Caregivers' Role in Child's Language Acquisition

A Dissertation in Partial Fulfilment of the Requirements for the Master Degree in Linguistics and Didactics

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Dedication

This study is dedicated to my beloved parents, who have been my source of inspiration and give me strength when I thought of giving up, who continually provide their moral, spiritual, emotional, and financial support.

To my brother, sisters, relatives, friends, and classmates who shared their words of advice and encouragement to finish this study.

I dedicate my work to the soul of my grandmother.

And lastly, this work is also dedicated to all children who participated in the field research

A. Chahrazad

Dedication

I dedicate this dissertation to my parents, for their love, support, encouragement, and prayers. To my sister and brothers.

I offer this work to my aunt Wahida and cousins Nadra and Zahra.

I also dedicate this work to all people who helped me in the achievement of this paper.

The last and not the least, this work is dedicated to the children, Essadek and Abdellah.

G. Roufaida

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List of Abbreviations

LAD: Language Acquisition Device.

UG: Universal Grammar

Abstract

The early years of the child's life are the most significant in language development. If the child acquires and develops his/her language normally, he/she will not face problems in communication later in life. This research aims to investigate the caregiver's role in the child's language acquisition. The field investigation of the topic necessitates the qualitative descriptive type of research. The data were collected through interviews, video records, and observation. The study was limited to ten children with their caregivers, in order to observe and analyze these cases well. The findings of this study showed that the caregivers were conscious of their crucial role in their children's language development. Interaction between adult and child is different according to the child's age. From the outcomes of the research, it has been confirmed that if the caregiver interacts effectively with his/her child, he develops and improves his/her language normally and correctly.

Key Words: Language Acquisition- Caregiver- Child- Interaction

Résumé

Les premières années de la vie d'enfant sont les plus importantes années dans le développement de la langue. Si l'enfant acquiert et développe sa langue correctement, il / elle ne rencontrera pas des problèmes de communication plus tard dans la vie. Cette recherche a pour but d'étudier le rôle des adultes dans l'acquisition de la langue. L'investigation du sujet sur le terrain nécessite l'évaluation de recherche descriptive-qualitative. Les données ont été recueillies par des interviews, des vidéos et des observations. L'étude a été limitée à dix enfants accompagnés de leurs responsables, afin d'observer et de bien les analyser. Les résultats de cette étude ont montré que les adultes étaient conscients de leur rôle crucial dans le développement de la langue de leurs enfants. Interaction entre adulte et enfant est différent selon son âge. À partir des résultats de la recherche, il a été découvert que, si l'adulte interagit efficacement avec son enfant, celui-ci se développe et améliore sa langue normalement et correctement.

Les Mot Clés : Acquisition de langue- Adulte- Enfant- Interaction.

ملخص

السنوات الأولى من حياة الطفل هي من اهم السنوات في تطور اللغة لذا الطفل. الاكتساب الصحيح للغة في السن المبكر للطفل يساعد على تفادي المشاكل اللغوية في وقت اخر من الحياة. يهدف هذا البحث للتحقيق في دور المربي في اكتساب الطفل للغة. التحقيق الميداني للموضوع يستلزم البحث النوعي والوصفي في آن واحد. تم جمع البيانات من خلال الحوارات مع المربيين، وتسجيل الفيديوهات، والملاحظات. اقتصرت الدراسة على عشرة أطفال مع مربييهم، من أجل المراقبة والتحليل الجيد للحالات. أظهرت نتائج هذه الدراسة أن المربيين على علم بدورهم الحاسم في تطوير لغة أطفالهم. التفاعل بين الكبار والاطفال يختلف حسب عمر الطفل. من خلال النتائج تم اكتشاف أن كل ما تفاعل المربي بفعالية مع طفله. فإن لغة الطفل تتطور وتتحسن بشكل طبيعي.

كلمات مفتاحية: اكتساب اللغة- المربي- الطفل- التفاعل.

General Introduction

In early human life, language development starts and progresses from simple to complex phases. The acquisition of language for a child begins by listening, storing then producing. The language of the child is constantly evolving and changing through time. As he learns the basic components of his native language. Linguists have been analyzing how children acquire their first language; several theories have appeared over the years to explain this process, and researchers cannot agree on one unified approach. Theorists conduct different experiments to support their perspective. This paper presents four main theories of first language acquisition.

The research shows the importance of the environment in the child's brain development and the effect of the experiences. The interaction between a child and others provides him with the foundation of knowledge that gives him the ability to link between the sound and the language. Numerous researchers have discovered that the nature of early childcare has an important impact on child's language development. Early childhood is a time of huge development and improvement. The period from birth to age five is the most important period in the child's development. The peoples surrounding the child are not responsible just for providing care but they are also responsible for communicating and providing different ways that help in the language development.

This paper discusses different concepts that need both a caregiver and a child. The first concept is motherese, as a way used to help in language development. The second concept is parenting. It is discussed in this paper as the relationship between the child and the caregiver, attached with different skills that shows the importance of the caregiver in the child's language acquisition.

The purpose of the study is to show whether children's early social interaction plays a role in the development of language. Our study focusses on the caregivers' effect on the child

language development. It is an attempt to discover the importance of the caregivers' interaction in the language development of the child.

The field investigation of the study requires a qualitative descriptive method of research, to investigate the way caregivers help in the acquisition of language. In order to apply the descriptive data to the child language development context, this study uses two kinds of data basic data that are the observations and video recordings, in addition to complementary data that are the interviews with caregivers.

CHAPTER ONE

THEORETICAL BACKGROUND

1. 1 Introduction

This chapter is considered as a background and literature review of the topic, caregivers' role in child language acquisition. We will discuss general information about language acquisition, and how caregivers affect language outcomes of their children. This chapter highlights nine major titles. The first title is the definition of first language acquisition. Second, the different stages of language acquisition are discussed. Third, it deals with language acquisition components. The fourth title discusses the four main theories of first language acquisition. In addition to the four mentioned titles, the influence of the environment on the child's brain development is also discussed. Then it deals with the problems of language acquisition. Moreover, the seventh title is language acquisition within environmental engagement. Then, the motherese concept is introduced. Finally, it deals with parenting.

1. 2 Language Acquisition

Language acquisition is known as the unconscious process by which the newborn acquires his first language. All children have the capability of learning any language as their mother tongue. There is no need to teach the language because the child acquires language through interaction with the surrounding people.

Noam Chomsky (2009) said, "Language acquisition is a matter of growth and maturation of innate capacities". i.e. every infant is born with an inborn ability to acquire any human language. Chomsky provides that linguistic structures used by a child are already printed in his mind (Hutauruk, 2015: 52). Yule (2010) also supported the idea of the existence of an innate capacity in any normal healthy child to acquire language. He argued that language acquisition is a fast process which occurs before the child starts learning a formal language in school.

Language acquisition is one of the child's earlier achievements, which demands three components: the language, the baby and the environment. First, the existence of the language

to be mastered. Second, the baby and his ability to acquire a language. Third, the environmental setting the child is surrounded by (Rice, 1989).

Language is not an inherited process but it is transmitted through environment and culture to the child. He acquires his mother tongue without tutoring. Unlike any other intellectual skill, language acquisition is affected by mental retardation (Hutauruk, 2015).

1. 3 Stages of Language Acquisition

The interesting point about how the human language is acquired is that normal human beings acquire it in the same manner, using the same steps. It does not matter what language is acquired and whether it is a sign or spoken language. Our focus will be on the spoken form. Language is acquired through two different stages, which are the pre-linguistic stage and the linguistic stage.

1. 3. 1 Pre-Linguistic Stage (Early Vocalization)

1. 3. 1. 1 Crying

The first sound the baby produces is the crying sound (birth cry). It is the first step in language acquisition that children use to communicate with the external environment. Crying sounds differ one from another. It may be either a hunger cry, a thirst cry or a pain cry (Scoval, 2008). This crying is considered as non-linguistic sound and universal to all children. The physical sound of crying and its communicative meaning are directly related. The more the baby is not comfortable the longer and the louder the crying is. In this stage making noises and crying help the child to control the air that comes from their lungs and the use of their vocal cords. By the end of the crying period, the cry becomes more symbolic than iconic, i.e. it is not related to the child's feeling of discomfort but it is related to its needs and to attract others' attention. (Scoval, 2008)

1. 3. 1. 2 Cooing

Cooing is the second period in the pre-linguistic stage. This period continues until the sixth month of age. In this period, the baby's vocalization is composed of the following:

A-Short vowels /a/ and /u/.

b- Long vowels /a: /, /u: / and /i: / (Salim and Mehawesh, 2014).

During this stage, the baby starts cooing to express and convey his comfort and satisfaction with the caregiver. After a period of interaction between the child and caregiver, the cooing sound of the child is translated as a way of communication with adults in order to attract their attention. "After several weeks of extensive interaction with its caregiver the child starts to coo, making soft gurgling sounds, seemingly to express satisfaction" (Scovel,2008: 9)

1. 3. 1. 3 Babbling

By about 6 months of age, the baby begins to entertain himself by producing a collection of different sounds, trying to imitate adults' speech. According to Janda and Hamel (Cited in Salim and Mehawesh, 2014) babbling is a necessary step in language development. In this period the newborn starts producing some plosive consonants like /b/ and nasal consonants as /m/ and forming consonant-vowel syllables such as: /ba/, /ma/, /da/, and /ta/.

Psycholinguists give two types of babbling, which are marginal and canonical babbling.

1- Marginal babbling is similar to cooing. It is considered as a pre-canonical vocalization. In this stage, the baby starts producing random consonants. Marginal babbling is defined as an exercise of the organs of speech. It is composed of consonants + vowel patterns, for example 'ma' and 'ta' (Sreeja, 2018).

2- Canonical babbling is when the child starts producing syllables as the ones of the caregiver's language (Scoval, 2008). In this period, the child starts producing a combination of sounds.

He learns to repeat the sounds he hears around him. The parent in this stage helps their child in relating sounds to specific objects, such as 'miao miao' for a cat. Thus, the child learns to denote to objects or different things (Sreeja, 2018).

This babbling stage is the first sign to know if the baby is normal or deaf. During the pre-linguistic stage, babies go through crying, cooing, and babbling. Deaf babies cry, coo and babble even though they cannot hear themselves. Today doctors test children for hearing problems as early as possible because parents may not always be aware that their child cannot hear. The only difference between a normal and an abnormal baby is that normal babies react to things around them; however, deaf ones do not respond to sounds (Alkhuli, 2006).

In the babbling stage, children discover the pitch and the intonation of their mother tongue. For instance, when a question is asked the pitch goes up at the end. And when making a statement it goes down. Children are not only picking up the sounds of the language but they are also picking up what is called prosody, which is the melody of language. For example, when the child babbles a sentence and the caregiver says what, he/she will repeat it loudly and slowly like adults. (Scoval, 2008)

1. 3. 2 Linguistic Stage

1. 3. 2. 1 Holophrastic Stage (One-Word Stage)

The term '*holophrastic*' comes from '*holophrase*', where '*holo*' means 'whole', and '*phrase*' means '*phrase*' or 'sentence'. This stage starts when the child is about 11 or 12 months. In this stage the infant produces one word instead of a sentence. Researchers have shown that the young child can express a variety of semantic functions and complex ideas by the use of single words. For example, instead of saying "give me water" the child will say just "water". Most children come out with their first words about one year of age, some earlier and some later. Some children will reach this stage much sooner than others. However, that does not mean

that there is anything wrong with the baby who goes through it later (Salim and Mehawesh, 2014).

Through the holophrastic stage, children acquire words by reinforcement of their parents or caregiver. The reinforcement is considered as an encouragement to the child, by smiling at him or by acting any positive signals reacting to his performance. (Steinburg and Sciarini, 2006)

What is often seen in children in this holophrastic stage is something called generalization, which is when a single word is used to mean several kinds of related things. For example, 'dada' may first refer to one particular person, as it may include all men. The utterance '*wow-wow'* refers to one dog, all animals, soft-shippers, or people in furs. (Steinburg and Sciarini, 2006).

In addition to generalizing the child may answer questions by pointing to the concrete representative of the answer, without producing the word. Pointing to things and people does not mean that the child does not know the literal word. However, pointing is considered as a funny way used by children (Salim and Mehawesh, 2014). Table 01 shows sample questions asked by a caregiver to a child.

The question asked	The child's reaction	The semantic meaning
Where is mother?	The child points out to the kitchen.	Mother is in the kitchen.
Where are Anwar's teeth?	Opens her mouth and puts her finger on teeth.	Here is my teeth.
Where is the milk bottle?	She points at the table where the bottle is kept.	The bottle is on the table.
Where are your eyes, nose, hair, cheek, leg, hand, mouth, head, etc?	She points at her body parts correctly.	Here she confirms that she knows every part of her body.

Table 1. 1: Child Reaction to Caregiver Questions. (Salim and Mehawesh, 2014)

1. 3. 2. 2 Two-Word Stage

This stage begins around eighteen to twenty months. The child at this stage produces utterances of two words that are considered as the keywords of the sentence. The caregiver, in this case, interprets the produced utterances according to the context. For example, the utterance 'baby chair' may mean 'put the baby on the chair', "the baby's is in the chair", or 'this is the babies chair'. In this stage, children understand more than they produce. Because of the way the child speaks the language at this age, he is considered as a funny conversational partner (Yule, 2010).

1. 3. 2. 3 Telegraphic Stage

When the child is two years old, he starts to combine more than two words in their utterances. He starts to use what is called telegraphic speech, combining words without using functional words. In this stage, the lexicon of the child reaches more than 50 words (Yule, 2010).

The child's language development goes quickly at this stage. He tries to link two utterances to form a sentence; however, it cannot be considered as a sentence yet because it is not complete. For example, the child says 'mom juice drink' to mean 'mom give me some juice to drink'. During this stage the child starts ordering words correctly; he makes no word order mistakes. By the age of two and a half, the child's vocabulary is more developed. Even the pronunciation becomes similar to that of adults (O'Grady, Dobrovolsky, and Aronoff 1997).

1. 4 Language Component Development

1. 4. 1 Phonological Development

Phonology is the study of the sounds patterns (Odden, 2013). For a child, the phonological development starts in the first stage which is the holophrastic stage. The first words produced by a child are monosyllabic words, i.e., consonant-vowel syllables. A newborn first acquires sounds that are shared between languages then he/she acquires sounds of their mother tongue. For example, the sounds /b/ and /s/ are common between most languages; however, the sounds /θ/ and /ɡ/ are not found in all languages. (Fromkin, Rodeman, and Hyams, 2011)

In the phonological development of the child, the first sounds the baby acquires are vowels. For consonants, the child goes by the manner of articulation. He acquires them gradually starting with nasals, approximants, plosives, laterals, and fricatives (Fromkin, et al, 2011). Places of articulation emerge progressively in the following order, labials, velars, alveolars, and palatals. (Fromkin et al, 2011).

Table 2 clarifies consonants development order in matter of place and manner of articulation. For the manner of articulation, it starts from left to right i.e, as it was mentioned

before from nasals to fricatives. As for to the place of articulation it starts from above to below (from bilabials to palatals).

manner of articulation / place of articulation	Nasals	approximants	plosives	Laterals	Fricatives
Bilabials	M	w	p, b		
Velars	ŋ				
Alveolar	N		t, d	l	z, s
Palatals		j	k, g		

Table 1. 2 : Child's Consonants Development Order (Crystal, 2008)

1. 4. 2 Semantic Development

Semantics is the study of the interpretation of signs and symbols used in communities within a particular context. (Fromkin, et al, 2011). "Semantics is the study of how linguistic elements carry a meaning" (Wagner, 2010: 1). When the child is getting older, he/ she acquires more words and more meanings through hearing adults' conversation. (Fromkin, et al, 2011).

To acquire semantics the child must apply three elements: first, identify the relevant linguistic items. Second, understand what the linguistic items refer to. Third, learn how the forms are connected to the meaning. (Wagner, 2010).

Through this development, the child links words meanings according to the presence of the objects. The infants usually overextend the meaning of words, i.e., the child groups things according to their physical characteristics, such as size, shape, and texture, yet not based on color. For example, the word 'ball' refers to all round things. Later on, underextension is also

involved in child language acquisition. It is the use of words meanings referring to specific objects. i.e. kids use words in a narrow range, they do not use words to refer to everything that represents the actual objects. For example, the child uses the word 'bird' to refer only to the family's pet (canary), but not for the birds on the tree outside. (Brown and Attardo, 2008)

1. 4. 3 Morphological Development

Morphology refers to the study of the internal structure of items (Lieber, 2009). The development of morphology appears through the child's use of affixes in his speech. The child memorizes first just the regular form of verbs and nouns. In other words, he uses the suffixes "ed" for verbs in the past tense, and "s" for all plural nouns. The infant uses such suffixes even with irregular verbs and nouns. This phenomenon is named overgeneralization or overregularization. For example, the child may say 'bringed', 'goed' and 'runned' instead of using the correct past forms of these verbs. For plural nouns, they may say "foots", "mouses" instead of saying "feet" and "mice"(O'Grady et al, 1997).

1. 4. 4 Syntactical Development

Syntax means the set of grammar rules that control the way words are combined to form sentences and phrases (O'Grady et al, 1997). Acquiring syntax the child starts not only producing compound, long and complex sentences but also understanding them. At the age of eighteen months, the child differentiates between subject and object order. i.e. the infant knows the word order in the sentence. Kids in the holophrastic stage produce one word instead of a sentence. At the second birthday, the infant starts producing utterances of two words. During this age, the child avoids using auxiliary verbs and function words for example he may say 'baby crying' instead of 'the baby is crying' (Fromkin, et al 2010).

1. 5 Theories of Language Acquisition

Many schools have emerged in order to study the process of language acquisition. The theorists of this process did not agree on one theory of language acquisition. That what leads to the existence of four main schools of language acquisition, which are the behaviorist theory, the innateness hypothesis, the cognitive theory, and the interactionist theory.

1. 5. 1 The Behaviorist Theory

Watson first proposed the theory, then supported by many psycholinguists, like Mower and Skinner (Demirezen, 1988). It appeared in the 1950s, the first half of the 20th century, as a new theory in the psychology of language. The principle of behaviorist theory is the analysis of human behavior when stimulus and response are concerned, and the relation between them. Behaviorists claim that the learning of habits is a result of reinforcement and reward (Demirezen, 1988).

The behavioral theorists divided reinforcement into two types, positive reinforcement and negative reinforcement. The former refers to gifts and rewards; the latter refers to punishments. Skinner argued that environmental factors govern the development of language acquisition. As all behaviorists, skinner emphasizes the role of imitation, reinforcement and conditioning in language acquisition (Samkang, 2015). Behaviorists believe that acquiring a language for a child takes place through receiving positive and negative reinforcements. They state that children try to imitate the language that they hear in their environment. Through imitating adults' speech, the child will produce correct and incorrect forms. The child would be praised if he produced a correct form. And he would be corrected or misunderstood if he produced a wrong form, through these reinforcements the child will use language correctly (Samkang, 2015).

Behaviorists believed that the acquisition of language for a child is learnt through receiving positive and negative reinforcement. Psycholinguists of this theory proposed three elements about language acquisition that are: first, Children imitate what they hear. Second, Adults correct children to reinforce correct forms of language. Third, Children respond to the correction by producing correct forms (Carr, Carroll, Cremer, Gale, and Lagunoff, 2009).

1- Children imitate what they hear: around age of two to three, children repeat what they hear from adults including just the key words avoiding transition words. For example, the adult says: 'mom is in the kitchen'. The child might repeat this sentence as 'mom kitchen' (Carr, et al 2009).

2- Adults correct the form of children's language: when the child is getting older, he will acquire more basic rules about the structure of language. When an adult is trying to respond to a child's speech, he tries to respond according to the content and not to the structure. If a child points to something in front of him/her and says: 'that cat', in this situation, the adult responds with: 'yes, that's a cat' thus giving a positive reinforcement to the child and correcting the wrong use of sentence structure (Carr et al., 2009).

3- Children respond to corrections by using correct forms: in the beginning of the children's language development, children have the problem of generalizing grammatical patterns such as regular form for all verbs. For example, 'I goed', 'two feets'. Later on, this development passes; the children start using the correct forms (irregular form). For example, they use 'went' and 'feet' because they figure out these structures by acquiring them from adults. Behaviorists state that the environment plays an important role in the process of acquiring language. Language as a behavior is a set of habits acquired by classical and operant conditioning and reinforcement through interacting with the environment (Carr, et al 2009).

1- Classical conditioning: is a learning process that inspired behaviorism. It comes as a respond to a previous stimulus after the subject repeatedly encounters the stimulus together with another stimulus that already elicits the response. Classical conditioning is where two stimuli appear together, which are conditioned stimulus, which is a signal from the environment that evokes a reaction, and unconditional stimulus which is the reaction to the stimulus (Johnson, 2014).

Pavlov noticed that dogs began to salivate in response to a tone after the sound had been repeatedly paired with the presentation of food. Pavlov quickly realized that this was a learned response and set out to further investigate the conditioning process. Classical conditioning involves pairing previous stimulus such as a sound of a bell with an unconditioned stimulus (the taste of food) (Touretzky, and Saksida, 1997).

2- Operant conditioning is a learning process which involves changing one's behavior by using reinforcement or punishment which is given after a desired response, each time the behavior is established, so that the subject comes to associate the pleasure or displeasure of the reinforcement (Corning, and Mulder, 2004).

As an example to this theory, Skinner conducted an experiment on a rat. He put the rat in a box called 'Skinner box' or 'an operant conditioning chamber'. The box includes a bar that the rat presses. The first time the rat is put in the chamber, it keeps moving a lot till it discovers the bell. The first time the rat presses the button was accidental but when it discovers that whenever the bar is pressed the food comes, it becomes a habit for the rat when it feels hungry, it presses the bell to be rewarded by food (Boeree, 2006).

1. 5. 2 The Innateness Hypothesis

Chomsky proposes the innateness hypothesis. He argues that the child is born with an innate ability; in other words, the child is born prepared to acquire language. This ability makes the task easier than it would have been. Otherwise, Chomsky (1959) argues that language

acquisition is not something that the infant does, but it is something that already exists in the child's brain. Moreover, it grows and develops as the child grows up (Guasti, 2002).

Acquiring a language is just like learning to walk; both are biological functions of the human being. Children do not have to learn how to walk and adults have no relation with improving the child's skill of walking. Thus in the process of acquiring a language also adults have no relation in helping a child to acquire his/her first language (Aljoundi, 2014).

The brain is considered as 'a black box', it is responsible for language learning that is defined as language acquisition device (LAD). The black box contains knowledge known as grammar that needs experience to be used. (LAD) is areas of hardwiring spread out in different parts in child's brain. (LAD) carries an innate grammar, it is known as universal grammar (UG). Children have the innate capacity to differentiate between categories of words and sentences' structures (O'Grady, 2005).

The inborn grammar helps the child in acquiring a language as a simple process. Through this innate grammar the child will have the ability to figure out the basic rules of his/her native language. The UG is available only in the child's brain. Because the innateness hypothesis claims that the child's brain is programmed to acquire a language, he/she finds this process an easy task. In contrast, learning a second language for an adult seems to be a difficult process (Samúelsdóttir, 2015).

1. 5. 3 The Cognitive Theory

The word 'cognition' comes from the Latin word 'cognito' that means 'to know'. It means how the brain acquires and uses knowledge to produce behavior (Brandinonte, Bruno, and Collina, 2006).

The acquisition and use of knowledge require cognitive processes. These processes are observing, categorizing, and forming generalizations, decision-making, and problem solving. These processes help the child make sense of any information he is exposed to. It is impossible for a child to develop a language without having the image that represent what is said in his mind (Aljoundi, 2014). Piaget was interested in how children think, acquire knowledge and skills and how their thoughts are developed. He proves that, for a child, language is developed within context, thus, if the image is not clear in the child's mind, he cannot develop the language. Cognitivists also add that the child thinks differently from adults. They claim that the child constructs first their own understanding of the concept then they produce the language (Aljoundi, 2014). There are several levels of growth in which new abilities are developed. Piaget's theory of cognitive and language development proposes four stages; each of these stages is marked by changes in how children understand and experience the world around them (Aljoundi, 2014).

1- The sensory-motor stage: this stage lasts from birth to around the second birthday. In this stage, the child uses the abilities he was born with. He gains language using his senses. The child's brain wants to hear, see, smell, touch, and taste as much as possible. The child starts first with simple reflexes then develop his first habits. When he gets older, he learns to do things consciously and his memory is developed by realizing the existence of objects even if the object is not in front of him. Moreover, in this sensory-motor stage, the child becomes more curious about everything using the five senses (Harley, 2001).

2- The pre-operational stage (2 to 5 years old): This stage describes when the child learns to speak and understand words, images, and gestures that are symbols for something else. He becomes interested in experiencing new things and learn a lot. At around four of age, the child becomes very curious and ask many questions trying to know everything. The child's thinking

in this stage is still self-centered. He thinks that others see the world as he does and still does not understand that they see it differently (Bashrin, 2015).

3- The concrete operational stage (7 to 11 years old): Through this stage, the child discovers logic and he develops concrete cognitive operations, such as sorting objects in a certain order. For example, he understands that if he pours orange juice from a normal glass to a taller one the amount stays the same. The child's brain learns how to reorder his thoughts in order to classify and build the mental structures concretely. For example, the child knows that he can reverse an action by doing the opposite. By the end of this stage, the child begins to understand, that his thoughts and feelings are unique, and he learns to put himself in someone else's shoes (Ullah, and Ghazi, 2015).

4- The formal operational stage (12 years old and plus): The teenager is formally operational. He has the ability to think more logically about an abstract concept and hypothetical events. His advanced cognitive abilities allow him to understand abstract concepts such as success and failure, love and hate. His brain can do deductive reasoning, which means he can compare two statements and reach a logical generalization, he can also put hypotheses about events that have no relation with reality. Now the teen can also think about philosophical, ethical and social issues using logic to come up with a solution (Harley, 2001).

1. 5. 4 Interactionist Theory

Interactionists believe that language acquisition occurs because of the natural interaction between children and their environment, more specifically their parents or caregivers (Sureshkumar, 2002).

The founder of this theory is Vygotsky and Brunner as a supporter. From the first days of a children life, people surround children are either talking to them, with them, or just talking next to them. Interactionist claims that language acquisition depends on both biology and social interaction. They believe that children are born with an ability in their minds that helps them acquire the language, yet this ability needs the social environment to be developed (Forutan, and Mehrpour 2015).

Bruner refers to the social environment that the child is interacting with and gaining language from as the most important element in language development. He proposed three stages to language development, the inactive, the iconic and the symbolic stage.

1- The inactive stage: the baby would represent their world through their actions.
2- The iconic stage: the knowledge is represented through visual or auditory images.
3- The symbolic stage: at this stage the information can be categorized, summarized and be more readily manipulated (Liao, 2012).

Moreover, communication plays an important role in how the baby learns to speak his/her native language. A question was asked about "whether children need other people around them to learn from or whether they could simply pick up their first language from T.V or radio?" (Carr et al., 2009: 27). The presence of an active speaker is necessary for language development. It is possible to acquire vocabulary and phrases from passive exposure, but not correct structures, which are learned from the interaction with other speakers. While talking to babies, adults try to change their speech in terms of clarity and slowness of speaking and simplicity of structure and vocabulary (Carr, et al. 2009). They repeat and paraphrase if the child does not understand. When the child interacts with the adult, the adult corrects the child's grammar indirectly, by responding to the child's simple utterances. For instance, the kid says:

'doggy sleeping', the adult will respond to the child by saying 'yes, the dog is sleeping' (Carr et al., 2009).

The interactionist theory is based on the idea of the importance of interactive communication to develop the complete structure of language. Interactionist proves that the environment must be present for child language acquisition. Furthermore, the social interaction is supported by an interactive environment, which allows the child to move forward to higher levels of language knowledge and performance; whereas, if a child lives in an isolated place, the language will not be acquired (Aljoundi, 2014). Curtiss (1977) shows the issue that Genie faced in her first years of acquiring language. Genie had a psychopath father who put her isolated from others when she was 20 months old, until she became 13 years old. Genie faced the problem of spending her time of language development alone without interaction. Therefore, Genie had a problem in development. And she was also unsocialized with others (Aljoundi, 2014).

1. 6 The Influence of the Environment on the Child's Brain Development

The experiences that the human has in the first years of his life affect the physical development of the brain. The brain is not just born, it is also built over time. Just as a house needs a strong foundation to support the walls of a roof; a brain needs a good base to support progressive development (Steinburg and Sciarini, 2006). The good development in the earliest years provides a good base for a good mental function later in life. Language comprehension and production do not lie only on ears, lips, and tongue; but also on the brain. The brain runs language operating systems; this means without a working brain there would be no talking, no listening, and no meaning (Oates, Smith and Johnson, 2012). The brain development is not really about size, even if it gets bigger. But what happens inside is more important. The

biological changes in the human brain occur before birth, during pregnancy, and after birth. After birth, the brain develops more with the interaction of the environment (Oates, et al, 2012).

Brain development occurs mostly after birth with the impact of the environment. After birth, a healthy newborn's lungs and heart work normally like an adult, the difference between them is only in size. In contrast, the brain completes its development after birth, during the early years of its life it forms connections between cells and develops them. (Milburn, Rowley, and Atkinson 2011)

The outside world and the early experiences help and affect a child's brain and make it more developed. The early experiences have a crucial effect on the architecture of the brain, such as the five senses experience help to build the connections that guide brain development. A child's brain is considered as an empty house just built that needs equipment to put in, and then what is needed is to put the equipment in their right places. Also the brain needs the right equipment to be put in the right place, so that it develop. The brain of the infant is born with many cells that need to establish and make their connections (Brotherson, 2009).

Some cells of the brain are created before the child's birth, yet most of them are made during the infancy period. Right from the start when the baby is just born, he is ready to make contact with eyes to recognize and capture the most important people in life. Child visual development needs an environment to be well developed. Even if the vision is the least developed ability of the child; it is used before using hands and legs. The child needs to learn how to see as he learns how to talk and walk (Oates, et al, 2012).

Sensory experiences guide the cells of the brain to their location and uphold the connection between brain cells. The early years of the child's development are important for a child to learn language easily and build a strong foundation through talking and interacting with him/her. He needs from the caregiver to talk, read and sing to him, respond to his babbling and

also listening to him when he is trying to produce words or speak. These daily activities are keys to build a child's brain and make it developed, including love, care, and new experiences (Brotherson, 2009).

1. 7 Language Acquisition difficulties

Almost all children have learned to speak with ease by age 3. Yet there are some children that have difficulties. Why is that? When children learn about language at an early age, the foundation of that kid is going to be stronger than a kid who faces various issues and problems during the period of acquiring his first language. Language acquisition at an early age may face problems and obstacles to be advance and develop through time. These problems may be related to the child's health, as they may be related to the environment surrounding him.

1. 7. 1 Language Acquisition Without Experience

All the data that kids gather from around them form the strong foundation of their linguistic knowledge. Children start to use this information to form their hypotheses about how everything comes together. Kids can have problems in speech production because of a lack of experiences. They have not had enough people talk to them in a way to build vocabulary in order to use those vocabularies (Lust, 2006).

In addition, child language development is related to parents' interaction. For example, when a child tries to talk with his parent, but his parent ignores him, this reaction of rejection is an issue of language development, because the child, in this case, is living in a poor environment that cannot support him to improve his language. Critics by a parent to his/her child are a cause of language delay; they make the child have fear of producing language. (Garcia, Bagner, Pruden, and Lopez; 2016).

1. 7. 2 Direct Correction of Child's Mistakes

When kids are exposed to language, they hear full sound systems, complete sentences and words everywhere. All data that they are learning is considered as positive evidence of how language works. However, there is another obvious kind of information that kids could be using to solve linguistic puzzles, by telling them that they are doing things wrong. In other words, when a kid tries to produce a sentence, and he/she formulates it in an incorrect grammatical structure, the parent tries to correct his/her mistake in a direct way by ordering him/her to produce the sentence in the correct form and not in the wrong one (Marcus, 1993).

For example:

Child: "nobody do not like me."

Mother: "no, say nobody likes me."

Child: "Oh! Nobody do not likes me." (Macwhinney, 2002).

1. 8 Motherese

Motherese is the form of speech used by adults when talking to a very young child, using the simplest sentences and words with them. It is also defined as the language heard by the baby at an early age. It is also named "parentese", "caregiver speech", "child-directed speech", "baby talk" and "adult to children speech" (Fernald, 1985).

Motherese is defined as the direct speech received by the young from the environment. Adults are not limited to the child's parents. They refer to all people that he/she is surrounded by; like cousins, brothers, sisters, grandparents, babysitters and even neighbours. Motherese is known for its simplicity of words, utterances, and repetition. This speech has its own special

linguistic characteristics (George, Chetouani, Cassel, Appicella, Mahdhaoui, Muratori, Laznik and Cohen, 2013).

1. 9. 1 Characteristics of Motherese

1. 9. 1. 1 Short Sentences and Simple Vocabulary

The speech is composed of easy and simple vocabulary that form short and non-complex utterances or sentences. The vocabulary used is simple, the adult uses the simplest and clearest version of words, so that the child understands. For example, using the word 'see' instead of 'notice', 'hard' instead of 'difficult'. In terms of word formation, words that contain consonant plus vowel are used more than long forms, like 'mama' and 'bye-bye' instead of 'mother' and 'goodbye'. (O'Grady, et al, 1997)

1. 9. 1. 2 Immediacy and Correctness

The adult's speech with children do not usually include abstract things, the child cannot form or in his mind. It must include things that are in front of the child's eyes at the moment, and which he/she can see and know what the talking is about. (Sudartinah, 2016)

1. 9. 1. 3 Intonation, Pitch, and Stress

When an adult is speaking to a child the way of using intonation, pitch and stress is completely different from speaking to another adult. Adults use higher pitch, slower speech, and exaggerated of intonation while talking with kids, with pauses between phrases in order to make the statement clearer and understandable (Gallaway, 1994).

Motherese includes repetition, in other words adults repeat sentences and phrases to the child whenever he/she asks for repetition. The speech used by an adult with a two years old child will be different from that speech used with a ten years old child (Brodsky and Waterfall, 2007).

1. 9. 1. 4 Frequent Use of Interrogative and Imperatives

Interrogatives and imperatives are used in motherese more than other sentence forms. Interrogatives are used in this case in order to encourage and motivate children to produce responses. Imperatives make the infants learn how to interact with others. (Sudartinah, 2016)

1. 9. 2 The Importance of Motherese

Although children at an early age are intelligent and fast learners (Sudartinah, 2016). However, adults need to change their way of speaking while talking to a young child in order to be close to them and make their speech clear and understood (Sudartinah, 2016). The importance of motherese appears in four main points. First, the caregiver tries to give hints and solutions for problem-solving in order to make them think and make their minds work. Second, it helps the child in developing his vocabulary and gaining new ones. Adults select their words according to the child's needs. In addition, child-directed speech helps in learning the correct grammar rules. Finally, to what has been mentioned, it makes the kid understand what is turn-taking and learn the rules of conversation and respect them (Sudartinah, 2016).

1. 10 Parenting

The word parenting refers to the responsibility of the parent toward their child, through providing care, comfort, and love to him. Parenting can involve all family members in raising a child, it is not just limited to parents (Chan, 2004).

Parenting is briefly defined as a parent-child relationship and how this relationship affects a child's outcomes, also it improves the child language development (O'Conner and Scott, 2007).

1. 10. 1 Parenting in Language Development

Early childhood is a time of unlimited growth and learning; that makes the parents play a major role in this early development. In early language acquisition, parenting appears in three main aspects (Lemonada and Rodriguez, 2009).

First, infant participation in daily activities, storytelling and book reading. Engaging children into these activities help them in expanding their vocabularies and recognizing the structures of their first language. These activities also help in improving the oral vocalization, and phonetic skills. i.e, how the words are pronounced (Cole, 2008).

Second, the quality of caregiver-child engagements. The style that parents use when talking to their child is one of the most important things in early childhood development. Kids benefit from the rich information of their parents by listening to their speech. In addition to that, parents respond to their children if they attempt to produce sentences. This is one of the reasons that make the child more advanced and productive (Lemonada and Rodriguez, 2009).

Finally, the parents should provide materials appropriate to their child age. The presence of appropriate materials and tools such as toys, books, songs, and games that help the parent to enhance their child's language development (Lemonada and Rodriguez, 2009).

1. 10. 2 Parenting Skills

Children's language use and language acquisition are reinforced by the daily activities that require a conductive environment. The caregiver plays several roles in language development, such as the caregiver as a role model, the caregiver as a teacher, the caregiver as a facilitator, and the caregiver as a feedback provider.

1. 10. 2. 1 Caregiver as a Role Model

The caregiver is considered as a role model for every child is surrounded by him most of the time in all life activities and practices, including language. Children try to imitate adults in their actions and behaviours, which makes them also imitate the way adults speak. Children need to know that language is an important concept in their daily life. Here comes the role of the caregiver to make the idea of the importance of language clear to the child in order to improve his/her language. In addition to that, child-parent interaction encourages the child to communicate more with his/her parent in order to develop his/her way of communicating with others (Scott, 2011).

kids imitate adult's behaviours, whether these behaviours are right or wrong. Social scientists and genetic researchers described that the behaviours of an adult will affect the child through time (Stephens, 2007). The effect of the adult makes also the language that the adults use with the child affects the child's language development (Stephens, 2007).

1. 10. 2. 2 Caregiver as Teacher

Caregivers, especially parents, are seen as the first teachers to their children. They teach them all about language and behaviors through experience and practice. Parents teach their children vocabulary by talking with each other, by playing appropriate games, or by defining for them different concrete things. They teach them the language structure by correcting their mistakes directly and indirectly. If the children are trying to communicate with their parents, and they miss a word during communication, the parent will provide them with the missing word (Farouk and Aya, 2014).

When children are taught the language appropriately, they will be good students later. If the parents are good first teachers to their child, the kid grows with a good level in speaking and communicating through the improvement of language skills (Neblett and Gallagher, 2013).

Moreover, providing a higher quality interaction with the child improves the child's abilities in language and communication. In the first years, children rely on the caregivers to build their strong foundation for learning and acquiring their first language. Thus the kid needs a positive influence of the caregiver to be able to improve their language skills (Neblett and Gallagher, 2013).

1. 10. 2. 3 Caregiver as Facilitator

Speaking to a child is quite different from speaking to an adult. It requires a slow, loud, and clear speech. Without forgetting the most important thing, which is the simplification of words and sentences in speech. The caregiver facilitates the language used when speaking with a child to make the acquisition of the language for a child much easier. The most helpful and easiest way that the adults use to speak to a child is motherese (Scott, 2011).

Motherese is considered as a facilitating way the adults use to speak with children in order to make their speech clear. The caregivers use the simplest words and sentences that are accessible to the child in order to find these words easy to understand and acquire and to produce them later in communicating with others (George et al., 2013).

1. 10. 2. 4 Caregiver as Feedback Provider

It is normal to hear a child's speech carry many mistakes. Learning a language for a child includes learning from their mistakes. The child discovers the grammar rules through making mistakes. Making mistakes for a child is good in a way of increasing his/her language acquisition, accompanied by the correction of the caregiver (O'Grady, 2005). The caregiver's correction is considered as feedback to the child. Feedback is given directly and indirectly, it depends on the caregiver and his/her way of dealing and communicating with kids. It is better to correct a child's mistakes indirectly because a child who is corrected directly will not acquire language quickly and appropriately (O'Grady, 2005). The child will acquire language better

through interacting and having positive reinforcement and feedback from adults (O'Grady, 2005).

Through the communication and interaction that happen between the caregiver and the child, the caregiver recognizes the child's mistakes in his/her speech. Therefore, the caregiver provides feedback to the child in order to correct his/her mistakes and learn from those mistakes. For example:

 Child: I waked evewybody up.

Caregiver: you woke everybody up.

Here the caregiver provides feedback indirectly to let the kid benefit from his correction and feedback (Hiller and Fernandez, 2016).

1. 11 Conclusion

This chapter is considered as a detailed report about the caregivers' role in the child's first language acquisition. It presented a general background about the topic. It started with general information about language acquisition, definition, stages, theories, language component and so on. Then, it dealt with the way adults affect the language development.

CHAPTER TWO

METHODOLOGY AND FIELD INVESTIGATION

2. 1 Introduction

No research will be accomplished without a field investigation. This chapter describes the path used to find answer to the thesis question. The description consists of methods and methodologies used, the sample and population and description of the review used to gather complementary data. In addition, the analysis and the discussion of the results are included in this chapter. The caregivers'role in child's first language is the target aim of the study. Our objective is to shedlight on the way the caregivers' presence affect their children language acquisition. As we try to find ways that help the caregivers to enhance their children language development.

2. 2 Research Methods and Design

The present research work is a case study containing ten normal children, who belong to the target group aged 2 to 4,5 years and their caregivers in Adrar. This study adopts the qualitative descriptive method. This method is used in order to prove the purpose of the research. The research aims to figure out the main role of caregivers in child's first language development. It also explores the way caregivers affect the language development in a positive or negative way.

2. 3 Sample and Population

This research has required two main actors in the development of the first language acquisition scene. The children and the caregiver are the main parts that are investigated in this paper. The sample is chosen based on the way the child interacts with the caregiver. Ie, the kids we have chosen are more active in acquiring the language than the other kids wether in the kindegarten or a home.

2. 3. 1 Children

Ten normal children have been chosen for this study. Eight children are observed in the kindergarten, we observe their interaction with the babysitters. Two kids are observed at home with their parents and other family members. Those children are 2 to 4,5 years old. The children in this case study are not chosen randomly, they are chosen based on the ease in acquiring their first language and their way of interacting with others compared to other children.

2. 3. 2 Caregivers

The caregivers of the child are not limited to the parents only, they can be any family member of the child or any one the child is surrounded by. The caregivers are interviewed as part of this case study.

2. 4 Data Collection

The data of this research are collected in both a kindergarten involving eight children with their babysitters and at home involving two kids with their mothers and other family members. To gather these data we have used different techniques. First, we interview the caregivers in order to have a background about the children, to choose our sample easily. Second, the participant observation has been used as a tool for collecting data about he children in our qualitative research. The video recordings have been also taken during the observation in order to use them in case we missed a remark. The last tool we used to collect the needed data is the interview. We conduct interviews with the caregivers following a set list of interview questions, in addition to some extra lines for the caregivers to provide us with arguments and more information about the kids.

2. 5 Description of the Interview

In order to facilitate the analysis and the discussion of the interview data, the interview is prepared to collect general information from the caregiver. We divide this interview into three parts.

The first part, includes general information about the child , the name, the age of the child and sex. It also includes the relationship between the caregiver and the child. The second part, containes questions to the caregiver. This section seeks information from the caregiver about the child's language development. This part is composed of ten questions with different options to answer with.

The caregivers are also offered spaces to provide their own suggestions and give opinions about their children in some questions.

2. 6 Data Analysis

This part analyzed the collected data from the interviews and the recorded data. The analysis of the data were made manually. The research performed content analysis that categorizing verbal and behavioral data to classify, summarize and tabulate the data.

2.7 Interviews' Analysis

1-Does your child produce sounds correctly?

Answers	Number	Percentage
Few sounds	0	0%
Some sounds	5	50%
Most sounds	2	20%
All sounds	3	30%

Table 2.1: The Correct Production of Sounds by Children
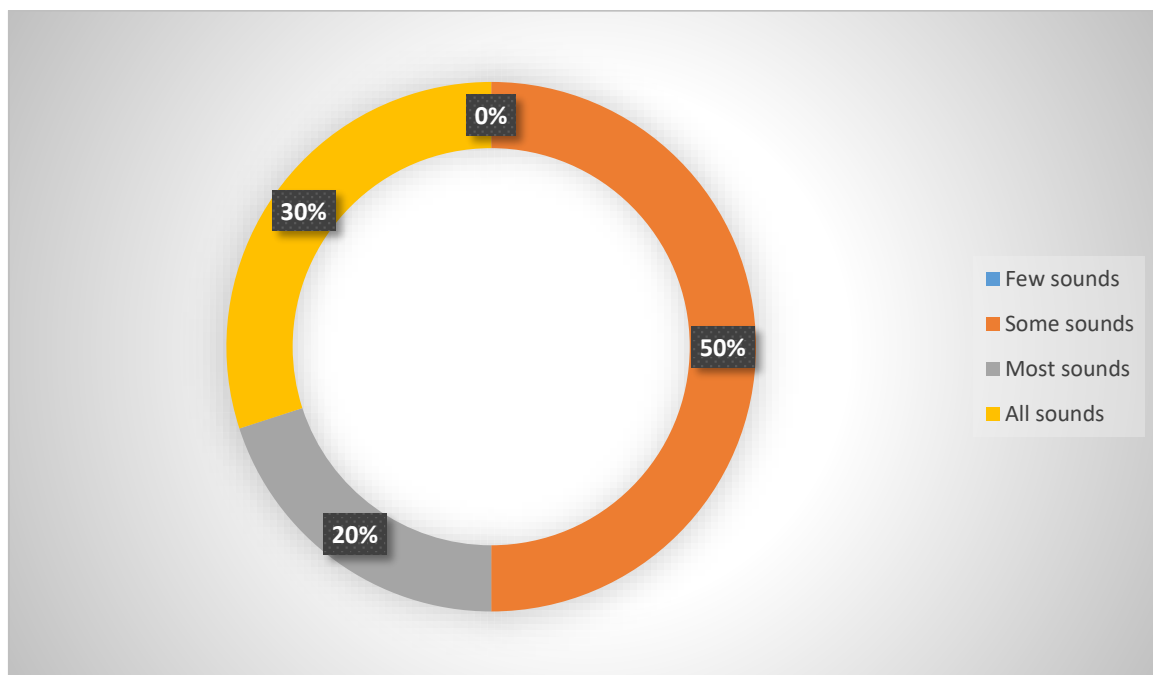
Figure 2.1: The Correct Production of Sounds by Children.

Table (2.1) illustrates the percentages of the correct production of sounds for a child. At first glance, it is clear that none of our participants answered with few sounds produced correctly, taking into consideration the target group age (2 to 4.5) years, as it is shown also in Table 2.1 half of the participants (50%) answered with some sounds, which is not involved all the sounds. (20%) of caregivers mentioned that the most sounds were produced correctly, while

(30%) pointed that their kids can produce all sounds correctly, because they are elder enough to know all the sounds and produce them correctly.

2- Is your child producing new words?

Answers	Numbers	Percentages
Almost never	3	30%
Occasionally	6	60%
Frequently	1	10%

Table 2.2: The Use of New Words

Figure 2.2: The Use of New Words.

Kids can produce new words frequently regarding their ages and the interaction with adults. A kid can have a good quality and quantity o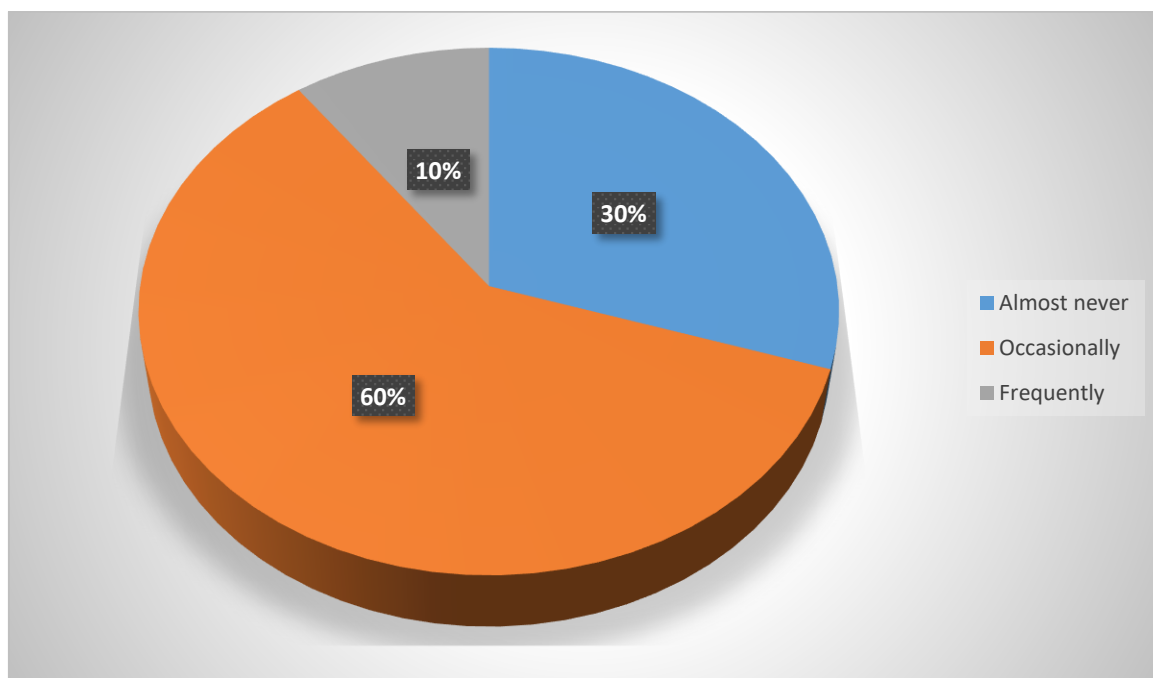f word based on the caregiver he/ she was interacted with. During the collection of data 3 out of 10 participants (30%) pointed that their kids are almost never produced new words, however more than half of the participants (60%)

answered with that their kids are producing new words occasionally, (10%) mentioned that their children could produce new words frequently.

3- Does your child produce a word once and never use it again?

Answers	Numbers	Percentages
Yes	3	30%
No	7	70%

Table 2.3: The Child's Production of a Word for Once

The children of 2 to 4.5 years, repeated some new words through hearing them from the caregiver, the TV or from anywhere. Once the child produced new word, he needed to repeat the word for him or to remember him with the word in order to not lose it and to make the child recognize it for long-life. It is clear from Table (2.3) that the majority(70%) of the participants answered with no. In other words the children of those caregivers did not used a word once and never repeat it again. What explained the phenomena of producing a word once is less widespread. Otherwise 30% of the respondents answered with yes. An extra question was added to this question with extra lines to express their own points of view if they answered with yes, and explain why this phenomena of producing a word once and never use it again. A common answer is shared between the participants who answered with 'yes', they said it is because of the child did not hear the word again.

4- Do you understand your child speech?

Answers	Numbers	Percentages
Never	0	0%
Rarely	1	10%
Sometimes	3	30%
Often	1	10%
Always	5	50%

Table 2.4: Caregiver's Understanding of their Child's Speech
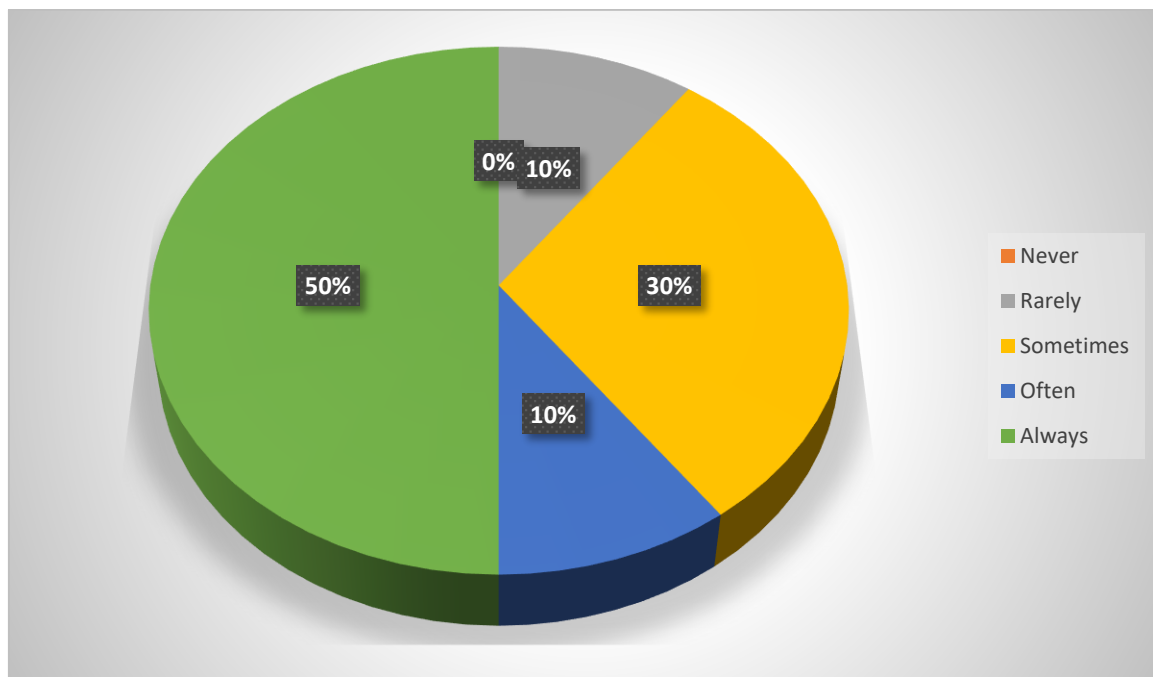
Figure 2.3: Caregiver's Understanding of their Child's Speech

The interaction of an adult with a child had an important impact on the child's development, in which the child listens, repeats, acquires, and stores. Through the continuous interaction between the two, they can understand each other easily with no obstacles. According to our data, it is obvious from the Table (2.4) that no one of our participants answered with no; because there is no caregiver did not understand his/ her child's speech. Equal percentages is

shared between the two options rarely and often each answer is giving (10%). The caregiver who answer with rarely it is because of the less interaction between the two. The other participant who answered with often, it is because of having more interaction with the child than the previous one. Half of the participants answered this question with always, which means they completely understand their child's speech, while three participants out of ten pointed that they are sometimes understand what their child said.

5- Does your child understand your talk?

Answers	Number	Percentages
Never	0	0%
Rarely	0	0%
Sometimes	0	0%
Often	3	30%
Always	7	70%

Table 2.5: Children's Understanding their Caregiver's Speech

This question is nearly the same with the previous question of understanding the child's speech, it differs only in roles. It is about the child's understanding of his/her caregiver's speech. The participants were asked if their speech is clear for their children and they can understand it. The answers of the question were often and always. The ten participant that were addressed, the majority (70%) answered with 'always', while the rest (30%) answered with 'often'. The other options were not chosen by any of participants.

6- Do you speak to your child the same way you speak to adult?

Answers	Numbers	Percentages
Yes	0	0%
No	10	100%

Table 2.6: The Use of Baby talk by Caregiver

The adult's speech to children is completely different from talking to an adult. It differed in changing the pitch and the intonation, also in using simple words and sentences, the use of repetition and the use of reinforcement. Table (2.6) illustrates that all the participants did not speak with their kids the same way they speak with adults. This question also was provided with an extra space for the participants if they answered with no in order to justify their answers.

7- How does your child answer your question?

Answers	Numbers	Percentages
Gestures	0	0%
One word	7	70%
Phrase	2	20%
Sentence	1	10%

Table 2.7: The Way of Answering Questions for a Child.
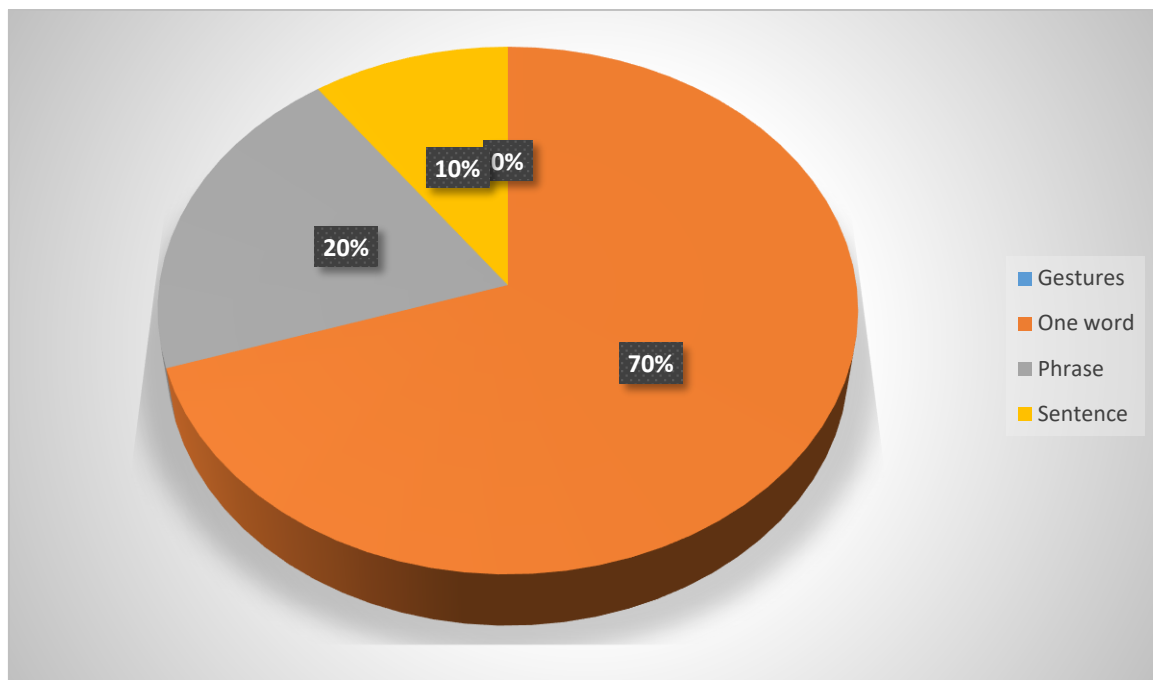
Figure 2.4: The way of Answering Questions for a Child.

Children of 2 to 4 years old during the interaction with adults, they can answer questions directed to them in different ways according to their ages and their level in acquiring their first language. Our question to the participants was to discover how their children answer their questions; we provided them with different options to choose. Among ten participants seven of them, which means the majority of them responded with one word, the child instead of answer with a sentence they answer in one word. Whereas two of the caregivers answered with a phrase, which is not a full sentence. While only one participant answered with sentence. This data explained that the child could be improved and developed through time and through the interaction with adults. These different answers were collected between kids with different ages.

8- Do you think that your interaction with your child will affect his/her language development?

Answers	Number	Percentage
Yes	10	100%
No	0	0%

Table 2.8: Adults Child Interaction's Benefits

The improvement and the development of the child's language required the good quality of interaction of an adult. According to our data all the participants agreed on the idea of interaction with a child affects his language development. In other words, when the caregiver provided appropriate ideas to help his/her child to progress his/her first language acquisition. The caregiver is preparing this child for later with a good quality of language.

9- Do you think that the interaction with a child is?

Answers	Number	Percentage
Mother's job	3	30%
Parents' job	4	40%
All family members' job	3	30%

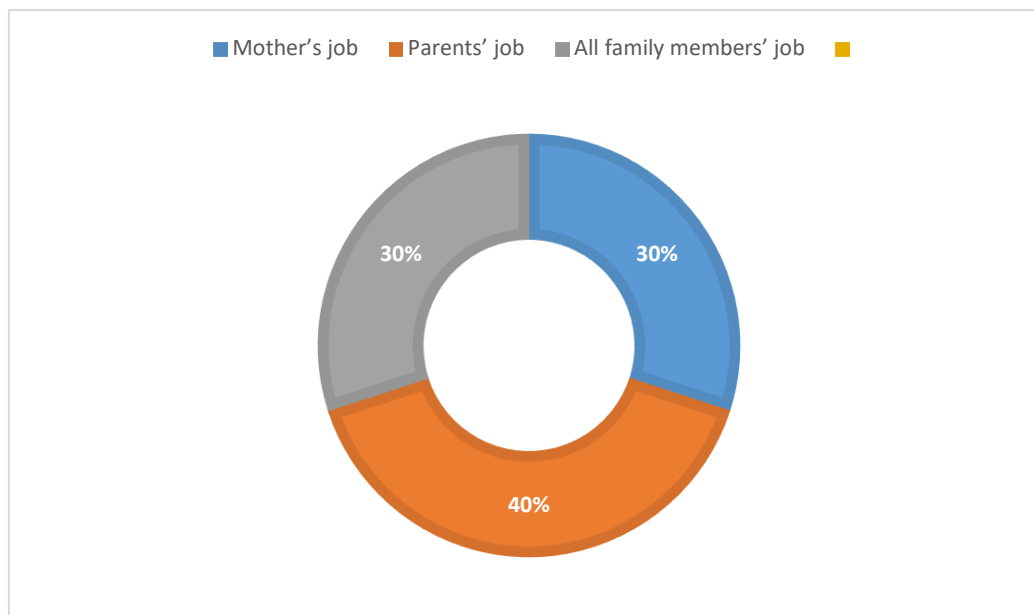Table 2.9: The Responsibility of the Child's Interaction

Figure 2.5: The Responsibility of the Child's Interaction

This part of the interview showed whose responsibility it is to interact with the child, as it is not limited on mothers only, but on all family members or any one the child is surrounded by. This question was provided by some options to make the participants choose one of them according to their points of view. Nearly the half of the participants (40%) think that both parents are responsible for the interaction with the child, which means the close characters to the child are the responsible of his/her interaction. (30%) of the participants think that interacting with the child is the mother's job, while the rest (30%) see that it is the job of all family members

10- Do you think watching TV is beneficial in language acquisition?

Answers	Number	Percentage
Yes	2	20%
No	8	80%

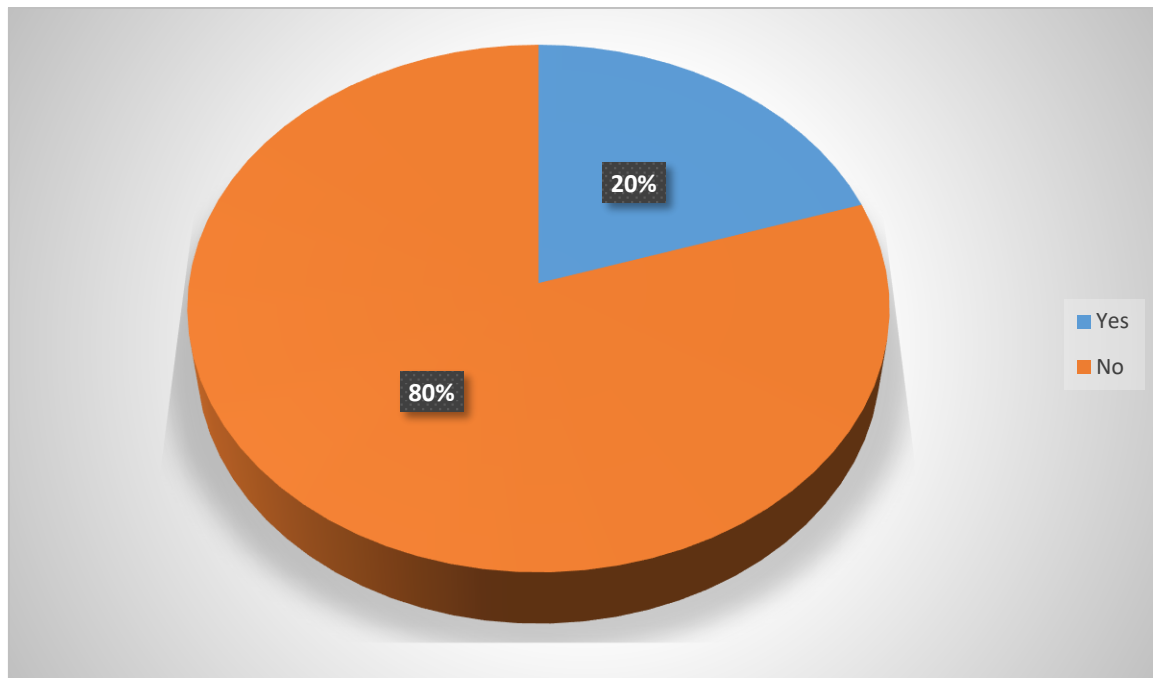Table 2.10: Television Impact on Language Acquisition

Figure 2.6: Television's Impact on Language Acquisition.

The interaction impact was not limited only on an active human the child is surrounded by, but it could be also include abstract things, such as television. Through watching and listening to appropriate programs, songs, movies, the child could also benefits from these activities positively. We have asked our participants about if watching TV is beneficial for child's language development. It is clear from Table (2.10) that the most of the participants (80%) see that watching TV is not beneficial in acquiring a language for a child. Yet only (20%) of the caregivers see that TV also has a role in helping the child in acquiring his/her first language.

2. 8 Results Discussion

The purpose of this study was to investigate the role of caregivers in child language development. In this section, the fieldwork discusses the important points of language development. Data for the study were collected from ten caregivers having 2 to 4 and half years old kids from Adrar. We have limited our research and observation to ten children with different

ages in order to study them well. In this section, an interview conducted with the caregivers in the kindergarten in order to facilitate the selection of the children.

The participants in the study are old enough to be considered as caregivers; all of them were educated. A question was prepared to discover if the participants also see the interaction of an adult with a kid in his/her early ages is beneficial in the development of the first language. All the participants agreed on this point of view; in other words, all the participants see that talking and interacting with children is helpful in improving a child's language. Concerning the correct production of words and sounds for a child, it is also something that depends on the adult, in terms of correcting the child's production of sounds and words. As we observed a caregiver with her child, the child tries to produce a word but he produces it incorrectly. The role of the caregiver, in this case, appears when the caregiver corrects her child's mistake indirectly by repeating the child's words in a correct form or pronunciation, which makes the child produce the word correctly in the second time.

Regarding the understanding between the child and his/her caregiver, some weird speech may be produced by the child and some unknown words that referred to different objects. Yet this speech is clear and understood by the caregiver. We have noticed this also, and we discovered that this understanding appeared when there is good interaction between the child and his caregiver. The continuous interaction between the two creates a special understanding, which facilitates the acquisition of language for a child.

This study also indicates that while speaking to a child the caregivers are unconsciously changing their way of speaking with a child into motherese. Motherese is described in the previous chapter as the use of short sentences and simple words, slow intonation, and pitch with the repetition of speech. During the observation, we have noticed that the caregivers also used these characteristics with kids in order to simplify the interaction and the acquisition of

language for the child. We noticed also that the caregivers are not using all the characteristics with all the children. In other words, some children do not need the repetition and the slow pitch to understand the caregiver's speech, because they are old enough (4 years and a half), and they have also acquired a good amount of language to understand it and recognize it.

The interaction with the kids is not limited only to mothers, it includes all family members and anyone who is in contact with the child. During the observation, we have noticed some kids repeating words that they may have heard for the first time. After the babysitter said the word to one of them, these kids started imitating and repeating the word.

Considering the results of the study, not only active participants affected language acquisition but also passive ones. An example of the passive instrument that helped in the acquisition of the language is the television. The television affected positively the child on one condition, which is the presence of the caregiver. When the child watches TV and listens to what is shown when he tries to imitate and produce what he had heard, here came the importance of the presence of the caregiver who corrected his pronunciation. The caregiver gives positive reinforcement to encourage the child to acquire more words and store them in his mind. One of our observed children acquired many things such as songs, colors, and names of animals from TV. The child acquired such things with the help of his mother who corrected his pronunciation and repeated these words for her child in order not to forget them.

The results we have obtained from the analysis of the collected data showed that most of the children produced new words occasionally. According to our observations and recorded videos, we have a child aged 3 years, Essadek, who produced words that he did not acquire from his babysitter but he acquired them from another class with another babysitter with elder kids. We asked his babysitter about this, she answered that even his mother noticed that and the mother asked if the children were taught that in the kindergarten. Nevertheless, Essadek and his

mates were not taught courses of alphabets and colors with their babysitter. He knew such things because he was attending courses with children aged five having these courses of number, colors, and alphabets. Essadek learned such thing by listening, watching and storing while attending with the other class of 5-year-olds. From this point, we conclude that speaking in front of a child even if the speech is not addressed to him, he will pick and acquire words, phrases, and sentences.

From our observations, we have made a comparison between two kids one aged 3 and the other aged 4 to show the importance of the caregiver. What is remarkable about these two kids is that the kid aged 3 speaking better than the kid aged 4, Knowing that the child does not face any problem that prevents him from acquiring his mother tongue well compared to the other. Whereas they differ in the way, the adults interact with them. The child aged three used to go with his father to the cafe talking with his father and his father's friends, which means this child acquires language better and improves it by interacting with adults. While the other child, although he is elder his language is not good for his age. The reason behind his poor language is that this child is spending most of his time playing games instead of trying to interact with adults. Here appears the importance of the interaction of the caregiver with the child.

According to the previous chapter, the theoretical part, four main theories of language development have been discussed. Each theorist supported his theory with different arguments. We think that each theory is related to the other to describe the phenomenon of acquiring language. We concluded that the behaviorist and the interactionist theories, both support the idea to improve a child's language another member is needed with the child to reach this development.

2. 9 Limitations

Some limitations faced the good achievement of the present work.

- Time schedule did not help properly in the collection of data, because most children were on holidays when we started visiting the kindergarten.

- Not all the addressed places allowed us to enter for collecting data.

- Not all the parents agreed to take his or her kid as a case to observe it.

- Some parents did not permit us to record during the interaction.

2. 10 Recommendations and Suggestions for Caregivers to Enhance Their Interaction with the Kid

The first years of a child's life are the most important periods of acquiring a language. During the first stages of the child's life, the child improves his/her language by interacting and participating with adults.

Based on the research made some suggestions are proposed for the caregivers to enhance their children's language development:

- Start talking with your child from the early ages.

- Do not ignore your child when he/she tries to speak to you.

- Give the child freedom to speak, and do not limit them or force them to talk.

- Provide your child with different activities, such as storytelling, playing games, listening to songs and singing with him/her in order to come up with different ways for him/her to acquire the mother tongue.

- Encourage the child to speak and produce more words that are new by giving him/her positive reinforcements.

- Speak with the child about topics he/she is interested in.

- Do not criticize the child's mistakes but correct them indirectly.

2. 11 Conclusion

This chapter is devoted to the field investigation of the topic. It mentioned the case study observed in the practical part of the investigation. Then it presented the ways used in collecting data. A part is included in order to deal with the analysis and discussion of the results found. From the findings, we can conclude that the caregivers are aware of their important presence in the language development. Yet, they are not aware to the activities and ways that enhance their presence and interaction with their children.

General Conclusion

This study investigated caregiver's role in children first language acquisition. It aims to explored and described the importance of caregivers' interaction with the child. The data of this study were gathered from different participants with different opinions.

The purpose of this study was to answer the research question about the importance of caregivers' in children first language acquisition. Based on this hypothesis we have used the descriptive qualitative method of research. The study was limited to ten children, of different ages, with their caregivers, in different settings.

The aim of the research was to prove the importance of caregivers' role in language acquisition. The caregivers addressed were aware of their importance in their child's language development. From the analysis of the results, we find that the caregivers are a crucial variable in the language development. They are responsible not only for providing care to their child but also to provide the appropriate linguistic environment to the child in order to acquire and develop the first language. They also help the child in enriching their vocabulary by talking to them, and by presenting appropriate activities that enhance the development of language, for example, reading stories, showing pictures, playing vocabulary game, and by singing. In addition to the provision of appropriate environment, the caregiver should also motivate and give the child freedom to talk. In other words, they help in the language development by providing appropriate environment full of language development chances and opportunities.

Caregivers are considered as an essential variable in the language development. They are children's first teachers, they teach language to children both consciously and unconsciously. Language teaching is useful to young children when it is presented in the good and appropriate context for the child's age. The language can be taught unconsciously when the

child imitate the adults. The caregivers' teaching is linked to the feedback provision. The best way of giving feedback is to correct the child's mistakes indirectly.

Very young children are hungry for communication. They need the help of the adults to develop their talk and responsiveness of their early language. The realization of outcomes depends on the support of caregivers, who provide the child with the linguistic feeding and the mental exercise that will improve the child's mind, brain and intelligence. To reach the goal of improving a child's language, the infant goes through different experiences in his early ages, in which the environment is involved.

The present study focused on proving that the caregivers have a crucial role in the language acquisition. This role is mainly based on the interaction between the caregiver and the child. Future studies may concentrate on improving the quality of these interactions. Because, from the findings we observed that the quality of interaction affects the language development more than the interaction itself.

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Appendix

Caregivers' Interviews' Questions

Child Name:

Sex: male ☐   female ☐

birthday: day ☐   month ☐   year ☐

Caregiver's relation to the child:

Caregiver's questions:

Q1-Does your child produce sounds correctly?

Few sounds ☐   some sounds ☐   most sounds ☐   all sounds ☐

Q2- is your child producing new words?

Almost never ☐   Occasionally ☐   frequently ☐

Q3- Does your child produce a word once and never use it again?

Yes ☐   No ☐

- Why do you think that happened?

_____

_____

Q4- Do you understand your child?

Never ☐   Rarely ☐   sometimes ☐   often ☐   always ☐

Q5- does your child understand your talk?

Never ☐   Rarely ☐   sometimes ☐   often ☐   always ☐

Q6- Do you speak to your child the way you speak to adults?

Yes ☐   No ☐

- If yes, where is the difference between the speech with your child and the one with adults?

_____

_____

Q7- How does your child answer to your questions? By

Gestures ☐   one word ☐   phrase ☐   sentence ☐

Q8- Do you think that your interaction with your child will affect his/her language development?

Yes ☐   No ☐

How is that?

_____

_____

Q9- Do you think that the interaction with a child is?

Mother's job [   ]   Parents' job [   ]   All family member job [   ]

_____

Q10- Do you think watching TV is beneficial in language acquisition?

Yes [   ]   No [   ]

Anything to add

_____

_____

_____