the most horrific types of material and spiritual colonization for a century and a half during which the Algerian people witnessed

arbitrary laws and unfair decisions that covered all areas. It was marked by violence and oppression including the dispossession of land from Algerian peasants, forced labour and the use of torture and other brutal tactics to suppress the independence movement. The beginning was when Hussayn the last ottoman provincial ruler or the Dey of Algiers angrily stuck the French consul with a fly whisk due to a fight between them about the large and unpaid debt of France.

The actual colonization was in 05 July 1830. During this period many revolutions appeared to stop the occupation operations, among the famous ones the resistance of Emir Abdel Qadir which extended from 1832 to 1847 in western Algeria; In addition to that, Ahmad Bey, the Zawawla, Boumaza and many others, ending with the Liberation Revolution or the Algerian bloody war that broke out on 1st November 1954 with the participation of about 1.200 warriors, resulted in the deaths of thousands of Algerians and French soldiers. It ended with the independence in 05 July 1962, but the country faced many challenges in the years that followed including political instability, economic hardship and civil unrest.

Under the French rule, Algeria was considered as an integral part of France and was governed as a department of France. The letter led to the creation of a large French settler community in Algeria and came to dominate the country's economic, political and social landscape. It also implemented policies to suppress Algerian culture and promote the French culture including the prohibition of the use of the Arabic language in schools and the imposition of the French laws and customs on the Algerian population.

1.3.2 Algeria After Independence

After the declaration of independence on July 1962 and after a bloody war, the secretary general of the National Liberation Front Ahmed Ben Bella became the first president of Algeria. He was overthrown on June 19, 1965 after a coup led by the minister of defence in his government colonel Houari Boumediene who was elected after to be the president in 1976

(Metz, H.C. 1994). After his death in 1978, Chadli Bendjedid was selected as the new president and stayed until 1982. Since then, there have been several presidents including Ali Kafi, Liamine Zeroual, Abdel Aziz Bouteflika and the current president Abdel Madjid Tebboune who was selected in 2019.

After gaining independence the National Liberation Front became the ruling party, in this period Algeria faced a number of challenges as it worked to establish a new political and economic order. The newly independent government inherited a country that was deeply divided and in need of significant reforms, thus, one of the first priorities of the new government was to rebuild the country after years of war and destruction. The government implemented land reforms to redistribute land from French settlers to Algerian peasants and launched ambitious programs to expand education, healthcare and infrastructure.

In recent years, Algeria has made progress in improving its economic and political situation, and the country has become an important player in regional and international affairs. Despite ongoing challenges, Algeria remains a key cultural and historical centre of North Africa with a rich and diverse heritage that reflects its complex history.

1.3.3 The Policy of Arabization in Algeria

Since independence, Algerian authorities used a number of ideologies and processes to gain political legitimacy and one of them is the arabization process which started before the independence in 1962, under the leadership of the "Association of Moslem Scholars". It means inserting the Arabic language, it includes thirty laws. During 1990 two laws were passed which advocated the arabization of all the administrative offices, and schools in 1992 in addition to higher establishment by 2000s. We might add that in order to better implement this process, the government brought teachers from Arab world to help in teaching children. In this regard, Ghris (2007) has stated that:

As a newly independent country, Algeria was concerned about making its sovereign national, political and cultural identity known quickly. This led the Algerian leaders of the time to substitute the dominant French language of the ex-colonizer by the native Arabic language because, at that crucial moment, it constituted the major landmark of the urgent assertion of the freshly recovered Algerian cultural identity. It was symbolized by the written language immediately available then, and also the most geographical a socially spread in all the Muslim Maghreb for centuries, as it had been taught long before the French colonial invasion of 1830. (p.14)

1.4 The Linguistic Situation in Algeria

The Algerian linguistic situation is very complicated and hard to understand because of the existence of many language varieties due to the previous settlements. Thus, each settlement has imposed its language on the residents of the land; these varieties can be organized as follows:

1.4.1 Arabic Language

Arabic is a Semitic language which is considered as one of the major languages in the world, resulted from the division of the original Semitic people into different groups. Thus, one of these groups developed its language to become what it is known today by Arabic. This language has a rich history that dates back over 1,500 years. It has played a central role in the development of Islamic civilization and culture. Is written from right to left and each letter has multiple forms depending on its position in a word. Furthermore, at the beginning it was only an oral language and it is classified into 03 categories; CA, MSA and ADA, each one of them has its own unique vocabulary, grammar and pronunciation.

1.4.1.1 Classical Arabic

First of all, the Quran or the Holy Book of Islam, which is the first literary text written in classical Arabic (CA). It is composed of a language broadly identical to that of ancient poetry. After the spread of Islam, CA has become the ritual language of the Muslim people and their identity as Houghton & Mifflin (1994) said that "Classical Arabic is used by approximately by one billion Muslims for prayer and scholarly religious discourse" (p. 412). As well as the language of learning and administration, hence there is a difference between CA and MSA in terms of syntax, terminology, and pronunciation.

As we mentioned earlier that classical Arabic is the language of Qur'an, which was explained in the following verse:

" قال الله تعالى " و كذلك أنزلناه قرآنا عربيا صرفنا فيه من الوعيد لعلهم يتقون أو يحدث لهم ذكر "

(طه :113)

"Thus, have we sent this down an Arabic, and explained therein in detail some   of the warnings, in order that they may fear Allah, or that it may cause their remembrance (of him)"

This verse emphasizes the significance of CA, where is considered as a sacred language of Islam, it is also the language of the early Islamic texts and literature (Ibn Kathir).

1.4.1.2 Modern Standard Arabic

Modern Standard Arabic (MSA) is also called Modern Written Arabic (MWA) (Alhawary, 2015). The term is developed in the Arab world in the late 19th and early 20th century which is a variety of standardized literary Arabic. Moreover, since the 1963 Algerian constitution, it has been classified as an official written language. MSA is based on a strict grammar and syntax. It is an important language for international trade, diplomacy and political communication in the Middle East and North Africa. Modern standard Arabic is used in formal places such as; Parliaments and universities. It is also classified as a modern version of classical Arabic. Ennaji (1991) stated in this vein that:

Modern Standard Arabic is standardised and codified to the extent that it can be understood by different Arabic speakers in the Maghreb and in the Arab world at large. It has the characteristics of a modern language serving as the vehicle of a universal culture. (p9)

1.4.1.3 Algerian Dialectal Arabic

Algerian Dialectal Arabic is the informal spoken language, which can be defined as the vernacular used by the majority of Algerians however it is not used in official speeches. Algerian Dialectal Arabic (ADA) is a mixed code marked by the presence of a considerable number of borrowed words. It differs from one region to another. Furthermore, in the east of the country the dialect is closer to Tunisians' speech; whereas, in the west it is closer to Moroccan variety. Moreover, some non-Arabic letters are used in ADA for example: G /g/ and P /p/.

Another important distinction to be mentioned is that ADA is so similar to Maltese to the extent that people from both Algeria and Malta can understand each other. As Saad (1992) said:

> What is, in fact, Algeria Algerian Arabic? That is stripped of its absolute declensions, it's useless dual case endings, it's heavy constructions, it's frozen expressions, it's syntax from another age, it's antediluvian terminology, it is a spoken, lively Arabic, which bears the mark of the creative genius of Berber of rural and urban Algeria, which integrates foreign terms harmoniously. (p. 18)

Table 1.1 *Examples of Algerian Dialectal Arabic*

The Example	Meaning in Modern Standard Arabic	Meaning in English
لول البارح /luːl albaːrɪħ/.	اول امس /'awwal 'ams/	The day before
علاش /ʕalaːʃ/	لماذا /limaːˈða/	Why
واش راك /Wəʃraːk/	كيف حالك /kaifa 'ħaːluk/	How are you

1.4.2 The French Language

Algeria as being a colony of France for more than 130 years, witnessed the comings or the immigrations of many French people who brought their language, in which it has become a part of the linguistic system used by Algerians to different extents and has the strongest influence on the society, and nowadays Algeria is considered as the 2nd largest country in terms of Francophones. Rebai (2009) said" the language spoken at home and in the street remains a mixture of Algeria dialect and French words (10).

This quote shows that the French language had a major influence due to Algeria's colonial history, also the mixture of Arabic and French is a reflection of the country's linguistic diversity.

Table 1.2 *Borrowed Words From French in Algerian Dialectal Arabic*

The Borrowed Words	Meaning in Modern Standard Arabic	Meaning in English
Stylo /Sti:lu/	قلم /'qalam/	Pen
Caja /Kaʒa/	قفص /'qafs/	Cage
Camyou /Kə: myu: /	شاحنة / ʃa:'ħina /	Truck

1.4.3 The Spanish Language

To begin with, Algeria witnessed the Spanish invasion around (1504-1792). It was the longest occupation especially in the northern cities. The main reasons were to widespread Christianity and expand its territories. Its presence especially in Oran influenced the speech of that area. It is noticeable there are countless of borrowed words from Spanish that exist in Algerian Dialectal Arabic.

Table 1.3 *Borrowed Words From Spanish in Algerian Dialectal Arabic*

The Borrowed Words	*Meaning in Modern Standard Arabic*	*Meaning in English*
Semana /Si:mə:nə/	أسبوع /ˈusb u:ʕ/	Week
Doro /dɔrow/	قطعة نقدية /qitaʕa nɪqdi:ja/	Coin
Suma /su:mə/	السعر /rʔaʕr/	Price

1.4.4 The Turkish Language

After the Ottoman Empire defeated Spain by the lead of Khayr e din Barbarossa, Algeria became a vassal state of the empire. The Ottomans ruled it for a long period about 300 years between 1525 and 1830. That period witnessed massive changes in all fields such as culture, traditions, architecture, music and the widespread of religious institutions, and the most important is that the empire left a great impact on the Algerian speech as we notice many Turkish words exists in ADA;

Table 1.4 *Borrowed Words From Turkish in Algerian Dialectal Arabic*

The Loaned Word	Meaning In Modern Standard Arabic	Meaning In English
charbat /ʃə:rbə:t/	شاربات /ʃaːˈrabat/	juice
sbitar /sbita:r/	مستشفى /mus.taʃˈfa:/	hospital
balto /bʌ:ltɔ/	معطف /maʕ.taf/	coat

1.4.5 Berber and its Varieties

The origin of the word Berber is not entirely clear, and there are several theories about it. One theory suggests that it comes from the Greek word "barbarous", which means "barbarian" or "non-Greek. Another theory suggests that it comes from the Arabic word "barbar", which means "man who speaks an incomprehensible language" (Galand, 1981). It

was used by the Romans to refer to people, who refused to join to their empire, and it was also used by the Greek however, Arabs took it later. Additionally, Tamazight or Amazigh is how Berbers call themselves. They existed in North Africa before the Arab conquest in 7th and 11th century.

This variety has no written form except some graphical letters known as Tifinagh, which includes many varieties each one of these varieties has its own unique vocabulary, grammar and pronunciation, However, they are all part of the larger Berber variety family and share many common features such as complex system of vowels and consonants.

Table1. 5   *Borrowed Words From Berber in Algerian Dialectal Arabic*

Borrowed Words	Meaning in Modern Standard Arabic	Meaning in English
Elbezz /ilbʌz/	الأطفال /al'atfa:l/	The kids
Hana /hənəʕ/	جدتي /ʒi'deti/	My grand mother
Lala /lələʕ/	لالة/la'la/	Madam

1.4.5.1 Kabyle Variety

Kabyle or (Taqbailit) is an important variety and the most widely spoken Bereber variety by six million speakers, it is spoken in the provinces of the north such as Bejaia, Tizi-ouzou, Bouira, Boumerdes, and in some communes like Setif, Bordj bou areridj and Jijel.(aka La Grande Kabylie)

1.4.5.2 Chaoui Variety

Chaoui or (Tachawith) spoken by about two half million people in the east of the country, specifically in Batna, Khenshla, Oum el bouaghi, Tebessa, Souk Ahras and parts of Guelma and Biskra. The Chaoui variety has a rich oral tradition with many songs, poems and stories passed down through generations; however, it has often been marginalized by colonial

and post-colonial governments. In recent years, there are ongoing efforts to promote the use of Chaoui in education and official communication (Lafkioui. 2007).

1.4.5.3 M'zabi Variety

Mzabi or (Tambzabith) is spoken in the north of the Sahara including Ghardaia (Mozabith), it is the vernacular variety in the valley of mzab, spoken by more than 200.000 speakers. Although it is considered endangered due to the influence of Arabic and French on the local language and culture, the M'zabi dialect has some unique features that distinguish it from other Berber dialects, for example it has a distinct sound system and phonology with a set of vowel and consonant sounds that are not found in other Berber dialects. The M'zabi dialect has a unique set of pharyngealized consonants. Which are produced with a constriction in the pharynx, for example /tˤ/ /dˤ/ /sˤ/ and /zˤ/

Table 1.6 *Examples of M'zabi Words*

The M'zabi Words	Meaning in Modern Standard Arabic	Meaning in English
Tamu /Tæmu: /	الماء /al'ma:ʔ/	Water
Tawrit /Tæwrɪrt/	قرية /qa'ri:ja/	Village
Aggur /æggur/	دجاجة /da'dʒa:ʔa/	Chicken

1.4.5.4 Targui Variety

Targui, also known as Tuareg is a variety of the Berber variety that is spoken by the Tuareg people who are traditionally nomadic pastoralists living in the Sahara Desert. It is spoken in southern part of Algeria like Hoggar, Tassili and Tamanrasset, although it is rare but it is considered as the purest variety of Berber due to the lack of French and Arabic words in it. Targui is an important dialect for the Tuareg who have a rich cultural heritage that includes music, poetry and storytelling.

1.4.5.5 Chenoua Variety

Chenoua dialect is Berber variety spoken by the Chenoua people, an indigenous group of Africa or Algeria. This dialect is primarily spoken in the western region of the country. It is present in the province of Tipaza, Ain Defla, and the coastline of Chlef i.e., spoken by 180.000 speakers.

Chenoua has been influenced by both Arabic and French, due to Algeria's colonial history and as a result, it has incorporated many loanwords from these languages, however, the dialect still maintains its unique Berber identity and continues to be spoken by a significant number of people in Algeria today.

1.5 Tiaret: The Context of our Investigation

At this section we will cover all the concepts related to our context of investigation, the state of Tiaret.

1.5.1 Etymology and the Historical Background of Tiaret

Tiaret derives its name from Tahert or Tihert (تيهرت), a Berber word which means « lioness »; however, this does not prevent us from mentioning that this historical city has got several names, including Al-Massouma, the Iraq of Morocco, the higher and the lower, and Tagdemt.

The city was known as an integral part of the Maghreb region and North Africa, as well as one of the oldest cities in Algeria. As horse lovers call, it is the purebred horse's paradise. Furthermore, many civilizations appeared in that area starting from the prehistoric times (ancient, middle, modern) such as the Rostumids under the rule of Abd al-Rahman Ibn Rustom. During the Islamic Golden age in the 8th century, Tiaret became an important centre of learning and culture attracting scholars and artists from across the Muslim world. The city's Al-Qarawiyyin ancient mosque, which was founded in 670 CE with an area of 66.248km2 is one of the oldest universities in the world to Tiaret's historic importance.

The area extension is limited between 3000 and 8000 BC. This was indicated by many archaeological locations like Khirbet Awlad Bouzian area, Lejdar, coming back to the Islamic period we can also consider Tiaret as one of the important historical places in that era.

Today, Tiaret is an important centre of agriculture and industry in Algeria that includes farming, mining and manufacturing. The area is also a home to a number of historic and cultural landmarks including ancient ruins, Islamic architecture and museums that showcase the region's rich history and culture.

1.5.2 The Geographical Location of Tiaret

Tiaret is one of the wilayas of Algeria. It is numbered as 14, located in the north western part of the country with a population of 922.513 people in an area of 20.673 km2. It is bordered on the western side by the wilaya of El Beidh, on the eastern side by Djelfa, Tissemsilet from the north, Relizane from the north east in addition to Medea from the south east, whereas it is bordered by the wilaya of Moasker (Masscara) on the north west side, and Saida from the west.

This province is characterized by the fertility of its land which made it suitable for breeding purebred Berber horses, for this reason it was called the cradle of equestrian, one of its best features, it contains the Chawchawa barn which was established by the French when they occupied Algeria in 1877, which is still used for the purpose of developing horse breeds, and to protect them from extinction. Also, it is considered as one of the archaeological places classified by the Algerian authorities in 1995. This state contains 14 constituencies and 42 municipalities.

1.6 Conclusion

To put it briefly, and from what we have seen in this chapter we can obviously assume that the linguistic situation of Algeria is very rich due to the existence of a wide range of language such as Algerian Dialectal Arabic, Modern Standard Arabic and, classical Arabic,

French which is the first foreign language in Algeria, Spanish, Turkish and Berber dialect with its varieties. The co-existence of these varieties is a result of the various invasions through history such as the Romans, Phoenicians and vandals besides France and Spain that lasted for a long period, which contribute in creating a huge complexity to the extent that the outside world could not understand the situation, and the most important is that these factures made Algeria a multilingual society.

In the first chapter, we explained and described the context of our study "Tiaret", its geographical location and its etymology. The upcoming chapter will unveil a fascinating case study that sheds light on parentese language and all the related concepts.

CHAPTER TWO:

THE SIGNIFICANCE OF PARENTESE FOR CHILD LANGUAGE DEVELOPMENT

2.1 Introduction

Children language acquisition is a critical issue that psychologists and linguists have been interested in for the past decade. That is why our present chapter concentrates on the aspects related to this concept; starting with a general definition of language with the difference between language learning and language acquisition. We went in depth on the definition of language acquisition and the difference between its two (02) types which are: first and second language acquisition. However, our focal point is the first language acquisition (FLA) that holds many stages divided into two (02) sections: the pre-linguistic stage including crying, cooing and babbling; whereas, the linguistic stage is the holophrastic, the two words and the telegraphic stage. Moreover, several theories have emerged as follow: Behaviourist Theory, Cognitive Theory, Innateness Theory and Interaction Theory, this later takes a large part in our research.

As we mentioned that Interaction Theory is the important element in this study for the reason that it deals with the interaction between children and their caregivers such as parents. Accordingly, we emphasize on parental influence on children, where we specify and study the term parentese language, its characteristics and its main role.

When we say parentese language people directly think of baby talk, but they differ from each other. Hence, each one has its own characteristics and both of them differ from standard speech. The aforementioned will be explained in a more detailed way in the following points.

2.2 Language

The key aspect that distinguishes humans from other beings is language, which is a set of words and sentences. It is considered as a way of communication used by people within a certain context. As many scholars stated that language is the expression of ideas and feelings by means of speech sounds combining into words, words are combined into thoughts, not only this but it might be vocalized as speech or manual as signs and gestures. Lots of linguists

have defined it, according to Hall (1964) **"**language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols.**"**In addition to that, the linguist Bernard Block and George L Trager (1942) formulated this following definition **"**a language is a system of arbitrary vocal symbols by means of which a social group cooperates." Furthermore, Chomsky (1957) stated that " knowing a language means being able to produce an infinite number of sentences never spoken before and understand sentences never heard before "he referred to it as the creative aspect of language.

Language can be acquired or learned. George Yule stated in his book (The study of language, chapter 14, 2006-2010) that the term acquisition means the gradual development of ability in a language by using it naturally in communicative situations with others who know the language. While learning is more conscious process of accumulating knowledge of the features of a language for example: vocabulary and grammar in institutional setting, the following figure indicates an example of each process:

Figure 2.1 *Examples of the Difference Between Learning and Acquisition*
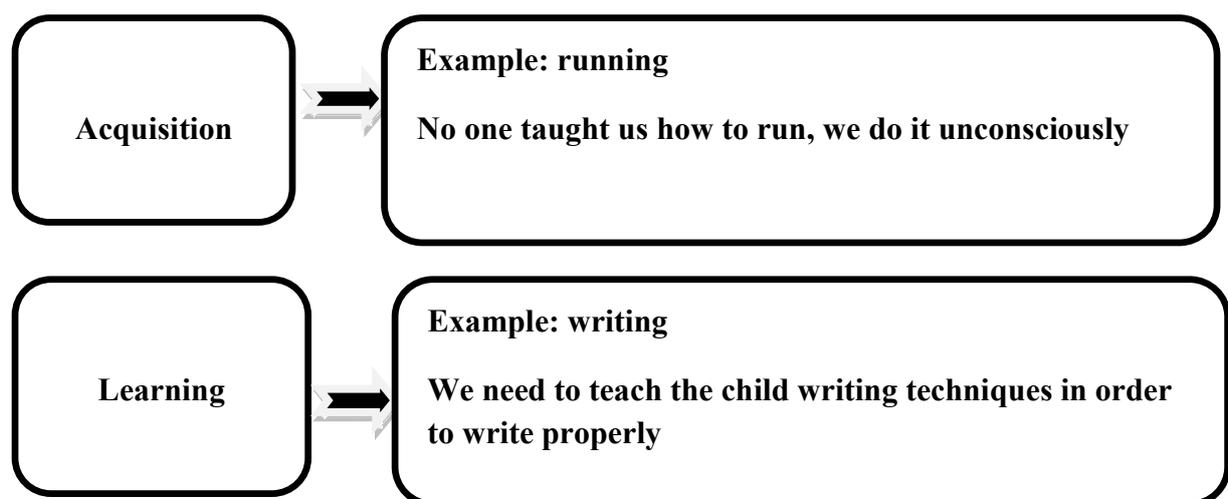
The first example of running is a process of acquisition for the reason that all children are able to run without direction and instructions. While the second example writing is a process of learning because the child needs to be guided and taught how he writes.

2.2.1 Language Acquisition

One of the very dominant topics that psycholinguists pay a great attention to it in the twentieth (20) century is language acquisition. It can be defined as subconscious process by which humans acquire the capacity that is presented in the brain to perceive and comprehend language, as well as to produce and use words and sentences to communicate. According to Varshney (2003) said that "language acquisition is a process whereby children achieve a fluent control of their native language" (p. 307). In light of these definitions Hutauruk (2015) said that "it is not an inherited process but it is transmitted through environment and culture" (p. 51-57). Therefore, a child growing up in Egypt or any Arabic country will acquire Arabic, while child growing up in England will acquire English.

Another point that is worth to mention as Rice (1989) said that language acquisition is considered as one of the child's earlier achievements which demands some basic components, the first one is the existence of the language to be mastered, the second component is the baby and his ability to acquire language and the last one is environmental setting that child is surrounded by. On the other hand, Bolinger (2002) stated that acquiring a language call for three (03) things:

Predispositions: as well as physical capacities developed through centuries, and the unique ways of communicating and acting such as breathing, grasping and crying.

The pre-existing language system: language persists through time and from speaker to speaker, also we are not born with an instinct to learn language, but we learn it as members of the society.

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 to permeate them with meaning (p.3).

2.2.2 First versus Second Language Acquisition

Language acquisition is a technical term in linguistics generally refers to the process by which a person's linguistic ability develops. It has two (02) main types: first language acquisition (FLA) and   second language acquisition (SLA).

We open our discussion by the first language acquisition (mother tongue). It is the development sequence in which children acquire language at the same time they are developing their ability to speak. It is known as an easy task that every child can do it successfully without the need of lessons or formal teaching, it happens automatically whether their parents try to teach them or not because it is natural and biologically conditioned. In other words, it is a universal process regardless of how babies hear the sounds around them. Furthermore, FLA is not dependent on intelligence or special ability for language, every one acquires their native language fully and properly. Also, it cannot be forgotten although it may be in active.

Concerning the second language acquisition (SLA) is a very conscious process where an individual goes through it as he or she learns the elements of new language such as vocabulary, writing system and grammatical structure, it is dependent on factors like motivation and personality. Also, in SLA there can be interference from first language acquisition (FLA).

Gass & Selinker, (2001) pointed out that "second language acquisition generally refers to learning of non-native language in the environment in which that language is spoken." Additionally, Ortega (2009) conceived second language acquisition (SLA) as scholarly field

of inquiry that investigates the human capacity to learn languages other than the first during late childhood, adolescence or adulthood.

Table 2.1 *First and Second Language Acquisition: A Brief Comparison*

First Language Acquisition	Second Language Acquisition
An instinct, triggered by birth	A personal choice, required motivations
Very rapid	Varies but never as quick as first language acquisition
Complete	Never as good as native speaker, through good competence can be achieved
Natural (no instructions)	Natural or guided for synthetic languages, grammatical instruction is required

As we mentioned earlier that language acquisition is a development, this development needs some practice and stages. Opening the discussion of this statement with the stages of second language acquisition (SLA):

Figure 2.2 *Stages of Second Language Acquisition*
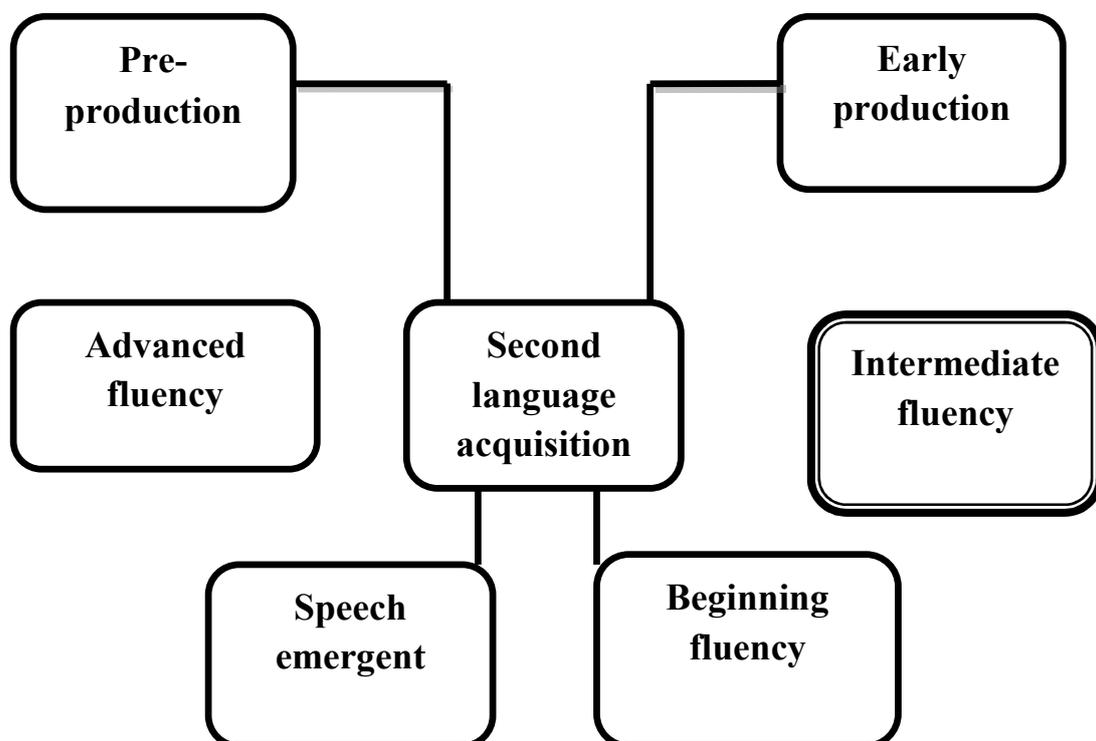
This figure explains the six (06) stages involved to acquire a second language or a new language. The first one is the pre-production also called" the silent period", when the learner takes the new language but does not speak it, this period often lasts six (06) weeks or longer depending on the individual. The second one is the early production, where the individual begins to speak using short words and sentences but the emphasis is still on listening and absorbing the new language and it contains many errors. The next one is the speech emergent, here the speech becomes more frequent, words and sentences are longer but the individual still relies on context clues, and the vocabulary continues to increase and errors begin to decrease. The fourth stage is beginning fluency where the speech is fairly fluent in social situations with minimal errors and the individual will struggle to express himself due the gaps in vocabulary. Another stage called intermediate fluency, the individual is able to speak almost fluently in academic areas and able to demonstrate higher order thinking skills such as offering an opinion or analysing a problem. The final stage is advanced fluency where the individual communicates fluently in all contexts, at this stage he may still have an accent and uses idiomatic expressions incorrectly at times but he is comfortable in communication. On the other hand, first language acquisition (FLA) has its own stages:

Figure 2.3 *Stages of First Language Acquisition*

```
                          ┌──────────────────┐
                          │  First language  │
                          │   acquisition    │
                          │     (FLA)        │
                          └──────────────────┘
              ┌──────────────────┐      ┌──────────────────┐
              │  Pre-linguistic  │      │   Linguistic     │
              │      stage       │      │     stage        │
              └──────────────────┘      └──────────────────┘
                      ↓                         ↓
              ┌──────────────────┐      ┌──────────────────┐
              │     Crying       │      │   Holophrastic   │
              └──────────────────┘      └──────────────────┘
                      ↓                         ↓
              ┌──────────────────┐      ┌──────────────────┐
              │     Cooing       │      │    Two word      │
              └──────────────────┘      └──────────────────┘
                      ↓                         ↓
              ┌──────────────────┐      ┌──────────────────┐
              │    Babbling      │      │   Telegraphic    │
              └──────────────────┘      └──────────────────┘
```
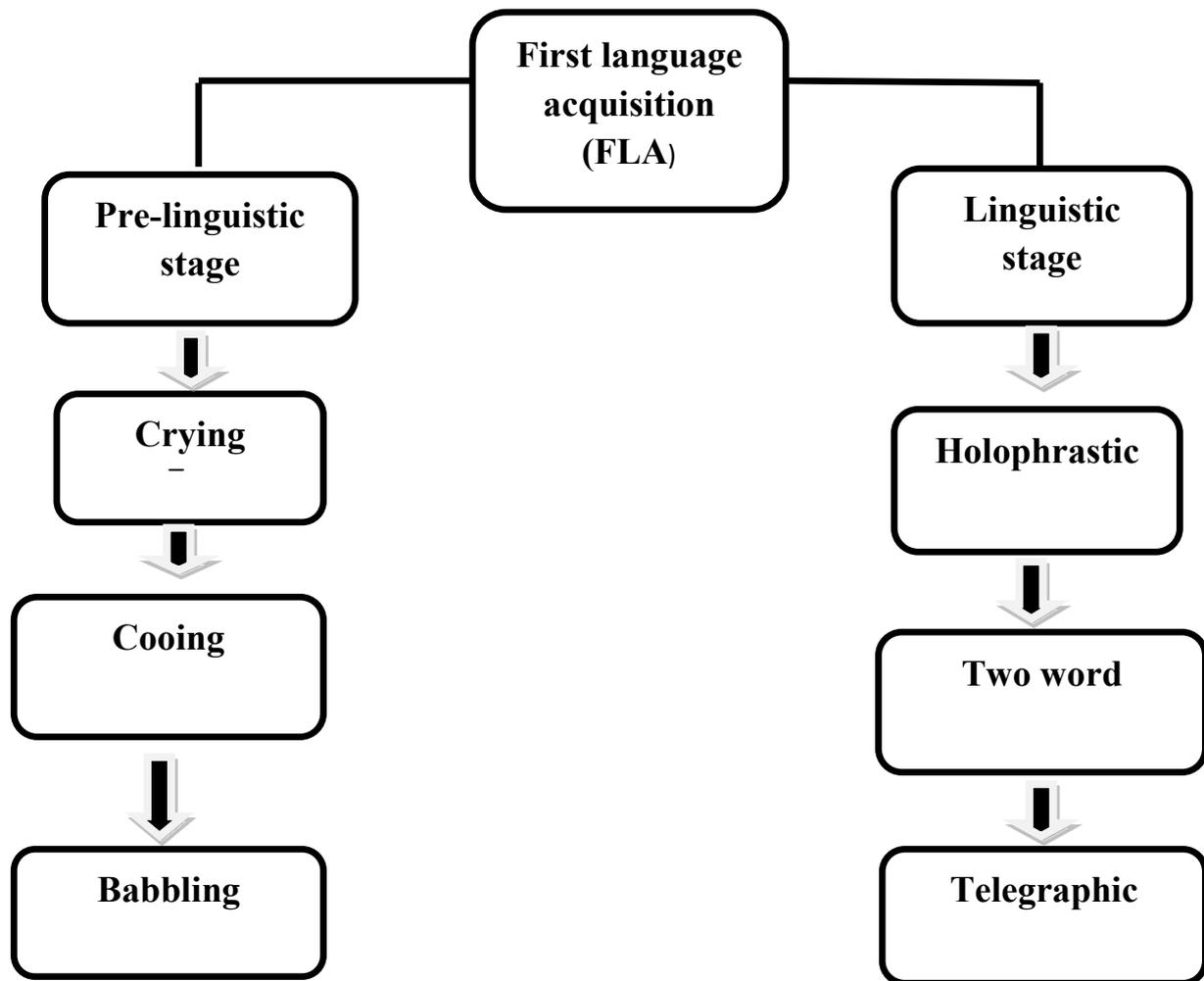
They will be explained in more detailed way in the next point.

2.3 Stages of First Language Acquisition (FLA)

It is crucial that all human beings acquire language in the same way. Thus, evidence suggests that every individual goes through certain steps or stages to acquire his mother tongue. However, children may reach some stages at different time or different age.

2.3.1 The Pre-linguistic Stage

Called the silent period, it is the preparation stage that the child goes through it from birth until about six (06) months. Here no language skills because the right hemisphere is passive (which is an area of the brain). It includes three (03) stages:

2.3.1.1 The Crying Stage

Crying is a universal step and the first sound or vocal activity that a baby produces at birth. It occurs naturally due to the air flow into the lungs. It is a tool of communication for the reason that the new born is unable to speak. Crying plays an important role in ensuring the survival, health and development of the child. Moreover, babies cry to convey or identify their needs such as hunger, thirst, pain or discomfort. However, some scientists suggest that they cry to elicit attention rather than to express discomfort. The sound or the tone of crying differs from one need to another it could be loud, long or high-pitched screams. In addition to this, it is considered as a warm up of the vocal tract that helps children learn how to produce linguistic sounds.

2.3.1.2 The Cooing Stage

After a while, crying starts minimizing to become what is called cooing. Which is a soft murmuring sounds, it is used to express comfort and satisfaction as Scovel (2008) stated that" after several weeks of extensive interaction with its caregiver, the child starts to coo, making soft gurgling sounds seemingly to express satisfaction" (p.9). Furthermore, in this period the baby's vocalization is composed of short vowels like |a|, |u|, l long vowels |a:|, |u:|, |i:| (Salim & Mehawech, 2004). According to Bolinger (2002): "pre-talking stage or cooing is the vowel-like sound responding to human sounds more definitely, turns head eyes seem to search for speaker occasionally some chucking sounds" (p.283). Also in this period, babies can discriminate between the +800 phonemes found in the world's language.

2.3.1.3 The Babbling Stage

Babbling is a fundamental stage for a child to learn language. It can be defined as the production of meaningless strings of speech sounds by infants, including wider variety sounds in both consonants and vowels. Janda and Hamel (1982) regarded babbling as a necessary

step in language development (p.169). In fact, by this stage children learn how to gain control over their vocal system or apparatus, they cannot make clear words. Thus they start to produce plosives like |b|, |m| to form consonant-vowel syllables such as |ba|,|ma|,|da|, in addition to combinations as "goo,goo" or "ga,ga". Despite the differences in all human languages, some considerable similarities are witnessed in toddlers babbling, more over parents focus on helping their children to relate sounds to a specific objects like "moo,moo" to a cow.

Another point that should be taken into account is that psychologists have given two (02) types of babbling:

Marginal babbling which is similar to cooing usually happens between four (04) and six (06) months, when the child starts producing random consonants, it is considered as a pre-canonical vocalization. Also composed of consonants + vowel for example: |na| and |ta|

Canonical babbling emerges at the age of eight (08) months, when the children start producing syllables as their caregivers. In other word they imitate them, besides producing a combination of sounds.

At this stage parents should expect their children to go through three (03) phases:

- One consonant and a vowel at a time for example: "ma" and "da"

– Reduplicative babbling for example: "ma-ma-ma-ma"

– Non- reduplicative babbling for example: "ba-du-ba-du"

2.3.2 The Linguistic Stage

At this stage, the child can understand the language of people around him. It contains three (03) main stages:

2.3.2.1 The Holophrastic Stage (One Word Stage)

The one word or the holophrastic concept comes from "holo" "complete" or "individual" plus "phrase" means "phrase" or "sentence" according to (Fromkin, 1938, p. 328). It refers to the use of a single word to express ideas especially by young children when they are learning to talk, it usually starts between 09-18 months, and this is the time when the child produces his first word. Furthermore, in this stage children tend to use one informative word instead of a whole sentence in order to identify their needs, for instance if a child is hungry so instead of saying "give me food" he will say just "food". However, Golinkoff, et al demonstrated that "17 months old children who are still single word speakers can comprehend word order in the sentences spoken by others"

It is common that parents' reinforcements with toddler because it is considered as an encouragement by smiling at him or saying "good job". Another important point is that the one-word production has three (03) functions: express emotions, request a desired action and name objects.

At this stage children know the meaning of words that they say, as speaking is often accompanied by finger-pointing (Helms-Park, 2018).

2.3.2.2 The Two Word Stage

This stage starts from 18 to 24 months, the vocabulary in this stage increase. Children start to use two (02) words sentences to convey the meaning however no grammatical rules are used for example "thank mom" to show appreciation, and "cat small" to describe the cat. As Fromkin (1983) stated that "children begin to form actual two words sentences, with the relations between the two words showing definite syntactic and semantic relations and the intonation contour of the two words extending over the whole utterance rather than being separated by a pause between the two words" (p.329). Furthermore, infant speech consists of

nouns and verbs for the reason that they negate function words as articles, pronouns and conjunctions as De Villiers and Devilliers (1979) said "the utterances of children in this stage include pre-dominant of nouns and verbs and a lack of grammatical markers". For instance, instead of saying "the dog just jumped" toddler say "dog jump" or when they say "baby chair", parents comprehend this phrase as expression of possession "this is a baby's chair" or as a request "put the baby on the chair" or even as a statement "the baby is in the chair".

The interesting point is the production which takes the following structures:

Doer + action: "Mom cooks"

Action + affected object: "Kick ball"

Possession + possessed object: "Daddy door"

Refusal / cessation of existence: "No fruit"

2.3.2.3 The Telegraphic Stage

This is the final stage of language acquisition it occurs around 24 to 30 months, children when they enter this stage, they can produce phrases with more than two elements, they start to use and pronounce more complex and grammatical structured sentences for instance "Amy want ball" however, their speech lacks auxiliary verbs and affixes. Moreover, the infant's language development continues to accelerate at this stage and he begins to notice the link between the words and the objects for example; "mommy eat apple"

Fromkin, (1983) claimed that "when the child begins to produce utterances that are longer than two words, these utterances appear to be 'sentence-like' they have hierarchical constituent structures similar to the syntactic structures found in the sentences produced by adults' grammar" (p. 330). This stage is characterized by strings of words (lexical morphemes) in a sentence for example "cat drink milk", the child will make a great progress in communicating with content words such as verbs, nouns and adjectives for example: "mommy go" and "bye-bye", besides possessive pronouns like "mine".

After this period toddlers become able to produce multi-words sentences which is a new stage, according to Bolinger (2002) "this stage is the fastest increase in vocabulary with many new additions every day: 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" (p. 283).

2.4 Theories of Language Acquisition

Language acquisition is a highly debated topic in linguistics and psycholinguistics. This is why the question that remains open in this field is how the child acquires the language in his community. This made linguists differ in giving the suitable answer of this important question which led to the emergence of four (04) main theories.

2.4.1 The Behaviourism Theory

At the beginning of 19th century, the Behaviourism dominated psychology. It started as a reaction against introspective psychology. It was formally established with the 1913 publication of John B. Watson's classical paper "psychology as the behaviourist views it."

John Watson (1924) is seen as the father of behaviourism and he sums up the idea of Behaviourism by saying:

> Give me a dozen healthy infant, well-formed, and my own specified world to bring them up in and I will guarantee to take any one at random and train him to become any type of specialist I might select-doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors.

This means that behaviourists believe that anyone can be trained to be anything without regard to their backgrounds and ideas. Additionally, they believe that the behaviours are a result of experiences as Field (2005) claimed that "behaviour was entirely the production of external factors"

John Watson and Burrhus Frederic Skinner (B.F skinner) differed in their opinions to describe how behaviour is formed this is what led to the appearance of two types of behaviourism: where we find that Watson suggested the methodological behaviourism which states that observable behaviour should be studied scientifically and cognitive processes will not be added to the understanding behaviour. Whereas Skinner proposed the radical behaviourism, is focused on the idea that behaviour can be understood by looking at individual's past and present environment and the reinforcement within it.

Behaviourism emphasizes how people interact with their environment over time this interaction is called stimuli through the process of conditioning which divided into two (02) types. The first one is the classical conditioning that is illustrated in the experiment of Pavlov, his work was concerned with understanding how environmental stimuli could be manipulated to adjust behaviour, His study was the study of salivation of dogs, he began offering food to the dog by ringing the bell and he repeated this process for many days, by the time he found that the dog began to salivate before the food was served to him or even seeing the person who was giving him food because he heard the bell ringing. After days he confirmed that a group of different stimuli are linked to the neurological response that is what made Pavlov eventually comes to the conclusion of the new theory of "classical conditioning."His work contributed the following influence to the theory of behaviourism:

 -Behaviours change stems from environmental effect.

- Learning will be exhibited in the observable behaviour change.

- All behaviours come from the formula stimuli-response.

On the other hand, skinner proposed the second type "operant conditioning" which sometimes referred to "instrumental conditioning", it is a method of learning that uses reinforcement and punishment for behaviours, this theory is based on the work of Thorndike (1905) who studied learning of animals using a puzzle box to propose the theory known as

"the law of effect". Skinner saw that classical conditioning is very simple and does not explain behaviour in its complex form, for that reason he invented more complex experiment to control the reasons and the effects of behaviours. Thus, he used a special box known as "skinner box" then, he put a hungry rat inside it to test some cases:

Positive Reinforcement:

The rat starts running in the box to find food then, it discovered a button that when pressed on it they give food. Thus, it repeats this process when it needs food. This is called positive reinforcement, which means that the rat performs an action and receives a reward for it.

Negative reinforcement:

Skinner added a light lamp to let the rat knows that the electric current is coming, thus, whenever it sees the lamp lighting it runs to press the button to avoid the electric current before it happens.

Punishment:

Is the opposite of reinforcement and should not be mixed with negative reinforcement, punishment motivates you to not perform a behaviour for example, the rat gets electrocuted whenever it touches the button thus, it stops touching it.

2.4.2 The Cognitive Theory

Piaget's Cognitive Theory (1923-1950) is a theory of language learning dealing with the human cognition, this later comes from the Latin word "Cognito" that means "to know". Piaget created this theory in his job where he developed French versions of questions in English intelligence tests. For that reason, he disagreed with the idea that intelligence was a fixed trait and agreed that cognitive development occurs due to biological maturation and interaction with the environment. He believed that the aim of cognitive theory is to understand how an infant can develops into an individual who has the ability to reason, think and

hypothesize through a number of mechanisms. According to Aljoundi (2014) "it is impossible for a child to develop a language without having the image that represent what is said in his mind". Additionally, Piaget argues that children do not think in the same way as adults, nevertheless they can acquire their language by building their own understanding of the world through environmental interaction. He came with all these beliefs after he observed his three (03) babies

After all this he suggested that children's thinking develops from one stage to the next. Their behaviours also change reflecting cognitive development; these stages follow a specific order:

The Sensory-motor Stage: is the first phase of infant's cognitive development. In this stage they learn about their environment by senses and motor activities. It starts from birth to 2 years old (0-2), the child's brain wants to see, smell, hear, touch and taste. This stage holds 06 sub stages and each one goes through certain period. Which are: use of reflexes (0-2 months), primary circular reactions (1-4 months), secondary circular reactions (4-8 months), coordination of secondary schemes (8-12 months), tertiary circular reactions (12-18 months) and mental combinations (18-24 months).

The Pre-operational Stage: it starts (from 2 to 7 years old). Here children start to use mental abstractions for example children understand identities, besides learning about categorization. They can classify items based on similarities and differences; also they understand numbers and quantity such as "less" or "more."

The Concrete Operational Stage: it takes the period (from 7 to 11 years old). At this stage children are more capable of solving problems, and they can perform more complicated mathematical operations. During this stage children comprehend the concept of conversation better and they are better at estimating time and distance.

The Formal Operational Stage: it begins at the age of 11 years old until the adulthood. During this stage they can think about abstract concepts and the hypothetical situations. According to Harley (2001) he said" now the teen can also think about philosophical, ethical and social issues using logic to come up with a solution"

2.4.3 The Innateness Theory

In 1957 Chomsky developed a new theory called "the Innateness or Nativist Theory". It emerged as a reaction against the behaviourism. Where he believes that children have an innate capacity to acquire language, and they can discover the grammar of their own inborn grammar which helps the child to acquire the language in a simple process. He claimed (1977) that "all children share the same innateness, all children share the same internal constraints which characterize narrowly the grammar, they are going to construct" (p. 98). Furthermore, Chomsky pointed that in around 05 years the child acquires about 5000 words. As well he hypothesizes that even at birth infants already poses a device called language acquisition device (LAD) which is an abstract part of the human mind. From this concept he came with the idea of universal grammar (UG) which assumes that all humans have a limited grammar rules when Grain & Lilo-Martin (1999) said "the innate knowledge, known as the language acquisition device (LAD) included principle common to all human languages, called the universal grammar (UG)".

2.4.4 The Interaction Theory

Interaction Theory of language development found by Vygotsky and supported by Bruner. Is a compromise between the innateness and the behaviourist theory, where all interactionists believe that language acquisition occurs as a result of natural interaction between children and their environment specially their parents Suresh Kumar (2002). In addition to that it recognizes that both environmental and biological factors are important in language development as Bohannon and colleagues Bohannon, et al (1985) stated "language

acquisition according to this view depends on the elements of both factors, where this interacts elements together and modify each other."

Lev Vygotsky theorized that a child learns best when interacting with those around him to solve a problem. On the other hand, Jerome Bruner suggests that the language behaviour of adults when talking to children known by several names by most easily referred to a child directed speech (CDS) is a specially adapted to support the acquisition process.

Another important point is that Colwyn Trevathen studied the interaction between parents and babies who were too young to speak; he found that the turn taking structure of conversation is developed through games and non-verbal communication long before actual words are uttered. We conclude that this theory holds that children learn their mother's tongue through their natural ability to organize the rules of language.

2.5 Parental Influence on Language Development

It is commonly known that the good development in the earliest years provides a good base for a good mental function later in life. Particularly language comprehension and production do not limit only ears, lips and tongue but, also on the brain specifically. Generally speaking, the brain development occurs mostly after birth with the influence of environment especially with parents as Williamson (2008) said "children can eventually use their own internal speech to direct their own behaviours in much the same way that their parent's speech once directed their behaviours." In other words, children learn language from their language experiences, these exposures to language are from their parents, caregivers and others surrounding them. On the grounds that the outside world and the early experiences effect infant's brain and make it developed, for instance a child growing up with parents and an orphan one will make a huge difference in language learning, in addition to that a mother who goes out daily to work and the one who is always by her child will bring different influence toward the child's language.

Clark and Clark (1977) stated that" there are three things that influence the way adults talk to children. First, they have to make sure that children understand an utterance being addressed to them, and not to someone else. To do this, they can use the child's name or special tone of voice. Second, once they have the child's attention, they have to choose the right words to make the child understand what is being said. Third, they shall make utterances that are easy to be understood, usually short sentences are preferable with slow pace of talking and the finest example about it is what is called parentese language or motherese" (p. 320-321).

2.6 Parentese Language Overview

Parentese language (PL) is one of the widespread phenomena that attracted more attention in the field of linguistics and the main focus of our study. It can be defined as a style of infant-directed speech, differs from adults-directed speech by a variety of segmental and prosodic features such as simpler phonology, simpler grammar, fewer and simpler lexical items, higher pitch, a wider pitch range, slower speech rate and exaggerated intonation (Cooper & Aslin, 1990; Fernald & Simon, 1984; Fernald, 1985 ; Fernald et al, 1989 ; Garnica, 1977 ; Grieser & Kuhl, 1988 ; Stern et al, 1983 ; Tang & Maidment, 1996). In the other word it is a type of speech in which parents or caregivers mix proper, simple grammar and words with exaggerated sounds to communicate with their babies

Steinberg et al (2001) stated that "the term parentese language refers to the sort of speech that children receive when they are very young" (p. 37). Also Dr. Caroline Kisten, a researcher at Boston medical centre and Boston University of medicine notes "parentese language also appears to engage infants differently than other types of speech, and the slow speed may afford more opportunities for back-and-forth conversational turns"

Despite the importance of parentese language only few researchers have studied this concept. In 2018 Kuhl and Ferjan Ramirez published a study that showed when parents were coached in PL their babies babbled more and had more words by 14 months than those who were not trained. Ferjan Ramirez said that babies whose parents were coached have an average vocabulary of 100 words compared to the 60 words. For the experiment, parents were given a small recording device, which they placed inside a piece of their baby's clothing. All spoken communication from parents and children were recorded during a whole weekend as the family took part in normal activities. Moreover, researchers Hei-Mei Lui and colleagues tested this concept by performing an experiment on Mandarin-speaking mother infant pairs in Taiwan Lui et a (2003), the infants (aged 6 to 12 months) were presented with a background sound- a mandarin Chinese word repeated over and over again, then researchers switched to another word that differed by a single consonant for example switching from park to bark, if babies recognized the switch they turned their heads toward the loud speaker. Using this measure the researchers evaluated each baby's speech perception skills in 30 trail, they also recorded and analysed the infant-directed speech patterns of the baby's mother. They found that there was a strong correlation between maternal baby talk and baby speech perception skills.

Parentese language in not a tough language to learn for the reason that is an unconscious process used by parents in their daily life as a habit, for example:

Table 2.2: *Examples of Parentese Language*

Examples of Parentese Language	The Transcription
you want something to eat	[Yu: wɑ: nt ˈsʌmθηt tə i:t]
Let's read a book	[lets ri: d eɪ bʊ: k]
Good job	[gʊ: d dʒɒ: b]
Time to get in the car	[taɪm tə get in ðə kɑ: r]

Table 2.2 provides a helpful collection of examples of parentese language, along with their corresponding transcription; where we noticed that PL is characterized by the use of elongated and deliberate speech patterns, when interacting with young children to facilitate language acquisition and engagement.

2.6.1 The Characteristics of Parentese Language

The best way used by parents to communicate with their children is to use what is known as parentese language. Therefore, it is of a great interest to know the characteristics of this kind of speech which are:

2.6.1.1 Short Sentences and Simple Vocabulary:

Adults use very short sentences when talking to young children, since the sentences are short and the words used are simple, clear and concise, as Clark and Clark, (1977) stated "an adult utterance to other adults usually consists of more than 10 words, thus, when talking to children, adult use less than 10 words in an utterance" (p. 326). Besides simplified grammar structures to make it easier for toddlers to understand, for instance using easy words instead of using the word "intelligent" they use "smart."

2.6.1.2 Immediacy and Correctness:

Adult speech should generally focus on things that are present and tangible, rather than abstract concepts that the child may have difficulty in understanding, this helps to ensure that the child is able to follow the conversation and understand what is being said.

2.6.1.3- Intonation, Pitch and Stress:

Parentese language (PL) is usually characterized by high-pitched exaggerated intonation patterns, this helps to hold the attention of young children and make the speech more engaging for them, in addition to that, important words are often stressed and pronounced more loudly helping to highlight their significance.

2.6.1.4- Extensive Use of Interrogative and Imperative:

Interrogative and imperative sentences are used more often than other kinds of sentences, interrogative is used for encouraging and motivating children to give response while imperative is used for giving commands and requests.

2.6.1.5- Repetition:

Caregivers may repeat words or phrases several times to reinforce the message and help toddlers to get the meaning and learn new vocabulary and interpret adult's utterance because they do not have to remember to whole utterance.

2.6.1.6- Emotional expressiveness:

The presence of exaggerated facial expressions and gestures such as big smiles raised eyebrows and wide eyes to emphasize the emotional content of the speech.

2.6.1.7- Slow Tempo:

Parentese language is spoken more slowly than adults-directed speech, and the sentences are separated by longer pauses, to give toddlers more time to process the information presented to them.

2.6.2 Parentese Language Role

The most crucial factor in determining the success of language acquisition specifically mother tongues, is language exposure that children receive from their parents or people surrounding them. Thus, the manner in which these people communicate with infants is highly significant for their language development. One effective method is the use of parentese language or infant-directed speech (IDS) which has many benefits.

First of all, it helps to establish a strong bond between the parents and the child, by high-pitched exaggerated intonation that can be soothing and engaging to the child and show him that his parents or caregivers are paying attention to his needs, and create a mutual understanding between them. Moreover, motherese language develops more vocabulary through repetition which can help the child to internalize new words with their meanings. However, it often involves using more complex words or sentences which expose toddlers to a larger and more diverse vocabulary. Therefore, it is considered as a way of setting the foundation for their future language and communication skills, as well as improving language development by aiding the infant to recognize, respond and learn speech sounds and rhythms. In addition to that, parentese language (PL) often has a playful and sing-song quality which can encourage the child to participate in conversation and respond with smiles. Another important advantage is that it assists toddlers to learn grammar naturally and unconsciously. Although, the speech used is short and simplified also it is highly grammatical and correct, this can be done by using stress and highlighting grammatical differences between words and phrases, making it easier for infants to learn the rules.

Furthermore, it facilitates understanding conversation routines by providing them with a clear and consistency pattern of interaction. Such as encouraging turn taking as speakers and listeners, respecting them by pausing and waiting for the response, which assists them to understand the give and take of the conversation and develop their social skills. Finally, it

provides support for kids to understand abstract concepts by making them more concrete and accessible through every day examples. PL helps children to understand those concepts by connecting them to their existing experiences and knowledge.

Katherine White a professor of developmental psychology explains that for a baby listening to adults' speech is similar to our experience of being in a room where people are speaking languages that are unfamiliar to us. This implies that it can be difficult for babies to differentiate the boundary of one word and the next thus; they have more straight forward time identifying words when their parents use parentese language.

2.6.3 Parentese Language versus Baby talk

Parentese language and baby talk are important factors in a baby's early language development, and while both of them involve speaking to young children in a way that is intended to be engaging and accessible, there are distinct differences between the two that are important to understand.

To begin with baby talk was first used in 1788, which refers to the consciously imperfect or altered speech used by adults and young children, it exists in all languages and across cultures, as Dr. Kuhl said that this process involves using a mash-up of silly, exaggerated sounds like"goo-goo, gaa-gaa", and nonsense words like "shoesy_woosies" instead of "shoes". It incorporates the expression of affection and intimacy for example in TSC when using baby talk with a boy they transfer their speech as if they are talking to girl, also instead of saying "eat" they use "hami" which can be considered as linguistic deviations. Linguists who have studied the structure of baby talk word have pointed out that there are some typical sounds change rules that relate the baby talk word to its adult equivalent for instance reduction of the word to a shorter form is common, we can turn any word into baby talk in addition to diminutive ending like foot "footie", shirt "shirty". Besides this the other feature of baby talk is reduplication such as "baba" "da da" that are easy to say (Palgrawe

MacMiles, 2008). These changes can delay language development and teach children the wrong way to speak, and create habits and speech sounds that are difficult later in life.

In contrast PL is fully grammatical speech that involves complete sentences, real words, elongated vowels and exaggerated tones of voice, it sounds happy and joyful and make infant fully engaged because it is spoken directly to him. Yet the social nature of parentese language makes it highly effective strategy to engage the baby in back-and-forth interactions which boosts learning across many development areas. Additionally, it assists parents to teach infants contexts and draw connection between words and concepts, this later build language and speech abilities.

Finally, parentese language is generally considered to be more sophisticated and nuanced   form of communication that helps infants develop language skills, while baby talk is more focused on entertaining and soothing infants. The finest example of these two concepts can be as follow: baby talk may sound like "does teddy want Wawa", parentese language on the other hand might be "does the teddy bear want water".

2.6.4 Parentese Speech versus Standard Speech

As we mentioned earlier parentese language is a modified form of language used by caregivers when speaking to infants at young age, it often involves exaggerated intonation, simplified grammar and the use of repetitive sounds, it may seem silly to adults. On the contrary standard speech is the language when adults typically use to communicate with each other, which include more complex grammar, a wider range of vocabulary and a normal speaking tone.

A study conducted by Singh et al (2009) on 7- and 8-months old infants with two unknown words, one production in parentese speech and other produced in standard speech, recognition of these words in sentence was tested 24 hours later, the result showed that the infants were able to recognize words familiarized using parentese speech more effectively

than words familiarized using standard speech, this means that PL is more preferable for children to learn.

2.6 Conclusion

To recapitulate our words, the second chapter studies the children's language development in detailed way. It presented language acquisition, its important stages that every child goes through, and how previous researchers theorized about it. Then, we explained in depth the linguistic term PL which acts as the building block of language, providing the nurturing and supportive environment needed for a young mind to blossom and develop its verbal skills.

In summary, the forthcoming chapter will focus on practical implementation, and tools used to conduct our study in real life situations.

CHAPTER THREE

METHODOLOGY, DATA COLLECTION AND FINDINGS' ANALYSIS

3.1 Introduction

The third chapter is devoted to the practical part of the theoretical concepts discussed in the previous chapters. It demonstrates how the research was implemented and the outcomes that were achieved, with the inclusion of the sampling and the target population which are children, parents and babysitters. In addition to that the tools used in collecting a huge amount of data to seek if parentese language (PL) has an impact on children's first language acquisition lie in the observation and an interview. Finally, it entails a discussion of suggestions and recommendations for future parents

3.2 Research Design

In this section, we chose to use qualitative methodological approach, to ensure that the appropriate equipment was able to obtain the best possible results. Also, to highlight the significance of the research design in achieving this goal, in order to spell out the role of infant directed speech in the process of children's initial language acquisition.

3.3 Sampling and Target Population

In this investigation, we tend to analyse the usage of parentese language for young children. Therefore, the target population includes children, parents and babysitters, specifically in Tiaret speech community. Random sampling method was used in our selection since parental language is a process that focuses on parents and babysitters' interaction with children.

3.3.1 Children

We relied on forty (40) normal toddlers aged between 01 and 05 years old, 30 of them were observed in kindergarten while the remaining 10 were observed at home with their parents.

3.3.2 Parents and Babysitters

Parental language is based on every person who can interact with children in a specific and simple way. However, in this research we specialized in only two categories: parents of

different age and sex, besides babysitters considering that they are the ones who interface with

infants during the day in the absence of parents.

3.4 Data Collection Tools

It is known that every research cannot be done without employing some helpful means.

Therefore, the instruments utilized in collecting data needed for our investigation were

observation and an interview, which are the most feasible and practical tools in order to verify

the validity of parentese language (PL) in TSC.

To gather these data, we conducted the observation in kindergarten involving 30 children

divided into two groups aged between 03 and 05 years old with their babysitters besides

observing 10 others aged between 01- and 05-years old at home with their parents, it aims at

analysing their interaction using infant directed speech. On the other hand, we interviewed 10

parents of different age, sex and occupation to give us a background about their children and

provide us with their opinions and experiences.

3.4.1 Description of Observation

Observation is a tool for collecting data and inspecting behaviours. Therefore, in our

study we touched on a direct overt observation, where we informed the babysitters that we

will closely monitor their speech and interaction with infants, as well as how children engage

with them. We used this method in kindergarten on the account that it is an ideal and suitable

place to find all the answers and the concepts related to our research. It was divided into two

phases, the first phase we spent it with the group of children whose ages ranged between 04

and 05 years, while the other phase was with the ones whose ages between 03 and 04 years.

3.4.2 Observation Analysis

We noticed that baby sitters use parentese language with kids through the features that

we have seen during the observation. We spotted that they use gestures for example when

they teach them body parts they touch or point out to their parts like saying the word "head"

and point out to their heads, and like saying "birds fly" and do the gesture of flying with their hands. Also, babysitters utilize repetition a lot especially with those who are difficult in learning and memorizing, besides reading slowly and using simple phrases. Whereas the most important aspect is that they rely on songs even in French and English. For instance, they play a song that includes references to various objects, and displays corresponding pictures of those objects on the board.

The baby sitter stops the song at a random point, promoting the children to identify the object in the picture on the board. Besides this they apply sing song words like counting and learning the alphabet and numbers by singing. They even teach them to read verses from the Quran with intonation. Moreover, they tend to produce sounds and long vowels like cat say "meow" and cow say "moo moo", along with using real objects such as bringing an apple and ask them what is it or teaching them tastes by bringing real food to taste it and learn. In addition to that, they encourage them by saying "bravo" or "good job" so that they engage and participate, even autistic kids engage and pay attention in the classroom. In actual fact, children whose parents interact and make effort with them learn easily.

3.4.3 Description of the Interview

In order to have a better vision of the matter being studied in its authentic environment, the interview preceded in the following manner.

The initial section contains personal details concerning both the child and the parents such as age and sex. The second part of the interview consists of 14 open-ended questions directed to parents. It aims at gathering information about the progression of the child's mother tongue and the manner in which the parents interact and employ language with their infants. Besides, it aims at providing the interviewees with the freedom of expression and giving suggestions and recommendations to other parents especially the new ones.

3.5 Data Analysis

This section examined the data obtained from the interview and the observation. The analyses were accomplished manually on the basis of graphs and tables. Based on this, the collected material will allow us to answer our research questions by indicating the percentage of each question that has been addressed.

3.5.1 Interview Analysis

Q 1- How often do you interact with your child?

Graph 3.1 *Parental Interactions With Children*
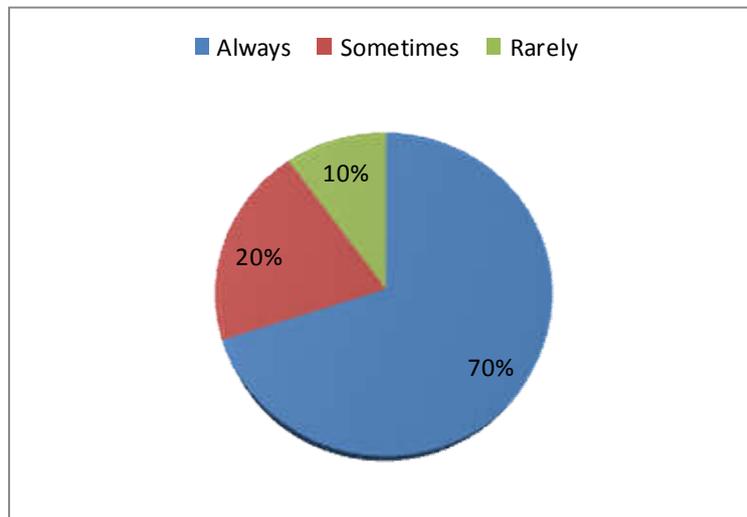
Graph 3.1 indicates the percentage of the extent of parents' interaction with their children, where 07 of our participants answered by *"always"* which means that 70% or the majority of them interact with their children daily, for the reason that it helps them during the stage of language development; while, 20% answered by *"sometimes"*. Although they are with their kids all the time, they interact with them only twice or 03 times a day and just 10% communicate with children *"rarely"*.

Q2- Do you speak to your child the way you speak to adults?

Graph 3.2 *The Use of Parentese Language by Parents*
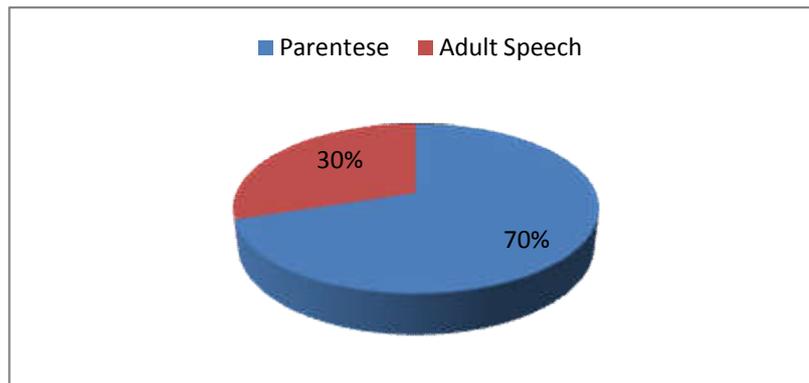
As we mentioned in our previous chapter, parentese speech is a special way used by parents which has its own unique characteristics. Therefore, graph 3.2 shows that most parents (70%) do not speak with their kids the way they speak to adults. In other words, they use parentese language (PL); whereas, 30% of them answered with "*yes*" which means that they use adult or standard speech, so that the child will acquire language correctly and he won't struggle when he gets older. However even those who use adult speech they may use PL from time to time.

Q3-Do you change your voice?

Graph 3.3 *Changing Voice while Speaking to Children*
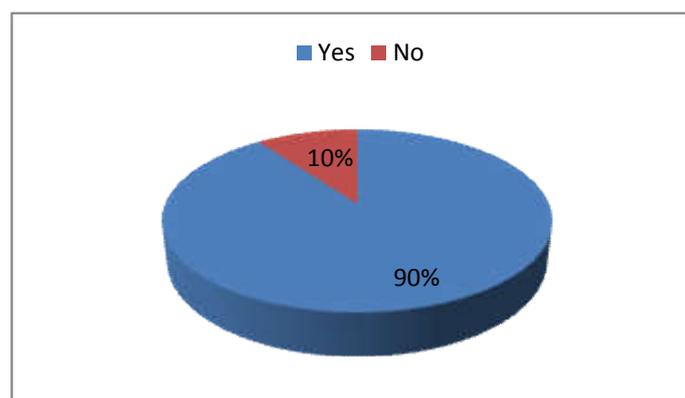
Changing voice is one of parentese language features. Thus, Graph 3.3 demonstrates that 90% of participants answered by "*yes*", which means that they change their voices when speaking to their kids in order to make them feel that they are young and to seem that they

have same age as them, so that they can feel comfortable and respond to them honestly and without fear, until they get used to low intonation, there are also who change their voices according to the situation, this makes the child distinguish whether they are admonishing or praising him only through voice.

Q4- Do you change words while addressing children? If yes give examples.

Graph 3.4 *Changing Words While Addressing Children*
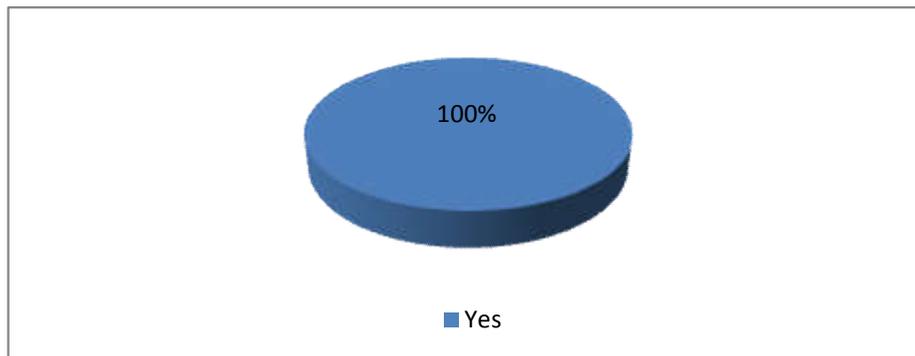
It is clear from graph 3.4 that all parents (100%) change or replace some words by others, they stated that they do so because the baby is a beginner and does not have the correct letter exits, or when he has difficulty in pronouncing or articulating certain sounds and letters such as Arabic letters /ن/ and /ك/ in the ADA word (ناكل) which means (I eat).

Parents gave us few examples as shown in Table 3.1:

Table 3.1 *the Phonemic Transcription of Changed Words*

The Word	Phonemic Transcription	Meaning in Arabic	Meaning in English
Hami	/ħæ.mi/	أكل /'akl/	To eat
Dedi	/dɛ. di/	الألم /al'alm/	Pain
Baba	/bæ. bæ/	خبز /xubz/	Bread
Fefou	/fɛf. u/	ساخن /'saxn/	Hot
Doudou	/duːdu/	النوم /an'num/	Sleep
Haba	/ħæbæ/	الحلوى /alħa'luːa/	Candy
Hliba	/ħli. bæ/	حليب /ħaliːb/	Milk
Maha	/mæ. hæ/	قبلة /qub'la/	Kiss
Bah	/bæh/	اختفى /ax'tafa/	Disappear
Neni	/nɛni/	النوم /an'num/	Sleep
Taha	/tæ. hæ/	ضربة /dˤarbah/	Kick

Table 3.1 shows a list of examples of changed words in ADA shared by parents during our interview; alongside with their phonemic transcriptions and the corresponding meanings of each word in Arabic and English. Our participants provided some basic and essential words used in their daily lives such as *"hami"* which means to eat, *"baba"* that means bread, additionally they gave us other significant words for instance *"taha"* represents kick, and *"maha"* signifies kiss.

These words reflect the participant's contribution in modifying words to simplify the speech for their children, highlighting the importance of these words in communicating their basic needs.

Q5- Do you use simple phrases and vocabulary?

Graph 3.5 *the Use of Simple Phrases and Vocabulary*

100%

■Yes
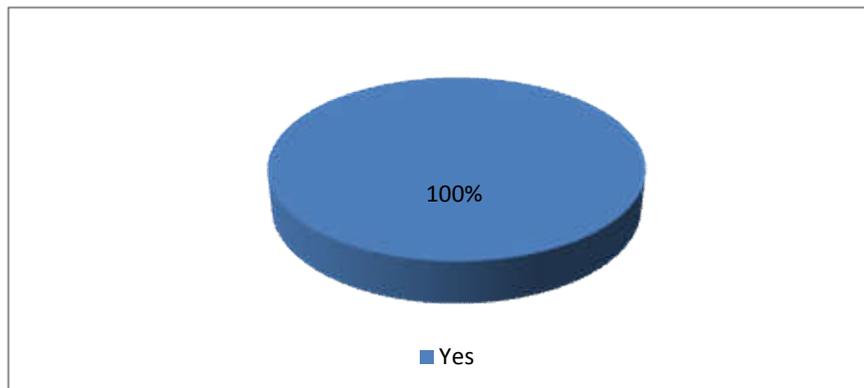
    Graph 3.5 reveals that simple sentences are very important when talking to children regardless of the way parents speak to them, as we found that all parents (100%) do not complicate words because young children are still developing their language and communication skills, and their brains are still small and cannot absorb difficult speech that is why they prefer to use simple speech.

Q6- Does your infant understand you?

Graph 3.6 *the Ability of Children to Understand their Parents*

■Always ■Sometimes

0%

30%

70%
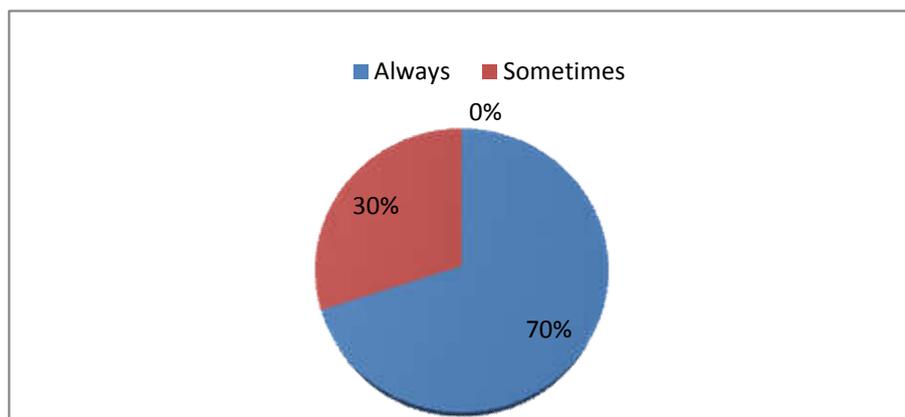
    From a very young age children are able to recognize familiar voices and sounds, as they begin to learn language they will gradually start to understand more and more of what their parents are saying, although each one of them has a specific way of interacting with his child, however the level of comprehension vary from one child to another, as shown in graph

3.6, 70% of parents are "*always*" understood by their kids while just 30% are "*sometime*s" understood which makes the interaction difficult with each other.

Q7- Does he produce new words?

Graph 3.7 *the Production of New Words by Children*
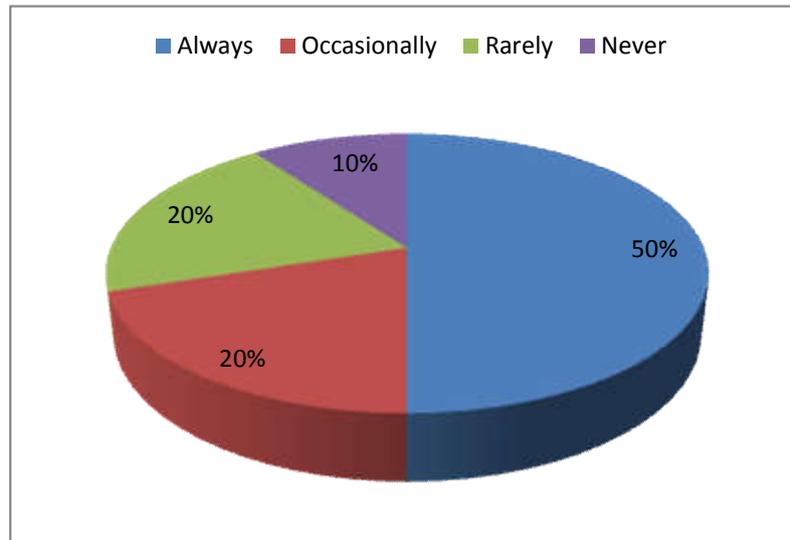
Producing new words by infants is a gradual process that contributes in the development of language, this happens typically around 12 and 18 months, yet each child is unique and may develop differently, our data shows that nearly 50% of the participants responded by "*always*", they stated that their children gain and produce a large amount of words and vocabulary in a short period of time, also some of them pronounce new letters and try to link them, most of the time children bring and produce new words that we do not even know their source and where they came from, on the other hand 20% of them answered by "*rarely*" and claimed that their kids take a lot of time to produce a single word, in addition to that other (20%) replied by occasionally while only 10% of them claimed that they "*never*" produce words.

Q8- Does he pay attention when you are talking to him?

Graph 3.8 *Paying Attention to Parents Speech*
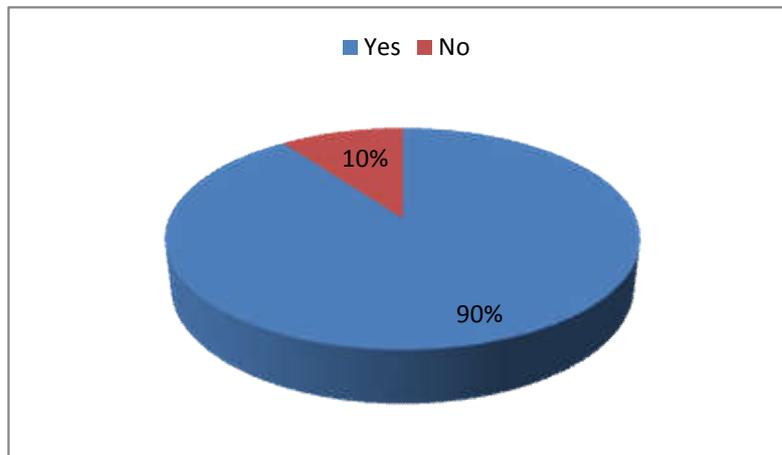
Paying attention is an important criterion for determining the child's understanding of language, thus children typically have a strong attachment to their parents and they are very interested in what they say and do, as it is shown in the graph 90% of the respondents claimed that their kids paid attention to them, even the new born, as they grow, they develop and continue to be responsive to their parents, while the remaining 10% replied by no.

 Q9- Does he follow simple directions such as "close the door" and "eat your food"?

Graph 3.9 *Following Simple Directions*
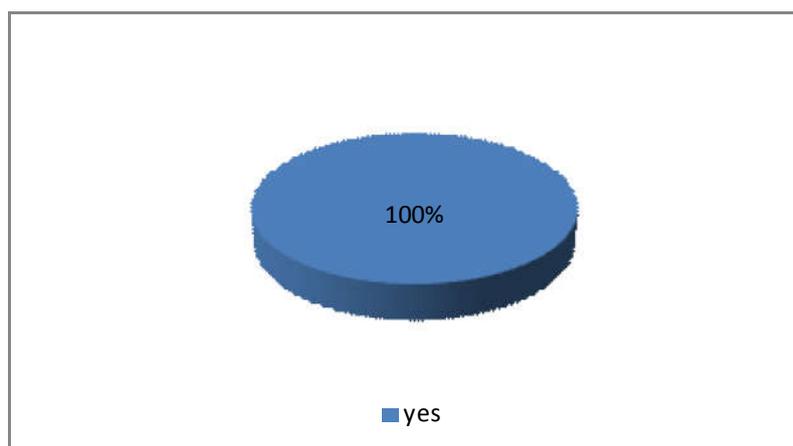
Most of our conversations with children focus on guiding them because directions help them to learn, accurately observe and pay attention. Generally speaking, this process happens at the

age of 18 months they may respond to basic commands such as "eat your food" or "close the door", as they get older they will follow more complex instructions, however there are some exceptions where the child may not follow them, such as when he get angry or sad, or even when he does not want to do it.

Q10- Have you noticed any differences in your baby's response when using this type of speech? How?

Graph 3.10 *the Difference in the Baby's Response to Parentese Speech versus Adult speech*
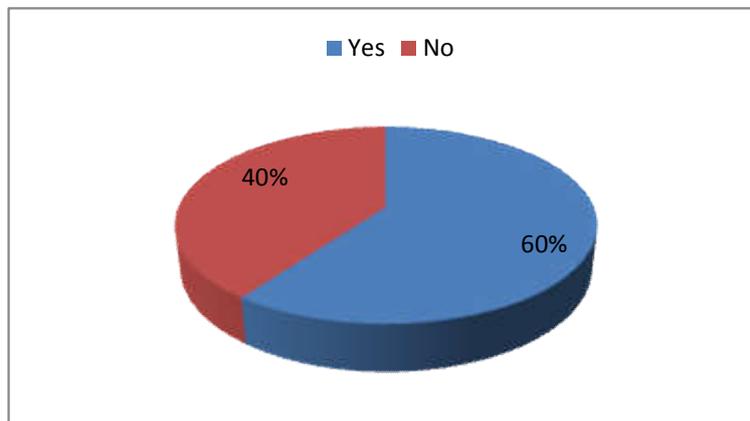
All parents adopt a particular way of communicating with their children during their childhood, but there are cases where they change it such as those who use adult speech sometimes need to switch to PL which is a completely different style, however the important thing is whether the child responds to both ways or not, this is what we explained in graph 3.10 where we noticed that 60% of parents who answered by "*yes*" stated that their babies respond and pay attention to parentese language (PL) compared to adult speech, it helps them to focus on the speaker and to memorize the words they hear, while the other 40% do not find any differences.

Q11- Have you encountered any challenges when using this way of speaking?

Graph 3.11 *the Challenges that face Parents when using Parentese Speech and Adult Speech*
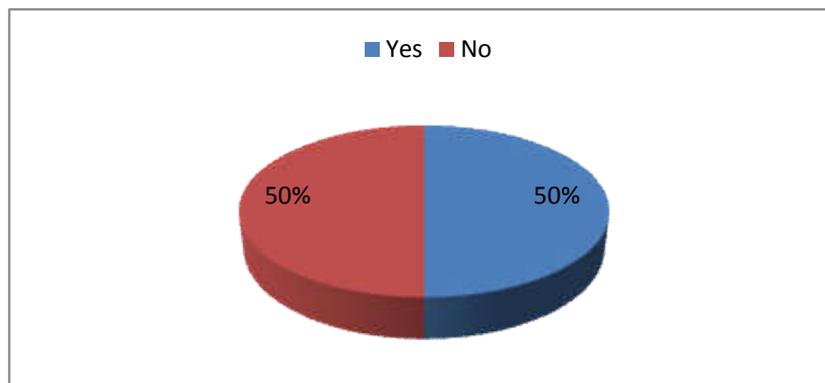
Acquisition of language is one of the worthy mechanisms in a child's life and achieving this process in very important, it requires one of the two ways mentioned above, to the extent of its importance, some parents find challenges in achieving this process, as shown in graph 3.11, 50% of our respondents replied by *"yes",* some of them stated that when using parentese language at a young age, it is hard for the child when he gets older to change the form of the word for instance changing the word (Hami) to its origin (اكل) or (eat), where others claimed that due to the use of adult speech their children reached the age of 03 and 04 years old and still cannot speak properly, whereas the other 50% replied by *"No"*, they did not face any kind of obstacles.

Q12-Do you think that this manner of speech is beneficial for your child's language development? Exemplify?

Graph 3.12: *the Advantages and Disadvantages of Parentese Language*
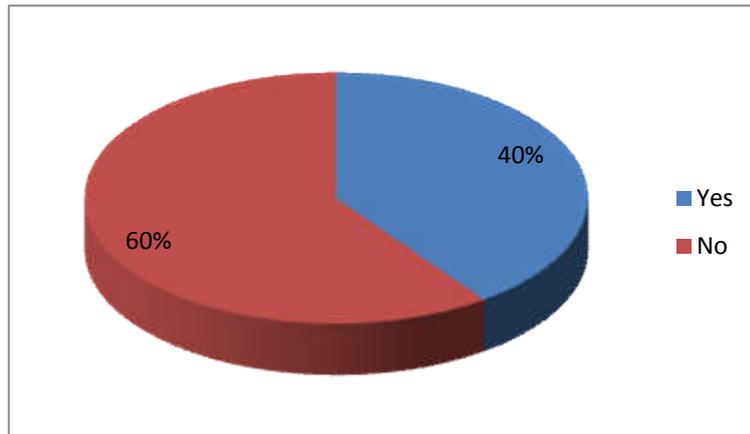
It is important to know if parentese language is beneficial for the child's language development. Therefore, graph 3.12 demonstrates that 40% of parents answered by *"yes"*, they claimed that it is very simple, like a simpler version of the language; it is useful for language acquisition and can help the child talk early. In addition to that it is a preparation for further developments. The remaining 60% said that it is not beneficial because it will prevent infants from learning the correct language.

Q13-Does this way of speaking effect the relation between you and your child?

Graph3. 13 *The influence of prentese language on the relation between parents and children.*
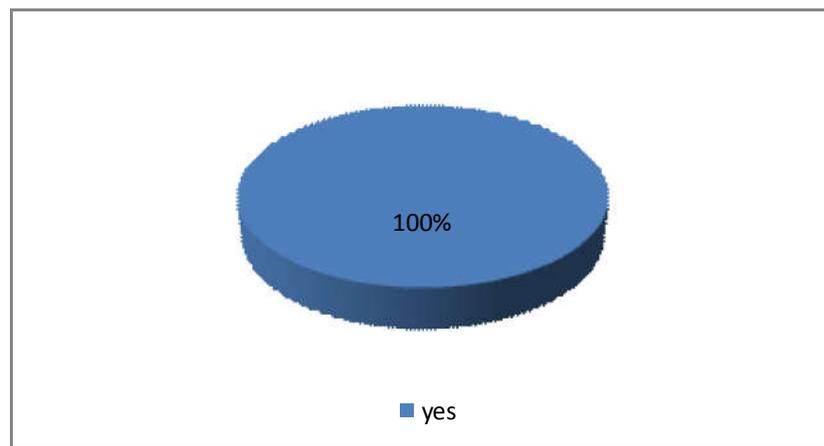
PL and adult speech may have different effects on the parent-child relationship, thus 100% of the participants responded by *"yes"*, they explained that it establishes a strong connection between them, besides this it can help parents to communicate more with their

kids, where others stated that as the child grows older, he may feel belittled if his parents continue to use PL, they prefer to use adult speech to communicate better and in a more respectful way.

3.6 Results and Discussion of Findings

This study has gone some way towards enhancing our understanding of parentese language role and its contribution to the development of children's language. We collected sufficient information from an interview with 10 parents of different sexes and ages ranging from 24 to 45 years old, and from an observation in kindergarten with 05 female babysitters specifically on 30 children in Tiaret speech community (TSC).

Our study has highlighted that parentese language (PL) is important and very useful in the first five years of the child's life, especially for their first language acquisition. We found that when parents use this kind of speech, they attract children's attention and keep them engaged and interested. In addition to that kids who are exposed to more PL tend to have stronger language skills and acquire their mother tongue quickly. Also, it creates a linguistically enriched environment that fosters the acquisition and growth of language abilities. Moreover, when using infant directed speech parents will have children with more advanced receptive language and phonological awareness. The most crucial thing it makes infants understands their parents due to the simple vocabulary, and affects the relationship between them positively.

We discovered that parents deviate in speaking with children here in Tiaret. They completely change the original words and replace them with irrelevant words, provided many examples concerning this point previously in the analysis of question number 04.

Finally, it is important to mention that while parentese language (PL) is valuable for children, however it is essential to emphasize that parents should utilize a variety of language

styles and offer a suitable language model that aid in the advancement of their linguistic capabilities as they mature.

3.7 Suggestions and Recommendations

Language acquisition is most efficient during the first few years of the child's existence; therefore, parents have a massive responsibility in accomplishing this potential.

Depending on our deduction and on parent opinions and experiences, these are some recommendations.

First, Interaction is a crucial step, parents need to talk to their children and engage in conversations with them very often even if they are too young to respond, to be more specific they must use dialogue language, where they explain to the child any situation and provoke him to talk. Second of all always pay attention and listen to what they are saying without interrupting or judging them even if they are still mumbling. Moreover use PL daily and from a young age, because it helps them to learn about language rhythms, intonation and sound patterns, and it prepare them for later developments, also give your child freedom and provide opportunities for social interaction with other people, and encourage him to communicate and express himself. Furthermore parents should take their child out to green spaces and parks most of the time, this helps him to relieve pressure and integrate with children, and discover new things that can aid him in acquiring language. Another important point is the father must help the mother in raising their children, so that they can acquire language quickly and with extra skills.

As a parent you have to provide a rich language environment and give your child enough time to learn, in addition to that do not give them phones at an early age, considering that it causes them to experience delayed mental and physical growth as well as many psychological problems, it also increases their non-conscious anger out bursts.

Finally, the most important thing in child's language acquisition is imitation, thus parents must provide the best behaviour for their children because they will become their copy.

3.8 Conclusion

This chapter focused on conducting the field of research regarding the main subject. It covered the case of study that we investigated as well as the methods utilized for collecting data, including observation and an interview. Where we analysed each answer in a form of tables and graphs, which enabled us to reach many results, the most important one is the role of parentese language (PL) and its usefulness in child's life.

General Conclusion

General Conclusion

Generally speaking, this study inspected the influence of parentese language on child's language development between deviations and regularizations in Tiaret speech community, and how parents help their infants to acquire a correct mother tongue. It also aimed to identify the importance of the interaction between parents and children in the first five years of child's life.

The purpose behind this thesis is to answer the research question about whether this style is positive or negative. Hence, we relied on the quantitative and qualitative methods to gather the appropriate data for best responses from various respondents with different perspective. The data collection involved a combination of the two tools including an interview with parents and an observation in kindergarten. By using these tools, it became possible to gather valuable insights from parents, baby-sitters and children.

The analysis of these responses led to major findings that removed a great amount of ambiguity about this topic. Which achieved that parentese language has an important and effective role in the child's life, for the reason that it is a unique and benificial form of communication between adults and infants; while, some people have questioned the effectiveness of parentese language in promotion language learning. Thus, this research has shown that it is valuable tool for acquiring language correctly and rapidly. Moreover, it is useful for infants to establish and build a strong foundation for healthy relationship with their parents. Also, this style of speech helps to develop children's language skills.

In the end, this study proved that the process of language acquisition focuses on essential elements, which are the environment and the surroundings of the child, for the reason that they are the space that manages the communication procedure and helps the child to acquire his first language. Thus, the most appropriate people to achieve this assistance are the parents for being the first children's teachers especially when using parentese language.

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تيارت مهد الفروسية و مدينة الاهرام الجزائرية المنسية. القدس العربي 2016/12/3 اطلع عليه بتاريخ 2022/1/9.

كتاب حقائق العالم من طرف وكالة المخابرات المركزية الامريكية. French lingua franca. 2012/10/13

Parents Interview

Sex: male ☐   female ☐

Parent age: ☐

Child age: ☐

Q1-How often do you interact with your child?

☐ Always   ☐ Sometimes   ☐ Rarely

Q2-Do you speak to your child the way you speak to adults?

☐ Adult speech   ☐ Parentese language

Q3-Do you change your voice or your tone?

☐ Yes   ☐ No

Q4-Do you change words? If yes give examples?

☐ Yes   ☐ No

Q5-Do you use simple phrases and vocabulary?

☐ Yes   ☐ No

Q6-Does your infant understand you?

☐ Always   ☐ Sometimes   ☐ Never

Q7-Does he produce new words and vocabulary?

☐ Always   ☐ Occasionally   ☐ Rarely   ☐ Never

Q8-Does he pays attention when you are talking to him?

☐ Yes   ☐ No

Q9-Does he follow simple directions such as "close the door" or "eat your food"?

☐ Yes   ☐ No

Q10-Have you noticed any differences in your baby's response when using this type of speech? How?

☐ Yes   ☐ No

Q11-Have you encountered any challenges when using this way of speaking?

☐ Yes   ☐ No

Q12-Do you think that this manner of speech is beneficial for your child's language development? Exemplify?

☐ Yes   ☐ No

Q13-Does this affect the relation between you and your child?

☐ Yes   ☐ No

Q14-Do you have any recommendations for new parents on how to speak effectively with their infants?

مقابلة الوالدين

الجنس: ذكر ☐   أنثى ☐

عمر الوالدين: ☐

عمر الطفل: ☐

س 1: كم مرة تتفاعل مع طفلك؟

دائما ☐   أحيانا ☐   نادرا ☐

س 2: هل تتحدث مع طفلك بالطريقة التي تتحدث بها مع الكبار؟

خطاب الكبار ☐   اللغة الابوية ☐

س3- هل تغير صوتك أو نبرة صوتك؟

نعم ☐   لا

س4- هل تغير الكلمات؟ إذا كانت الإجابة بنعم ، أعط أمثلة؟

نعم ☐   لا

س 5: هل تستخدم جمل و مفردات بسيطة؟

نعم ☐   لا

س 6: هل يفهمك طفلك الرضيع؟

دائما ☐   أحيانا ☐   أبداً

س7- هل ينتج كلمات ومفردات جديدة؟

دائما ☐   بين الحين و الآخر ☐   نادرا ☐   أبدا

س 8: هل ينتبه عندما تتحدث إليه؟

نعم ☐   لا

س 9- هل يتبع تعليمات بسيطة مثل "أغلق الباب" أو "كل طعامك"؟

نعم ☐   لا

س 10- هل لاحظت أي اختلافات في استجابة طفلك عند استخدام هذا النوع من الكلام؟ كيف؟

نعم ☐   لا

س 11- هل واجهت أية تحديات عند استخدام طريقة التحدث هذه؟

☐   ☐

نعم   لا

س 12- هل تعتقد أن طريقة الكلام هذه مفيدة لتنمية لغة طفلك؟ تجسد؟

نعم [   ]   لا [   ]

س 13- هل يؤثر ذلك على العلاقة بينك وبين طفلك؟

نعم [   ]   لا [   ]

س14- هل لديكم أية توصيات للآباء الجدد حول كيفية التحدث بفعالية مع أطفالهم؟

Map1.1: *The Algerian Spoken Dialects*
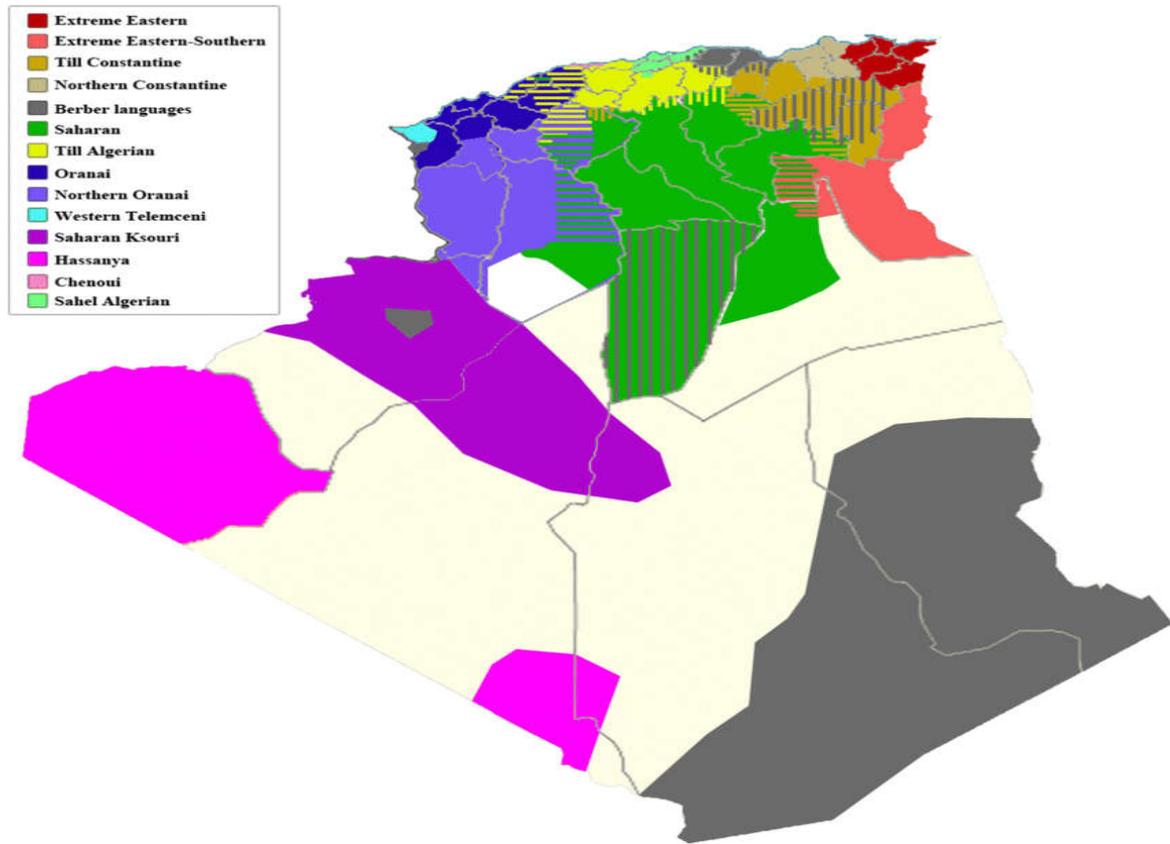
Map1.2 : *The Berber Dialects in Algeria*
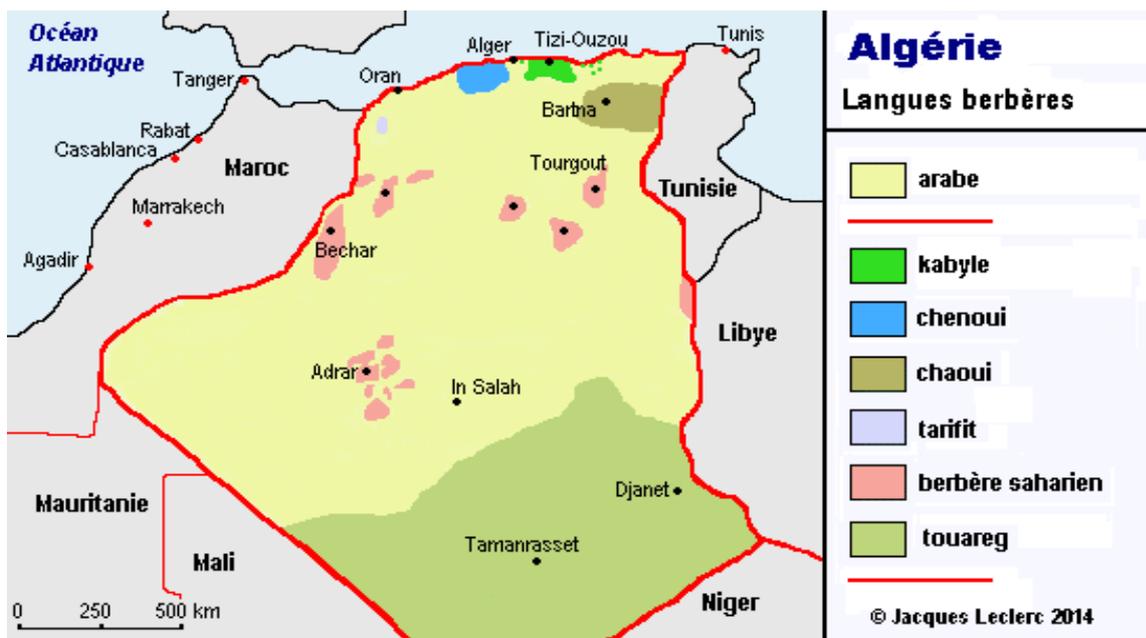
Map1.3: *The Administrative Division of Tiaret*
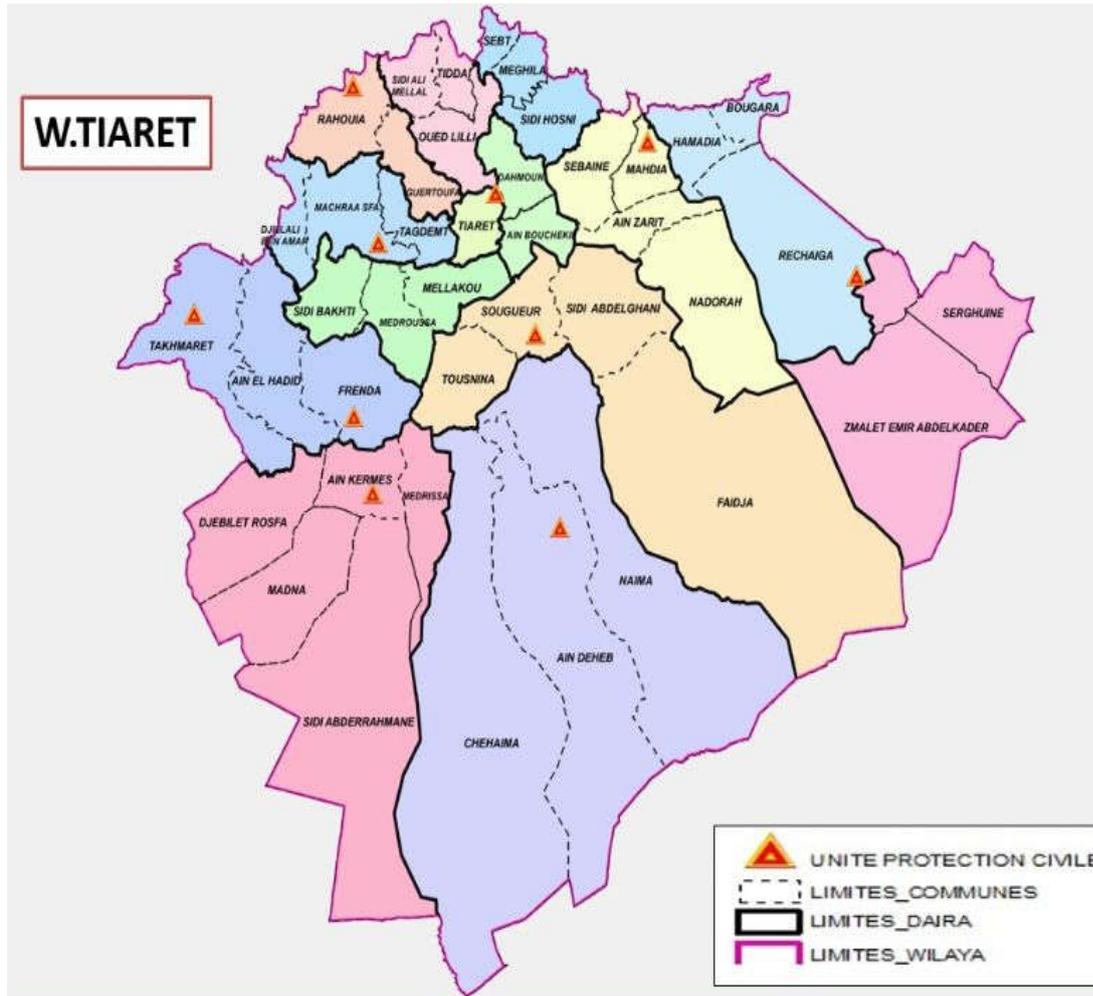
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Map 1.1 the Algerian Spoken Dialects

Map 1.2 the Berber Dialects in Algeria

Map 1.3 the Administrative Division of Tiaret

ملخص

تتناول هذه الدراسة القضية المعقدة للغة الوالدين وتأثيرها على اكتساب الأطفال للغة الأولى في مجتمع الكلام في تيارت ، إلى جانب الانحرافات والتسويات التي يقوم بها الآباء عند استخدام هذا النوع من الكلام. تطلب عملنا ث النهج النوعي حيث قمنا بجمع البيانات من خلال الملاحظة في روضة الأطفال في تيارت على وجه التحديد في بلدية فرندة و من خلال مقابلة منظمة. تم تحليل البيانات التي تم جمعها يدويًا في شكل رسوم بيانية. يبدو أن النتائج تثبت صحة فرضياتنا المقترحة لأن الأطفال الذين يتعرضون للغة الوالدين لديهم مهارات أعلى في المفردات والتواصل ، ليس هذا فقط ولكن هذه الدراسة تقدم دليلًا على أنه عند استخدام هذا النمط ، يُظهر الأطفال اهتمامًا كبيرًا ومستوى أعلى من المشاركة أثناء التواصل. خلصت هذه الدراسة إلى أن لغة الوالدين هي بالفعل أداة سحرية تفتح الامكانات اللغوية للأطفال الصغار وتعزز علاقة أعمق بين الآباء وأطفالهم

Résumè

Cette étude aborde la question complexe du langage parental et son impact sur l'acquisition de la première langue par les enfants dans une communauté de parole à Tiaret, ainsi que les déviations et les compromis que font les parents lorsqu'ils utilisent ce type de discours. Notre travail a nécessité l'approche qualitative, où nous avons collecté des données par l'observation dans le jardin d'enfants de Tiaret plus précisément dans la commune de Frenda, et un entretien structuré. Les données collectées manuellement ont été analysées sous forme graphique. Les résultats semblent valider nos hypothèses proposées parce que les enfants qui sont exposés au langage parental ont des compétences en vocabulaire et en communication plus élevées, non seulement cela, mais cette étude fournit des preuves que lorsque ce style est utilisé, les enfants montrent un plus grand intérêt et un niveau d'implication plus élevé pendant communication. Cette étude a conclu que le langage parental est en effet un outil magique qui libère le potentiel linguistique des jeunes enfants et favorise une relation plus profonde entre les parents et leurs enfants.

Summary

This study addresses the complex issue of parental language and its impact on children's acquisition of the first language in a speech community in Tiaret, along with the deviations and compromises that parents make when using this type of speech. Our work required a qualitative approach as we collected data through observation in a kindergarten in Tiaret specifically in the municipality of Frenda and through a structured interview. The manually collected data were analyzed in graphical form. The results seem to validate our proposed hypotheses because children who are exposed to parental language have higher vocabulary and communication skills, not only that, but this study provides evidence that when this style is used, children show greater interest and a higher level of involvement during communication. This study concluded that parental language is indeed a magical tool that unlocks the linguistic potential of young children and promotes a deeper relationship between parents   and   their   children.