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**Adult Language Cogency in Boosting Child Language
Acquisition: Case Study Nurseries or Members of the Family**

A thesis submitted as partial fulfillment of the requirements for the degree of Master
in Didactics

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Dedication

I dedicate my work to my beloved mother whom have struggled the whole of her life to make me the best version of who I am

I dedicate my research paper to my aunt who is my second support in my life

I give special dedication to my lovely cousin; a loving and caring child

Declaration of originality

I hereby declare that my submission contains no material prior written or published by another student; nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution; but belongs to my own accomplishment.

Date: 22/ 6/ 2023

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A handwritten signature in black ink, appearing to be 'Shetuan Ghofran', written over a horizontal line.

Signature:

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Abstract

The role of adult language in boosting child language acquisition stimulates the attention of many scholars like BF Skinner who introduced the theory of mimicry; Jean Piaget who established the cognitive theory; Jerome Bruner and Lev Vygotsky who promote the prominence of social interaction in child language development which is the core of the current study. However, there should be taken into consideration that adults while communicating with youngsters must properly accommodate their scales of linguistic production and ways of behaving in accordance to each child's mental capacity. This psycholinguistic study seeks to explore the intervention of caregivers in maximizing linguistic development for preschoolers in order that they will be mobilized in how they should educate kids during their early age because this period is deemed absolutely sensitive to acquisition of knowledge and to metamorphoses; and it also exclusively determines their future styles of learning and ways of thinking. Moreover, it is our responsibility to have parents especially whom are workers recognize the context which shapes their children's education for they decide what they should do to encourage further conduction of preschool activities at home in order for their competencies to be nurtured. The significance of this study lies in bringing about phenomena which benefit the evolvement of social interaction between young infants and their caretakers in the kindergartens under investigation as well as proceeding psycholinguistic research in this domain. To conduct this study, we adopted a mixed method using observation, interview, and questionnaire tools to examine caregiving in two nurseries of Saida city: " Toyor Al Janah" and " The Little Chick" kindergartens. The findings yield that language development of kids rely heavily on positive relationships between nurses and children, memorization of rigid instructions, and manipulating rules which can be subject to accommodation by time through educational plays. In addition, it was divulged that using the poster's language presenting it through multicoloured decorations throughout the walls of the nurseries turns to be an inescapable force in the child's positive psyche as well consequently as his/ her linguistic and cognitive functions; and it is a kind of adult language but our scope of exploration is almost limited to dynamic interaction between infants and the members of their family in general and between preschoolers and their babysitters in particular. Therefore, more research on these criteria which are mentioned in the findings is required.

Key terms: adult language, boosting, caregivers, child language acquisition, educational plays, mimicry, social interaction.

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List of Abbreviations & Acronyms

ADS: Adult Directed Speech

AF: Arcuate Fasciculus

APA: American Psychological Association

ASL: American Sign Language

CA: Conduction Aphasia

CDS: Child Directed Speech

CI: Cochlear Implantation

CL: Critical Literacy

CLA: Child Language Acquisition

CLD: Child Language Development

CS: Case Study

DNA: DeoxyriboNucleic Acid

DR: Deductive Reasoning

DVD: Digital Video Disk

EM: Extrinsic Motivation

FLA: First Language Acquisition

HF: Habit Formation

ICT: Information and Communication Technology

IDS: Infant Directed Speech

IGD: Internet Gaming Disorder

IR: Inductive Reasoning

L1: First Language

LA: Language Acquisition

LAD: Language Acquisition Device

LC: Language Comprehension

LH: Left Hemisphere

MMORPG (s): Massively Multiplayer Online Role- Playing Game (s)

PAM: Positive Affective Modeling

PBL: Play- Based Learning

PP: Pretend Play

RH: Research Hypothesis

RI (s): Research Instruments

RM: Research Methodology

RQ: Research Question

RT (s): Research Tools

SES: Socio- Economic Status

SL: Sign Language

SPSS: Statistical Package for Social Sciences

SV: Subject+ Verb

TG: Target Population

TPT: Torrance Picture Test

TT: Threshold Theory

UG: Universal Grammar

General Introduction

Child language acquisition is the primary phenomenon that every infant goes through (0- 6 years old). The theory of CLA is deduced across 7000 languages and more throughout the world. (Kidd, Evan, Garcia, and Rowena, 2022). Diverse perspectives have accounted for child language development amongst which is social interaction which centers the impact of adult language enveloping members of the family and caregivers.

However, not all the infants have the chance to be raised within their parents or other members of their family because plenty mothers in Algeria are workers so that they resort to enroll their kids in nurseries.

For this sake, we write this paper in order to provide working mothers with a background on how their children's linguistic aptitudes are determined; how well they receive education as well as inform the caretakers about the effectiveness of their work.

Conducting this study is significantly expected to generate valuable data which can push the wheel of psycholinguistic research forward on the focal factors of polishing CLA up which are critical period, adult language, and social interaction.

Returning basically to the main aim, we attempt to spot the differences between children who grow in the home environment and their peers who are educated in kindergartens. Moreover, myths which stated that preschoolers are deprived of love and caring since they are left by their parents; and that caregiver's role cannot perfectly alternate the affection of real parents toward their babies are widely popular. Therefore, this study seeks to break doubts on these claims. Finally, we are trying to based on the findings improve the strengths; fix the lacks; and overcome the weaknesses.

On this basis, the research questions are arisen:

1)- How can the language of nurses push forward the CLD?.

Specifically, the research hypotheses are speculated that:

1)- Adults may spend all the time talking with their kids to give them instructions; and infants profoundly absorb the input; and perform the meaningful output when they start talking engaging the language into playing.

To work on this probability, we implement the methodology in two kindergartens within the context of Saida Algeria city: Toyor Al Janah and The Little Chick. We selected

the target population “ Caregivers” through random probability sampling because each member of the case study has equal chance and the same probability to be selected. We adopt a mixed method analyzing both quantitative and qualitative data for each theme under discussion except the third one which is purely qualitative depending on the nature of each question. The methodology also encompasses the use of three tools of research: observation, interview, and questionnaire since these are time consuming and adequate to collect data about dependent variables whom pertain only to the main context which is kindergarten. In other words, further details on the participants within the trajectory of research question and research hypothesis; and which require portfolio for example as an extra tool to be examined outside the sampled nurseries were not discovered. Concerning the use of a test as a research tool, it does not fit both the RQ and RH since the type of study is exploratory addressing the questions “ What?” and “ How?” not a Yes/ No question. We write three chapter: chapter one paraphrases, summarizes, and synthesizes the previous works on the subject starting broadly from defining CLA then narrowing the scope to explaining the role of adult language in fostering the linguistic comprehension and production of the infants under caregiving; chapter two is devoted to tackle the research methodology of qualified scholars; and compare it with the approach of the actual study. And, chapter three discusses the product of the relevant methodology through analysis and interpretation of the findings.

Throughout the research process, we have gone through limitations. First of all, there should be informed that gathering data on first languages and language acquisition are too limited because the most of attention is payed to second or foreign languages and language learning. The second impediment is financial in that the majority of sources and materials are packed for monetary reservation; and some academic webs like Taylor & Francis group impose signing in for free but making it complicated. The third hurdle is that findings associated with Algerian scholars to support data interpretation throughout writing the third chapter are absolutely rare especially when it is referred to the setting of Saida. However, the fourth limitation occurred when the owners of the kindergartens put restrictions in the attendance of observation thinking that it distracts the work of caretakers and the children’s attention.

CHAPTER ONE: THEORETICAL PARADIGM

1.1 Introduction

Language acquisition of the child varies among studies, researchers' stances, and generations. The term CLA emerged first in 1960 as a subbranch of the field of psycholinguistics and it underwent plenty theories on biological, neurological, and psychological phenomena which intricately intertwine to process a language when a child at any age comes to speak. In addition to these intrinsic triggers, there are also extra factors that interfere to endeavor language development for kids; they are families, caregivers, and nurseries for whom we devote our paper to explain how this community raise toddlers to accelerate a successful acquisition of any language. To begin with, we will investigate some notions that provide our readers with background knowledge on language acquisition. Next, we will dive deeply into the role of adults in fostering a child's potential in using a language successfully whether under the supervision of the members of his/ her family or nurses.

1.2 Scholars' Approaches to CLA

1.2.1 Major Theories of CLA

1.2.1.1 The Behaviorist Theory

Behaviorism stands in that children acquire the oracy of a language by imitating what adults say and do and in doing so they are reinforced by rewards and triggers to acquire any language this way. Nevertheless, this is limited to the point that infants speak even if their parents are not present. So how do they utter their expressions in this case? And why do adults sometimes discover creative morphemes and meanings that look unusual to a mature human? (Cooter & Reutzel, 2004). As a reaction to the precedent questions, it is through reinforcement and rewards, habits of learning grow out based on the stimulus and response recurrence which was explored in the operant conditioning way of evoking behaviors. (Rivers. W, 1968, p. 73). Nonetheless, an experiment that was carried out on three kids (6- 8 years old) revealed a kind of creativity when these children attempt to form words and sentences. (AJDINI. F, 2021, p. 94 as cited in Blooms. L et al., 1979, p. 308- 400). This causes a failure of the behaviorist theory because infants are sometimes resistant to correction as the following excerpt illustrates:

Child : nobody don't like me.

Mother: no, say " Nobody likes me".

Child: nobody don't like me (8 repetitions of this statement).

Mother: no, now listen carefully; say “ Nobody likes me”.

Child: oh! Nobody don't likes me.

Coghlan. N, 2014 as cited in McNeill, 1966

The limitation of behaviorism makes it was greatly interesting until the emergence of the innatist theory settles to put its hand in mapping the LA of the child.

1.2.1.2 The Mentalist Approach (LAD)

According to Chomsky. N, the human brain is prewired with a temporal elasticity which is responsible for having babies acquire an optimum set of languages effortlessly: all linguistic structures with the appropriate attribution of meaning are present in the child's brain as long as he/ she is equal or less than 8 years old (Cowie. F, 2008) what is known as the critical period for which two concepts fit the nativist theory. Firstly, children tend to be smarter than adults particularly when it comes to acquiring complicated linguistic frames, albeit they are exposed to messy surrounding people, objects, and movements within which they are incapable of simultaneously grasping everything they hear; and as it was analyzed before, they are for some cases intolerant with corrections since they rely for the most part on their innovation. Secondly, Chomsky speculates that there exists the concept of Universal Grammar (UG) which is a representation of the knowledge of linguistic rules that identify any language in the world which can smoothly be absorbed by toddlers, and the specific duration that witnesses this milestone is referred to as the critical period. UG is activated by an apparatus in the brain that characterizes the innateness known as the LAD (Language Acquisition Device); and it consists of two types: substantive universal; the ability to distinguish between phonemes, nouns, and verbs; and formal universal which is a system that schematizes how the rules of a language are applied. (Shameem. T, 2010). Likewise, UG is also mentioned in the Islamic book “ The Holly Quran”:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٢:٣١﴾

Figure 1.1: Islamic biblical proof of the existence of UG (student's reading level).

1.2.1.3 The Cognitive Theory

The Swiss psychologist and genetic epistemologist “ Jean Piaget” claimed that children are born with limited capacities to understand and use their native language. As they grow, their mental talents will extensively develop through learning each time a new word or syntactic structure or meaning as well as their skills of language in communication. In this sense, he argued that “ *the principal goal of education in the schools should be creating (men and women) who are capable of doing new things, not simply repeating what other generations have done ”. (Piaget. J, 1953).*

This is also a criticism of the theory of behaviorism in which he fosters learning without imitating.

To be neutral, Piaget proposed the correlation between LAD and the cognitive theory by setting up the distinction of Nature vs Nurture. Nature is the genetic mental organ that human beings are born within their DNA (s) which functions as a ground that helps to some extent them to acquire the basics of their mother tongue; and it is commonly inherent in all infants. However, nurture is the language that humans acquire by experience. i. e, all the environmental stimuli covering people and things, school instructions, as well as connections that surround infants contribute to raising their cognitive, intellectual, and communicative skills to feed their competencies; and this what makes each child’s language different from the linguistic ability of the other.

Finally, both nature and nurture complete each other in the task of acquisition: the former is the starting point for the latter; and nurture keeps nature vital and fertile for improving CLA.

1.2.1.4 The Interactionist Theory

Chomsky pinpointed that the biological evidence of the efficiency of LAD in acquiring L1 does not affect the whole process. In other words, infants require to apply UG within social interactions to give grammatical rules their functions while they are hearing. (Denzin. K. N, 1971, p. 446). A comparative study in Washington’s Center for Mind, Brain, and Learning discovered from an experiment in which two groups of English infants learning to speak Chinese Mandarin language were differently tested: one sample was conducive to hearing real Mandarin speakers; and the second category listen to Mandarin foreigners through DVD or audiotape equipment. As a result, the scores revealed that English kids whom were exposed to face- to- face social connections were easily able to discriminate Mandarin phonological sounds more than those participants who relied on virtual supplements

(Schwarz. J, 2003) due to the fact that interactionists substantiated that within social interaction the adults can adjust their linguistic styles to make their message accessible to children's capacities of understanding through a resort to restating and repetition (French. G, 2019, p. 7). More prominently, they emphasized that it is not necessary to interact with native speakers but you can also get the golden egg from contacting non- native learners. (Lewis. R, 2020).

Furthermore, psycholinguists divide the implementation of the theories and linguistic components (phonology, morphology, syntax, grammar, semantics, and pragmatics) on CLA in accord with stages each of which states a number of age and the phenomenon during which it occurs.

1.2.2 Stages of CLA

1.2.2.1 The Pre- Birth Stage (0- 6 months)

While adult women go through pregnancy, their babies inside their wombs can hear phonetic sounds of their mother tongue and distinguish it from other languages as well as they are sensitive to their mothers' voices. This occurs throughout the development of the cochlea from the third trimester.

1.2.2.2 Babbling (7th month)

Infants start to utter one consonant and one vowel together in three milestones respectively: one consonant and a vowel once a time like: “ ma” and “ da” separately; reduplicative babbling which consists of a set of the same pairs of a consonant and a vowel such as: “ da- da- da- da”; and non- reduplicative babbling that have kids around 8 months spelling various pairs of one consonant and a vowel: “ ba- du- ba- du”.

1.2.2.3 One Word or Holophrastic Stage (1- 1.5 years old)

Children produce one word at a time as if they want to express a complete sentence; these words exhibit their emotions “ Wow!”, a request “ Gimme”, or their familiarity with new objects such as “ kitchen, monkey, etc” . These utterances are usually referred by their meanings and body language.

1.2.2.4 Two Word Stage (1.5- 2 years old)

An infant begins to develop two words with a specific order relationship: negation in for instance “ Allgone milk”, a subject + verb (SV) like “ Daddy read”; they also indicate a

possession (e. g: “ Mommy shoes”); or they address a command such as: “ Pick the toy”. While you hear these statements, you will predict their appropriate intonations.

1.2.2.5 Telegraphic Stage (2- 2.5 years old)

This period witnesses that demographic vocabulary and articles are noticed within the child’s speech. Overgeneralization in irregular plural nouns and past tenses is characteristic in this stage but there are no places for articles such as “ a, the,”. Possessive pronouns emerge like: mine, hers, yours, etc.

1.2.2.6 The after Telegraphic Stage (2.6+ years old)

To Helms- Park (2018), after the telegraphic stage, the infant’s linguistic networking expands so that he/ she is determined to produce complete sentences. First, toddlers try out simple sentences (imperative and declarative). Second, they develop compound sentences with coordinating conjunctions such: I am tall, but she is short. After that, they move on to make their utterances more sophisticated combining them with subordinating connectors. After 3 years old pass on, the child is expected to produce compound complex sentences.

Laguerre. A. D, 2022

To make all things together, there includes two milestones between pre- birth and babbling. These are crying and cooing. Crying is the primary language of babies upon which they can communicate and express their needs from their fresh corns (0 month old). Cooing endures (0- 4 months old) throughout which little infants produce entities of vowels (Perfetto. A, 2022).

All the previewed phenomena of CLA are no more than the products of chemical, physiological, and neurological functions that are intertwined to process LA.

1.3 The Functions of the Brain in CLD

1.3.1 The Lateralization of the brain

Humans are classified either as right- handed, left- handed, or half right- handed and half left- handed. Right- handed people rely the most on their right organs. i. e, they use for instance the right hand or leg to do their daily activities and minimize the functions of their left hands and legs because the right hemispheres of their brains are more activated than the left splits. As statistics reveal, right- handed individuals depend on the right hemisphere 80% and the left hemisphere 20%; and they are the most of the population. This majority is highly

creative since their imagination is widely induced in the right hemisphere as figure 1.2 describes:

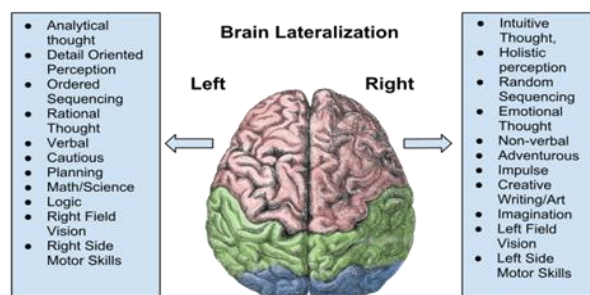


Figure 1.2: student's reading level. Division and role of the human brain's hemispheres (Chickens are so cute/ Public domain).

However, the left- handed population have 80% heaviness on their left hemispheres; and 20% of their workouts inspire energy through their right hemispheres, they think rationally. About 50- 60% of the left hemisphere is devoted to lateralization of the brain to process language to this category.

The division of the brain does not only stand on two asymmetries; but there are areas in each hemisphere which is devoted for a particular role in LA.

1.3.2 Normal and Abnormal Functioning of the Areas of the Brain in Acquiring a Language

Wernicke's area is a part of the LH of the brain. It is associated with its German Neurologist discoverer " Carl Wernicke" in 1976. It is responsible for language comprehension (it analyses stimulus and stores it in the memory). Slight damage to this area results in a language impairment coined as Wernicke's aphasia. Patients of this disease go through impediments trying to understand others' speech although they can produce speech utterances with even fluent tones but paralyzed meaning and an inability to read. (Guy-Evans. O, 2021). To the natural function of Wernicke's area, when getting a child exposed to linguistic expressions, these are going to pass on to his/ her eyes on the way to the occipital lobe within the primary visual cortex. After that, the message points to the angular gyrus before settling on Wernicke's region.

After the input is located in Wernicke's area, it will be transmitted via the arcuate fasciculus to Broca's area. This is prescribed in the Wernicke- Geschwind model accredited to the neurologist “ Norman Geschwind” who came up with this model after the discovery of Wernicke's area. (Guy- Evans. O, 2021).

Wernicke and Broca areas cannot perceive their functions unless the AF correlates them. AF aids in producing intricate syntactic sentences as long as it tends to be mature; and a damage to the set of neuronal wires that comprises it yields inability to build syntax because of the synchronic functions of the left frontal and parietal lesions which are connected through AF. AF is speculated to be located in the center of the brain and it splits into right AF and left AF which is specialized in language processing.

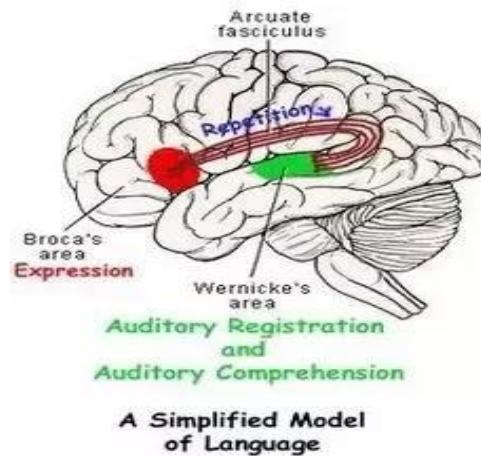


Figure 1.3: functional areas of the brain's left hemisphere in CLA (student's reading level as cited in Steinberg. M. n. d).

As figure 1.3 demonstrates, AF allows repetition of speech production (Baboyan. V, Basilakos. A, Yourganov. G, Rorden. C, Bonilha. L, Fridriksson. J, and Hickok. G, 2021). A cut between Wernicke and Broca areas results in a language impairment: conduction aphasia (Wernicke, 1874; Geschwind, 1965; Demasiado and Demasiado, 1980 as cited in Bernal. B, and Ardila. A, 2009, p. 2311) because of an infection which causes an injury to tumors and infarcts outraging onto bundles, temporal, parietal, and insular cortices. (Bernal. B and Ardila. A, 2009, p. 2311). According to Shuren et al. (1995) and Kreisler et al. (2000), patients with Conduction Aphasia are expected to recover from repetition loss. (Bernal. B and Ardila. A, 2009, p. 2311).

AF consists of two wires one of which ties Wernicke's region with the parietal lobule and the other connects Broca's area with the frontal lobe.

Broca's area is a bunch of neurons intertwined for the sake of speech production according to the French Surgeon " Paul Broca" who found out this region in 1861; and it becomes labeled " Broca" since it is referred to by his name. Broca's area functions also in language comprehension but only when it is non- verbal in correlation with motor and sensorimotor skulls. Mainly speaking, it has been discovered that Broca's area solves linguistic decision- making using cognitive control that encompasses a bunch of mechanisms that serve in selecting the appropriate information among all the present alternatives such as phonological, morphological, or syntactical competences, and adapting them in accord with the context. (Flinker. A, Korzenewska. A, Shestyuk. A. Y, Franaszczuk. P. J, Dronkers. N. F, Knight. R. T, and Crone. N. E, 2015).

For speech articulation, Broca's networking convolutes in an interrelation with the drift from the sensory- motor to the temporal cortex holding a plan of speech split into segments to be transferred to the motor cortex whereby articulation of speech sounds is processed by the executive control of the mouth. A damage to Broca's area causes Broca's aphasia, a type of aphasia which is indicated by the loss of speech production and fluency despite the ability for Broca's aphasia's patient to comprehend and memorize the linguistic input. (Acharya. A. B and Wroten. M, 2023).

Specifically, what is going on the child's brain when he/ she is attached to an adult?

1.3.3 How is the Brain Activated when It Comes to Child- Adult Interaction?

An experiment has been implemented on brains of kids whose their parents have increased incomes in comparison with infants who are from low socio- economic status but the first group of respondents receive less amount of talks per hour (95 conversations) while the second group of informants have usually more talks with their parents (210 conversations). The findings lay out that the brains of those children who have more talks with their parents even with low socio- economic status show more strength in the white matter (left hemisphere), especially between Wernicke and Broca areas sensitive to LC and language production. (Romeo. R. R, Segaran. J, Leonard. J. A, Robinson. S. T, West. M. R, Mackey. A. P, Yendiki. A, Rowe. M. L, & Gabrieli. D. E, 2018).

Psycholinguistic evidence on CLA sorts under the umbrella of neurolinguistic and sociolinguistic backgrounds. So how is CLA interpreted sociolinguistically?

1.4 Sociolinguistic Approaches to the Child's Input

It is via communication that the psycholinguistic explanation of CLA spreads to become sociolinguistic because psycholinguistics explores the psychology of the individual in relation to language until the child learns how to become socially involved so that his/ her mother tongue is influenced by the community: in a conversation, the interlocutor, the setting (time and place), and the topic are the matrices which govern the way a language should be produced. (Destefano. S. J, 1971, p. 486). As Louisiana investigated in black infants of Rosepoint, children do mimic adult conventional language to socially acquire the use of a language with no extra talks. (Destefano. S. J, 1971, p. 489).

The study of sociolinguistics splits into two dimensions: the micro- sociolinguistic dimension which focuses on dialect and the macro- sociolinguistic dimension which studies behaviors that accompany speech as well as code- switching; and how it affects each society. According to Fishman, sociolinguistics is a scientific study of the evolvement of the features of language varieties and functions as well as the speaker's discourse in acquaintance with the conventional standards of a society. To Nancy Parrot Hickerson (1980), sociolinguistics is a longitudinal subbranch of linguistics that sheds light on speech variation as the locus of research regarding the context; and it is a link between social factors and linguistic variations. (Laraswati. A, Safhira. S, and Ridhani. T. M, 2017).

1.4.1 Social Factors of Language Variation

According to the American linguist “ William Labov” (2001), the major social factors that interplay to shape any native language lie in class, ethnicity, and gender.

1.4.1.1 Social Class

During the middle ages, European hierarchy was divided into aristocratic, middle, and slave in accordance with their financial incomes and political positions. Hence, the use of personal pronouns for instance varies among these classes in that high ranks address people of the lower class by “ Thou” while inferior ranks have to be courteous with the aristocratic folks calling them “ You” (Trudgill, 2000: 92 on how this pattern emerged in other European languages as cited in Kerswill. P, 2009, p. 1).

In the upper and middle classes such as in London of native speakers for example, the first sound / h/ is pronounced in words like “ hall, host, his, etc.” whereas people from the working class drop the initial / h/ such as in England and Wales.

On the part of grammar, Cheshire and her colleagues unfolded through a Great Britain survey carried out in 1980 that the participants from the superior class form intelligibly grammatical sentences while the respondents who belong to the South and South- West use double negations “ I don’t want none” and overgeneralize the / s/ of the third person singular with the plural tense “ I likes; you likes; we likes; and they likes”. (Kerswill. P, 2009, p. 2-3).

1.4.1.2 Gender Issue

Concerning the input, a study conducted on Philadelphian children about the effect of the acquisition of their native phonetic sounds revealed that kids who were taken care of by male caregivers were noticed to develop the diphthong / aw/ such as in “ cow” long before they utter voiceless consonants unlike the infants who were receiving their input from female caretakers in that they did not seem to articulate the same accents. (Roberts. J, 1999, p. 122). Young girls acquire 95 words of vocabulary at 16 months whereas young boys could produce only 25 words at the same age. Syntactically speaking, girls are more active in producing sentence networking than boys at the age of 3 months. (Cepanec. M and Adani. S, 2019, p. 142- 143).

1.4.1.3 The Effect of Ethnicity on First Language Variation

Ethnicity is the social identity of people that lies in their cultural backgrounds, nationalities, unified language, religious practices, and familial ancestors that create the so-called “ Ethnic group”. The salient example of the influence of ethnicity upon language variation is the pidgin and creole varieties that occurs due to historical and economical transformations. A historical evidence reflects the colonization established by European countries in the 19th and 20th centuries to expand throughout African territories what made African native language interfered by British, French, Spanish, and Portuguese ethnolects to become creoles.

Pidgin on the other hand is the derivation of a language from multiple selections of diverse dialects (creole) to form its own new variety and it is acquired as a second not native language as opposed to creole such as Native American Pidgin English which emerges

through mutual dialects of British Columbia, Oregon, and Washington in North America. (Tirosh. O, 2023). Infants who encounter migration and immigration experiences resort to code-switching to cope with different contexts.

1.4.2 Langue vs Parole Dichotomy

The Swiss linguist “Ferdinand De Saussure” identified two social aspects of language in his book “Course in General Linguistics” released in 1916. These are langue and parole.

Langue is the conventional rules such as of grammar of a language that exist in human mind. Parole on the other hand is the concrete use of these structures via speech in an individual way. (Nordquist. R, 2019). To explain more, Saussure provided evidence to highlight the langue and parole dichotomy in that he described how a game works while he stimulated some players to participate; and prescribed them the instructions for chess beforehand. As long as the testees were trying to understand the rules according to him, they were building the langue. After that, they start playing chess by shaking the pieces and following the rules through which they reflect their parole.

Moreover, langue and parole go hand in hand, you take for example a child who is still overgeneralizing the suffix “ed” of the past tense to all the irregular forms in “eated or runned” for instance. After the young toddler receives a certain number of hearing insights, the abstract overextension of “ed” which represents the infant’s langue will be accommodated to precise distinctions of regular and irregular forms acquired by the kid to enable him/ her to adapt his/ her speech production as new parole by “ate and ran”. (Hansen, M. A. J, 2021 cited in Saussure. F. D. n. d).

At last, it is concluded that sociolinguistic approaches have an inescapable influence on CLA which is remarkable in the adult’s interaction with children and more noticeable in nurses’ speech.

1.5 LA of the Child within the Presence of the Caretaker’s Speech

1.5.1 Caregiver’s Perceptions when Interacting with Children

As Snow coined (1972), “Motherese” refers to short expressions which appear grammatically correct used by caregivers to communicate with young infants. These terms tend to be more frequent with rising intonation than usual; and it is subjected to adjustment.

According to Snow (1977), these reflect the way a child acquires linguistic units. (Wong. I. B A, 1999, p. 11).

As she dived profoundly, Snow (1986) transformed the term “ Motherese” into CDS (Child Directed Speech) referring to infants aged (18- 36 months) because this period was noticed according to her as a turning point in CLA in that expressions spoken by children seem to be simpler, more accurate, and replete with redundant phrases compared to the adult language so that mothers speaking to their kids resort to accommodating their talks. It was also asserted that in CDS young babies are likely to be more talkative than their nannies even though these caretakers are held intellectual since the child during this milestone does not hesitate to express him/ herself. Therefore, young toddlers are who initiate the topics of conversation; and select the way that they want to hold on.

Furthermore, Snow explained that through the so called “ Expansion” attributed to CDS, kids become capable of using complex questions and statements that fully draw their intended meanings. In other words, the use of CDS helps accelerate language proceeding for young infants whom manipulate the linguistic input through CDS not take it passively. However, she mentioned that CDS should not be deemed as the panacea for fruitful language development. Rather, it should be worked upon through a mutual diligence of social, cognitive, and intellectual insights. (Wong. I. BA, 1999, p. 11- 13).

CDS is remarkable with specific use of language from which children as human beings select what shapes their own competence since as it was noted earlier in Snow’s findings, they do not take everything they hear.

1.5.2 Children’s Preferences for CDS (Child Directed Speech) over ADS (Adult Directed Speech)

Huei- Mei Liu and a team figured out that very young toddlers prefer CDS over ADS because the former is more accessible to their level of understanding. (Dewar, 2008 a: 1). To support this, Robin Cooper and Richard Aslin carried out an experiment where they had 2 years old babies listen to an auditory recorder of two types of speech: CDS and ADS. After a longitudinal observation, it turned out that the kids were turning their heads most of the time whenever CDS is leveraged (Cooper and Aslin, 1990 as cited in Dewar, 2008 a).

Some examples of CDS could be: Wawa which refers to water, Num num for food, Ba- ba for bottle, and Beddy- bye for bedtime.

Later, a neurolinguistic evidence demonstrated in an experiment in which 3 years old babies were exposed to hear CDS and ADS all at once but the young infants' focus was directed to the adult's voice in one time and shifts to the "Parentese" talk in another. The findings showed up that the trajectory of focus in CDS triggers an augmented flow of blood to the frontal area of children's brains. (Saito et al., 2006). This lies in that according to a sampling implemented on two bunches of children: one category was exposed to CDS and the other group within ADS atmosphere, connection between caretakers and kids was more reinforced when using CDS. However, the inference of ADS reduced the amount of interaction as it occurred only among nurses, mothers, and fathers or between the family and the experimenters. (Cristia. A, Dupoux. E, Ratner. N. B, and Soderstrom. M, 2019, p. 19). To explain, having infants manifest substantial and comprehensible input results from passion and attentiveness induced by excessive prosody which is more bound with CDS than ADS. (Kaplan, Bachorowski & Zarlengo- Strouse, 1999 as cited in Nencheva. L. M, Piazza. A. E, and Lew- Williams. C, 2020, p. 2).

It is hypothesized that the child's preference of CDS rather than ADS is subject to Socio- Economic Status (SES) and other factors twisted with literacy.

1.5.3 The Effects of SES and Literacy on CDS

Although it is common to mention that SES and literacy are somehow interrelated but there are by no means situations where they diverge.

1.5.3.1 The Interference of SES on CDS

Generally speaking, rates that have been measured for vocabulary production of children who are brought up by family with incompatible socioeconomic status indicate different spurs in word utterances. The main reasons lie in that children do not share the same biological potentials intertwined with genetical development and/ or health conditions. Also, the way in which families invest in their households play in dispersal a vital role (Linver et al., 2002 as cited in Hoff. E, 2003, p. 1368) as well as there are disparities which occur in learning experiences so that they reflect on the outcomes (Hoff- Ginsberg, 1998; Hoff & Naigles, 2002 as cited in the writer of the dissertation, 2003, p. 1368).

It is speculated that the communicative abilities of toddlers grow out standing on the levels of parents' intellectualities which are correlated with SES (Rowe. L. M, 2008, p. 186-187). Similarly, one study recommends that the results of SES on elementary school provision

indicate a future academic triumph. This induces that measures of vocabulary scale development account for predetermined qualification of reading skills and oral talents that infants are privileged of at the onset of attending kindergarten. (Schwab. F. J and Lew-Williams. C, 2016, p. 267). Prior findings proved that the more SES is elevated, there is a parallel rise in CDS. (Bee et al., 1982; Bradley & Crowyn, 2002; Hoff & Chunyan, 2005 and Rowe, 2008 as accredited to Citro. K, 2019, p. 3).

Finally, it is evident that the contribution of SES is a powerful matrix which assesses the level of literacy; and how it intervenes in processing CDS.

1.5.3.2 The Interplay of Literacy in Drawing CDS

IDS (Infant Directed Speech) would be previewed to ameliorate toddlers' attentiveness through which they would handle activities on linguistic units with expanded cognitive competence such as exercises that seek to have infants memorize structures of morphemes (Singh et al., 2009 as cited in Cristia. A, 2013, p. 162) as well as acquire new lexemes via frequent drafts (Ma et al., 2011 as cited in Cristia. A, 2013, p. 162) in order to refine CDS. For this sake, such models are increasingly in demand. (the writer of the thesis, 2013, p. 162). Moreover, extension of the contexts acquainted with illustrations that are exclusively ubiquitous in books that address CDS language will augment; and CLA will be highly boosted if the number of utilized distinguishable words relevant to IDS tends to be more upgraded. (Hills et al., 2010 and Jones et al., 2012 as cited in Montag. J. L, Jones. N. M, and Smith. B. L, 2015, p. 7).

In return, CDS has an impact on literacy according to Brown. D (2020) in that some results from study recount that literacy level on metalinguistic (explicit) competence of phonology, recognition of letters, vocabulary and reading comprehension can be preordained before 9 years old of their cooccurrences at the expense of the expressive language of the young baby when he/ she is 2 years old.

Inside the classroom, there were different techniques adopted by caregivers to handle reading for children with directed speech: critical questioning, descriptive talks, or equitable approach of the two styles. The former allows for a diverse communicative interaction between caretakers and preschoolers using unique utterances to foster awareness about the nature of teaching as well as kids by this disposition respond to the questions in a brilliant way, albeit their instructors design more indirect inquiries. The positive aspects of the descriptive talks divulge the promotion of vocabulary scale under the management of

compartments within a conducive atmosphere; and that the number of questions and answers is minimized than is in the critical strategy. (Hindman. A. H, Farrow. J. M, Anderson. K, Wasik. B. A, and Snyder. P. A, 2021, p. 13- 14).

Apart from the role of caretakers, how should the family of the infant help in enhancing his/ her aptitude to perform in the native language?

1.6 Family's Intervention in Enriching Child Language Repertoire of the Mother Tongue

1.6.1 Acquiring the First Language Using Real Games

Young infants are excited in playing with their native language at 3- 4 years old throughout all the spectrum of its subskills (phonology, morphology, syntax, grammar, semantics, and pragmatics) in the relevant context long before they upgrade to schooling. You find them speaking to themselves whenever they get up in the morning or lay in their beds at night saying for instance, “ I’m a whale; this is my tail; I’m a flamingo; look at my Wingo”. Such linguistic plays are traced back to the babbling stage where babies are training themselves to egocentrically produce phonological patterns.

Later, the more complex linguistic components will emerge by virtue of the sociodramatic play. This latter is labeled as “ Pretend Play” which as its first part suggests is the act of depicting a toy or telling a story in disguise to hide the real meaning making it negotiable. This kind of play is attributed to an age range from 15 months to 3 years old. Through roleplaying, toddlers are able to understand the intentions signaled behind narrating a story, intricate syntax, and the evolvement of the storyline. (Smith. P. K and Pellegrini. A, 2013, p. 2).

Extensively, the affection of playing can yield long lasting golden eggs. For example, Mellissa Stenhouse; a program coordinator at Hamilton- based Today’s Family Early Learning and Child Care reported a story about the young kid “ Zoey” in her 4th grade when she never had been interested in reading but was passionate on cooking pies. To her lack, Stenhouse and her team was tracking her attention and love of making pies. So, once they arranged to invite experts of gastronomy to display their talents on how to bake pies, they thought firstly of Zoey. Then, the members of the program set up all the necessary ingredients and steps so that Zoey had been in a position to write a recipe and read some cooking books

beforehand. After this turning experience, Zoey becomes an avid addicted reader because of her growing keen on reading attributed to her craving for pies. (Dupuis. K, 2020).

To sustain, classical games are held to be pertinent among the other types of games to improve language development. These can take many forms such as active plays, tongue twisters, counting- out rhymes, etc. that were created by kids a decade ago using them appropriately within the social context as well as in adaptation to the SES hierarchy. These traditional games enable unstoppably the child's flow of ideas. (Kenanoğlu. D and Duran. M, 2021, p. 75).

Actually, the games that exist in the real world per se tend to receive less attention and they are subject to extinction because ICT (Information and Communication Technology) conquers our reality.

1.6.2 Processing Child's Perception of the First Language via ICT Games

According to Dornyei (2001, 2009), motivation is conveniently known to be the driving wheel for acquiring a language and therefore it is the scaffold upon which the language marathon begins. (Uuskoski. O, 2011, p. 24). For instance, Din and Calao (2001) discovered that playing video games for 40 minutes per day yields a remarkable increase in grades for youngsters of kindergarten in reading and pronunciation examinations in comparison to their classmates who learn without the insertion of online gamification. (Baierschmidt. J, 2012, p. 2). Children's critical thinking is inspired with the helm of facing challenges, interaction among the players, and learning from the outcomes using video games. (The writer of the dissertation, 2012, p. 3).

On the contrary side, in addition to the pros of video gaming, no one can deny its cons. Concerning the acquisition of vocabulary, the online gamification stands against cognitive development because scholar kids focus on the language rather than gaming. To illustrate, De Haan, Reed, and Kuwada (2010) figured out that incorporating video games into the linguistic pathway of young toddlers interacting with the input results in a highly limited retention of words. The evidence demonstrates that kids who get too closed to the virtual gaming perform powerlessly when it comes to testing vocabulary memorization than their peers who just observe for fun. (p. 4).

One genre of games which can be effective to push (LA) forward for both indigenous and non- native speakers of English for example is MMORPGs. It is noteworthy that it

provides them with an authentic context which stands for gathering families and friends in an online platform for the sake not to be an alternative for scholar tasks but a facilitating tool. (Dixon. D and Christison. M A, 2018, p. 245). This elicits learners to get engaged in the process of acquisition what makes digital learning of MMORPGs resourceful the fact that it holds the participant proactive in manipulating the input of both the virtual gaming and the other player to implement the rules through interaction. (The writers of the thesis, 2018, p. 246).

However, children's brains are characterized by plasticity; and technology in this context is a warrior because it reduces the capacity of this gift due to the IGD “ Internet Gaming Disorder” it grows (Gottschalk. F, 2019, p. 16). Hence, longitudinal studies are required in order to prevent this dilemma as well as seek for alternatives. (The writer of the dissertation, 2019, p. 30).

As we have seen earlier, games both real and digital do tie social networks. In this sense, what is the role of genuine social interaction in reinforcing the child's linguistic thinking?

1.6.3 Social Interaction (the story of “ Genie”)

In order for an individual to acquire symbols and develop upon these emotions, perceptions, and attitudes, he/ she requires to be primarily enrolled in the conventional language (Maynard. D. W and Peräkylä. A, 2006, p. 235) since a language according to Wittgenstein (1958) is a necessity of living rather than a means of labeling things, transmitting information, or evoking intents. (The writers of the thesis, 2006, p. 237).

Exceptionally, there exists a variety of kids who grow up deprived of communication and linguistic aptitude at the expense of non- human treatments. Taken the example of Genie, this girl had been abused by her father from 1970 until she arrived at age 13 in Los Angeles. She spent her mornings in an abandoned prison stretched out in a very small suitcase without being able to move or talk otherwise her father would hurt her. Therefore, when she was found, she could not utter any word more than “ Stop it” or “ No more” (Rymer, 1993) although she was able to grasp mentally some chunks. Her story was a grounding fact upon which the critical period hypothesis has grown out. (Saxton, 2010, p. 93- 94).

In sum, the one who is assigned to look after a child should bear in mind that acquiring the mother tongue is not adequate for his/ her mental health, social and global integration.

1.7 The Role of Parents in Raising up Bilingual or Multilingual Children

Some scholars stated that having children exposed to two languages at the same time will perplex their understanding and cause a delay in their language development. However, other researchers found out that growing bilingual leads to many benefits from different trajectories without any drawbacks. (Nicholadis. E, Charbonnier. M, and Popescu. A, 2016, p. 1- 2).

1.7.1 LA of a Child Born from Parents with Two Different Languages

To enhance bilingual skills, Alex Poole; a Phd in Applied Linguistics and Professor of English at Western Kentucky University in Bowling Green, KY admitted that he and his spouse arranged to build strong relationships with foreigners in order to enrich linguistic and cultural diversity for the sake of his daughter's being a polyglot. In this sense, he recommended 3 principles to make it easy for parents to upbringing bilingual infants.

First of all, he was impressed by stories from real- life experiences which value interests of children and the reason behind their worked on failure or success in achieving bilingualism by their parents such as an interviewee who confessed that she was unhappy with reading countless humorous books on comedy because it was her parents' choice that obliged her to do a task against her will based on the concept that they are more aware of her benefit. In this vein, he mentioned the hypothesis drawn from Krashen (1993- 2008) in which it was claimed that an appealing acquisition in vocabulary and grammar is aspired by reading fascinating books, stories, newspapers, etc. which give meaning to the reader. In a similar disposition, Poole added that he and his wife were picking out instruments upon their daughters' motivation: the major hobby of their favorites was listening to popular music like “Regueton”; a texture of hip- hop and classical Caribbean and Latin American music.

Secondly, the “ Comprehensible Input” hypothesis of Krashen (2017) is a compulsory trigger for bilingualism. This theory accounts for the necessity to understand stimulating visual or auditory data in order to proceed in performing in the target language. According to Krashen, being competent in processing linguistic aspects of a second language sorts out from

being capable to comprehend its content. On this basis, Poole concluded that there are two parameters which take over acquiring a non- native language: an adequate repertoire and appropriate schematizing. He models his viewpoint through two examples: native English understanding Latin music by associating Latin themes of romance, family and self-motivation which are shared in the English culture of music. However, Poole proposed his tough experience trying to educate his daughters on political ideologies and vocabulary none of which are accessible to their personal interest and mental capacity. Therefore, if they had been exposed to Spanish politics, their pathway to acquiring the Spanish language would have automatically failed.

Thirdly, Poole emphasized the point not to give up as a parent to help your child acquire a second or foreign language. Like what he went through convincing his 9 and 11 years old daughters that to explore the American political history of the governmental system is a mandatory part of their education in the second language which is Spanish, he was persistently reading pertinent books at night in Spanish and when they get bored, he shifted to continue the task in English.

Poole. A, 2019

It is common in any bilingual or polyglot to notice one dominant language and sometimes it is possible to assess linguistic competencies in two or more languages as equivalent via speaking but how does this occur?

1.7.2 Language Dominance in Bilingualism or Multilingualism

In spite of the fact that children are gifted by elastic brains, it is not predictable that a second or foreign language acquired during the critical period would permanently be the dominant one. It is merely a matter of ease and a mental effortlessness in using a target language. (Birdsong. D, 2018, p. 10). One trick that every bilingual couple can simply adopt to keep their child's bilingualism in balance is to according to William Labov's findings since 1960 (s) expose youngsters to two languages for example English and Spanish during the critical period so as to have them sink into the two contexts and code- switch between the expressions from English and Spanish with no interference in the syntactic structures because of the inexorable power that they are privileged of. (Annamend, 2021).

There are myriad studies that undertake the correlation between acquiring more than one language and the rapid development of intelligence.

1.7.3 Bilingualism and Developmental Intelligence

Bilinguals are posited to converse in two languages on their daily life experiences paying attention to each language's particular use and context so that they exclude the register that does not fit the social paradigm of each language. (Duñabeitia. J. A, Hernández. J. A, Antón. E, Macizo. P, Estévez. A, Fuentes. L. J, and Carreiras. M, 2013, p. 3). Consequently, based on the “ Threshold Theory” associated with Communism (1976), the verbal functioning of the mental executive control of the bilingual is extensively active due to the overloaded capacity that his/ her brain is developing through digesting two linguistic competencies. (Riva. A, Nacinovich. R, Bertuletti. N, Montrasi. V, Marchetti. S, Neri. F, and Bomba. M, 2016, p. 109- 110). However, most of the mission of maximizing the advantages of childhood bilingualism occurs on the behalf of parents such as pouring financially into their bilingual education and repairing some cognitive dysfunctions resulting from delays attributed to bilingualism at a very early age. (Cobb- Clark. D. A, Harmon. C and Staneva. A, 2018, p. 22).

Among the hurdles that a child may encounter in acquiring a first, second, and/ or a foreign language is the impediment of deafness.

1.8 The Parental Responsibility in Endeavouring Successful (LA) for Deaf Children

1.8.1 Providing Infants with Deaf Impairment with Supplementary Equipments for a Perfect LA

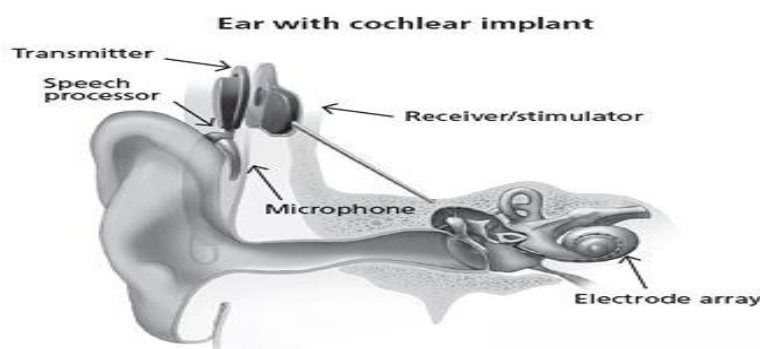
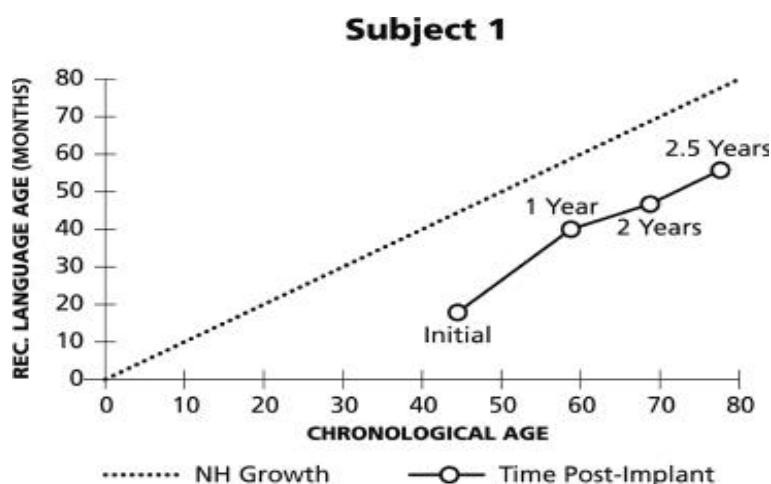


Figure 1.4: student's reading level. The functions of implementing cochlea in hearing verbal input to deaf children.

Implanting hearing devices is by no means inspired by the urge to simplify speaking a language; and supporting hard of hearing infants to catch up their peers in the field of education. (Geers. A. E, Nicholas. J. G, and Moog. J. S, 2007). Many studies proved that implanting deaf infants with cochleas promotes their capabilities to perceive auditory input. (Mouvet. K, Matthijs. L, Loots. G, Taverniers. M, and Herreweghe. M. V, 2013). Primarily, it was figured out that CI can help a hard of hearing child to catch up his/ her symmetries in oral development and in acquiring linguistic proficiency. (Geers, 2004 as cited in McAfee. B, 2015, p. 3). Without reducing the aptitude of the mother tongue for example English language, it was concluded from conducting a test that toddlers whom are implanted with cochleas can develop multilingual competence. (Thomas et al., 2008 as cited in the writer of the thesis, 2015, p. 4).

The following graph illustrates the evolvement in LA through time in progress after implanting cochleas on children with hearing loss:



Graph 1.1: language age in determination with temporal age after implanting cochleas in children with deafness impairment. (student's reading level. Adapted from Robbins. A. M, 2016).

As the graph above demonstrates, the linguistic speed proceeds straightforwardly since the deaf child is a newborn until he/ she is 2;5. This implies that implanting cochleas performs in its maximum scale during the conducive critical period. A cochlea is an intricate electronic cell which facilitates passing in external sounds typically to disabled persons of normal hearing. As it is revealed in figure (1.4), the implant works like putting one pole in front of the ear and the other inside the skin and the whole device comprises of four functional components:

- A microphone: selects the auditory stimulating data.
- A speech processor: is assigned to perceive and conceptualize the selected information.
- A transmitter and receiver/ stimulator: transforms the perceived intake in order to translate it into responses.
- An electrode array: spreads the responses throughout diverse neuronal network.

All the abovementioned functions release according to a study progress in communicative techniques, social integration, and children's dependence on themselves after cochlear implantation. (Molla. M, Asha. N. J and Kamrujjaman. M, 2019, p. 21) that is why the intervention of pediatricians precedes the decision making of parents when the issue concerns their health and well- being, albeit they are considered as primarily impartial in upbringing their kids. (Kent. C, 2021).

Contradictorily, the advantages of implanting infants with cochleas are limited in some ways because having a child going through surgery may cause him/ her to risks like which is bound to anesthesia (Purcell. P. L, Deep. N. L, Waltzman. S. B, Roland. J. T, Cushing. S. L, Papsin. B. C, and Gordon. K. A, 2021).

As an alternative salvation, the findings of a recent study generate that children should be cultivated on sign language (SL) at a very early age because they will by the virtue of it acquire to speak a language the same scale of hearing children's output. (Lillo- Martin. D and Henner. J, 2021).

1.8.2 Optimizing LA for Deaf Children through Teaching SL

In an interaction among deaf children themselves especially, helping with teaching them SL is an effective suggestive salvation in order to trigger linguistic cultivation. (Humphries. T, Kushalnagar. P, Mathur. G, Napoli. D. J, Padden. C, Rathmann. C and Smith. S. R, 2012, p. 5). For example, the American Sign Language (ASL) is considered as an indistinguishable language for its composition which consists of the subsequent flow of gestures with grammatical stops using body language and complicated syntax to enrich the meaning. (Dougherty. E, 2017). Because of getting married in confinement within the Jewish family of Ghardaia city in Algeria, about 2.5% according to Briggs and Guede (1964: 12) of the children were born hard of hearing (Abdelouafi. H, 2018, p. 23) but competent in acquiring SL yielding progress (Lanesman, 2013, p. 12 as cited in Abdelouafi. H, 2018, p. 23). Sara Lanesman pointed out that teaching and learning SL in the Ghardaian society is

increasingly fortified between deaf infants and deaf members or partners of their families. Deaf kids can also according to her acquire SL from hearing adults who are proficient in SL. (Abdelouafi. H, 2018, p. 23).

At last but not least, there is no difference between acquiring verbal and non- verbal languages since deaf kids confront mastering SL the way they go through acquiring a language if they were to be able to hear it.

1.9 Conclusion

This literature points to provide with background knowledge on the analysis of CLA in order to hold the addressed adults aware of how it should be a language grown up throughout a child's life and this can be widely facilitated by analogy with exploring for example the views of predecessors like Noam Chomsky who brought about the theory of LAD. In the same vein, getting knowledgeable about the mechanical processing of the brain to comprehend and produce a language; and sociolinguistic interference in how a child might think in a language regarding the type of adult whether he/ she might be a parent or a nanny and the language grade whether it is a first, second or foreign or other metrics such as gender, race, and ethnicity are of a prime interest. There is also a quite helpful data for such minorities as hard of hearing children struggling to acquire languages by virtue of hearing devices or visual signs.

Moreover, even though acquiring a language is a complex multifaceted task, it can be smoothly dealt with through reinforcing social interactions as long as adults and infants are talking to each other exclusively if the child relies on imitation which is broadly discussed by B. F Skinner and psycholinguistically speaking, feeling excited about playing games or practicing a hobby can make a very impressive effect in the progressive use of a language.

Nonetheless, if caretakers lack socio- economical support, education, and/ or intellection, these would be deemed big hurdles in upbringing infants with rich linguistic aptitudes especially for kids who are experiencing language disorders such as: autism, dyslexia,; and need financial afford to cope with treatment before having been exposed to a language to acquire it the normal way.

Finally, it is evident that the strengths are common but the weaknesses cover the underdeveloped countries per se like Algeria exclusively when examining the context of kindergartens in Saida city where enhancing LA and overcoming its difficulties seem quite a

bit confronting deal because it has been expected that the children who attend kindergartens are lost and they can go through an authentic love and support just when they are surrounded by their parents.

CHAPTER TWO: RESEARCH METHODOLOGY

2.1 Introduction

Any academic research is tempted to be held within a systematic methodological framework to show the reader how the scientific research works to achieve a particular result which is the subject of this chapter. The research plan focuses on the topic of the research, research questions, hypotheses, and tools following chapter one and concluding how these metrics would govern the methodology of the third chapter because the relationship between research methods work like solving mathematical equations. i. e, if any small mistake occurs in any procedure, the methodology goes wrong; and the whole content of research sections will be affected. For example, if the design of the interview or the questionnaire does not meet the research questions or hypotheses, there will be no compatibility between the topic of the research area and the findings. Therefore, no solution will be possibly accepted for the research problem so the research methodology is an ongoing process and no existing scientific research has succeeded without following a specific scaffolding depending on the nature of the topic in hand.

2.2 Writing Style, ICT Methodology, and Linearity

2.2.1 Writing Style

In the English academic writing style, it is necessary to know that a writer follows a set of desperate linguistic guidelines which are formal and plain so as to enable a reader to think the rational trajectory. Academic writing uses more formal language which discusses theories, objects, and notions excluding any colloquial expressions such as contractions, conversational vocabulary, or personal addressing which implies a subjective tone.

2.2.2 ICT Methodology

Incorporating the ICT methodology helps facilitate data collection in systematizing it after being merely digested (Ezeanyaeji. P. C and Mgbeafulike. I. J, 2020, p. 466) via applications which aim to find the relevant sources; analyze data; and draw the research findings.

Since we are conducting a scientific research and it aligns with the field of “ Didactics of Foreign Languages”, our style of referencing the in- text citation and the bibliography takes the APA format especially because the locus of our analysis throughout the whole undertaking of our research is the psychological and psycholinguistic reasoning; we have got the webography which collects the set of online websites used throughout gathering data; and

the bibliography; a list of references retrieved from books, pamphlets, or scientific journals; and since it is ordered alphabetically according to the APA style, there is a requirement to organize those references into a draft through copy and paste or (Ctrl+ C) and (Ctrl+ V); and put next to each reference a number classifying them in the alphabetical order in the draft version to make it so simple at the end to copy and paste them again in the last pages of the ultimate version of our work. Because APA style makes writing look simple and plain, we will not find difficulties to make the reader grasp our message exclusively the target population because our paper will be mainly dedicated to hold nurseries proficient in raising up children with the rightful use of any language they need to acquire so they are the core of the research aim and not all of them are intellectuals that is why we adopt a style of writing that is calibrated for the average to make the meaning understood.

In addition, the spacing of paragraphs is limited to us within 1,5 cm and the size in 12 volume in order not to reflect on us an impression of lacking competency, reluctance, and underestimation of the importance of the topic.

2.2.3 Linearity

To linearity, the written works do not go usually consistent as it is stated in the quote below:

“ The reality is that writing is NOT a linear process for everyone... or may be anyone. Writing goes all ways: forwards, backwards, sideways, over here. In fact, the only piece of writing process that occurs at a set point in time is publishing. The reality is that the writing process is recursive”

Similarly, experts of the writing process concluded that the linearity of sections in writing is dismissed since any written documents are subject to modifications. Therefore, writing is an iterative subpoena. (Shubitz. S, 2017).

In this vein, the linearity of the most prominent sections of the paper does not go as usual: the abstract, general introduction, chapter one, research questions/ hypotheses, chapter two, chapter three, and the general conclusion. However, the order of the RM commences with the literature review because it logically leads to identifying the research questions, hypotheses, and gaps. Then, the following procedure seeks to identify the research tools to collect and accumulate findings for the sake of analyzing and interpreting data throughout writing the third chapter after which the frameworks of the abstract, general introduction, and

the general conclusion would perfectly be apparent and determined. This chronology turns to be a rapid leading process and time consuming methodology in average since all the parts are strongly smoothly linked to each other.

2.2.4 The Researcher's Accountability

One of the major hurdles in accountability of research is bias. Bias is a psychological factor which holds a researcher irrational. i. e, when he/ she picks out a finding from a sampling over the other, he/ she puts the problem of the study into prejudice neglecting the significance of neutrality (Pannucci. C. J and Wilkins. E. G, 2011).

Nevertheless, it should be noted that the role of a qualified researcher is not merely a transmitter of information; but it extends to lots of duties in terms of labor and ethics. As a laborer, he/ she should be a scientist in implementing experiments and discovering early studies; a collaborator in discussing views of predecessors; a communicator in writing assignments and actively making decisions to convince the targets; a source of confidence in exploiting the financial support from funds for the research requirements only; and an advocate in declaring the originality. To ethics, a researcher must be honest when he/ she comes up with findings which are not subject to fabrication and misconduct; objective in treating the data collection without bias; holding integrity in undertaking commitments and respecting privacy of the case study's standards; open to novel perspectives and opposition; confidential in preserving the personal information of the respondents; and a human when dealing both with humans and animals in adherence to the deontological regulations (Ulz. J, 2022).

Talking about the list of contents, we think and organize our titles throughout all the chapters with no helm of professionals since writing a thesis is a critical and creative process rather than being simply passive but within the rational order meaning that it is not possible for the researcher while developing his/ her theme to deviate from the research questions or hypotheses.

The writing style and linearity are principally governed by the nature of the topic under investigation.

2.3 The Nature of the Topic

The Topic of research is definitely general so that it requires to be narrowed structurally from the main notion to the specific probability exactly like the shape of the

funnel. (Shields. P, 2014). For this sake, selecting the topic which is fascinating to the researcher is the primary step of RM in order to hold the succession of procedures of research pertinent because when the topic is broad, the researcher is unable to have the methodology proceed.

There are 5 procedures to take into consideration when selecting the appropriate topic of research: identification and development of the topic through exploration; finding background information by virtue of analogy to previous studies on your topic; using catalogs to find books and media, databases to find journal articles, and finding internet sources via collecting references on the main subject and extra information; evaluating sources by selecting which are retrieved from primary data and accrediting the sources to avoid plagiarism.

The topic talks generally about how the language of adults contributes to develop the language of children. It is written in an affirmative tone, and the adult language does not end in the oral communication, but it spreads out wherever the language of caretakers is imprinted like the posters pasted on the walls of the children's rooms or the atmosphere of their institute such as the kindergarten and which have an inescapable impact on the children's self- esteem which in turn highly affects their use of the language. So, the triangle of the content of the topic revolves around the adult, language, and child and the nature of the relationship among these figures stands on interaction.

Indeed, the nature of the subject determines the number and quality of the research questions and the research hypotheses.

2.4 The RQ (s) and RH (s)

2.4.1 RQ (s)

For the purpose of research to be clarified, the research question is a compulsory stage in order to problematize the matter in hand so that it will be replied in the general conclusion of RM. (Ratan. S. K, Anand. T, and Ratan. J, 2019).

A good RQ is identified upon the following characteristics:

Û Clear: it answers solutions which can be grasped for the target population.

Û Focused: it should be specific and straightforward.

Û Concise: it should take a small number of terms as possible as it could be.

↳ Complex: it should be a Wh rather than a Yes/ No question in order to lay out persuasive findings.

↳ Arguable: solutions attributed to the RQ are subject to other options rather than rigidity.

In order to narrow the lacunae (funnel) of research, the research hypothesis comes into play.

2.4.2 RH (s)

The research hypothesis on the other hand is a still unconfirmed theory upon which a researcher can collect data, analyze, and interpret it to ultimately conclude whether it is accurate or not. (Hasa, 2016). Professionals of RM agree that the RH is set up into two types in common: the null hypothesis and the alternative hypothesis. The null hypothesis reveals no correlation between variables meaning that there is no exception for implementing the scientific study because the independent variables are controlled. Nonetheless, the alternative hypothesis imposes interlinking between observed variables and manipulated variables so that the setting of independent variables for instance will be relocated. (Mcleod. S, 2023).

Indeed, the RQ is the reformulation of the topic at hand, but it takes the form of a complete sentence unlike the topic which is designed as a noun phrase. The RQ is written in a negative form. Depending on the nature of the topic, it is sufficient to set up only one RQ and one RH.

The RH is a logical probability for the RQ which is subject to be worked upon in order to answer the RQ in the general conclusion section. It describes two salient interrelated subtopics of the triangulation of content or interaction between the child and the adult. Therefore, it is written in a complex compound type of sentence in an affirmative statement in the general introduction section.

After formatting the RQ and RH, the researcher will automatically think of the setting where he/ she is going to apply the methodology of his/ her research.

2.5 The Setting

The setting of research concerns the context which can be physical, social, or experimental; and should be portrayed perfectly for later analysis and interpretation to might be effectively determined. It is the authentic atmosphere whereby the type of data, research

methods, and interpretation of the findings are detected. For instance, conducting experiments in the laboratory is the appropriate setting for a scientist to take over the variables; but this controlling cannot be enabled in the workplace.

The researcher is held to practice his/ her research methods and experiments in the geographical location where he/ she is born because as long as he/ she resides in a city, he/ she is more familiar with the topic, its atmosphere, and case study so that it can be said that he/ she is at least partially involved in the situation unlike if he/ she conducts the research in another geographical area where he/ she requires a long duration to be acquainted with the new environment. More importantly, the native spot of the researcher is a genetic part of his/ her identity so that his/ her national intimacy to the mother country or city is of prime interest.

Thus, the geographical setting which is the resource of the topic of research takes place in Saida Algeria Africa city. Its classical number among 58 wilayas of Algeria is the 20th. It is situated within the internal regions of Western Algeria. And, as it seems, it is an invisible town since the academic scientific research in this area is almost unavailable compared to other wilayas like Algiers, Oran, Adrar, Tlemsan, Setif and so on and so forth what fosters our curiosity as researchers to investigate what is going on in its context especially because it is distinguishable to make a scientific research in this area for we may find something novel and special about it.

For our undertaking, there are plenty kindergartens where the RM can be applied. The famous most closed ones to our location where we can practice our chosen tools of research are Toyor Al Janah and The Little Chick nurseries. Both of which are composed of two stages where children have facilities in order to help them receive their education depending on their age range: for children in Toyor Al Janah, they are from (1- 2 years old) in the lower stage; and (3- 5 years old) in the upper stage; and concerning The Little Chick, the kids are aged (1- 5 years old); and are classified according to 3 different levels of education: the pre- primer level (1- 2 years old); the preliminary level (3 years old) ; and the preparatory level (4- 5 years old) as the findings of the interview generate. The whole number of children in each kindergarten is equally 60.

The upcoming section describes the TG because it is the core of the study.

2.6 The Case Study

The case study is the pretext by virtue of which a researcher can gather data and reach the findings to a very detailed extent. (Zainal. Z, 2007, p. 5). Therefore, sophisticated theories and heterogeneous settings and goals require valuable data which are resourced from the CS which holds theories into implementations. (Leymun. Ş. O, Odabaşı. H. F, and Yurdakul. I. K, 2017).

Each kindergarten employs 4 caregivers: 2 caretakers work in the upper stage and two nurses do their job in the lower stage. In fact, we have two optional case studies within our topic: nurseries or members of the family. Our choice of the former TG lies in that the communication between babies and members from their families is approximately remarkable everywhere more than adult- child interaction which occurs in the nursery; the issue which makes any interested researcher on this topic think how the child's education really goes outside the circle of his/ her family far from what is told and heard from the kids while their parents question them.

The type of sampling that we select is the random sampling because all the prevalent caretakers are meant for the nature of the topic, RQ, and RH.

Even though every 2 caregivers work with a specific age range of a group of kids, they are still changeable just their periods of experiences vary from one to another such as the 2 caretakers who are assigned to take care of kids in the lower stage of Toyor Al Janah kindergarten, one of whom is actually less experienced with 2 months than the other.

The extraneous variables are dependent. In other words, no exceptional cases were found throughout collecting data. Consequently, there is no need to conduct a further study in relation to a specific case concerning the nurses; nor relying on the portfolio in addition to the main research tools.

The RT (s) are instantly worked with after identifying the CS.

2.7 The Research Instruments

A research instrument is a tool to measure data, collect, analyze, and interpret it within the scope of the topic of research. It takes many formats like questionnaires, surveys, interviews, checklists, or simple tests. A good RI has to answer the RQ; determine the aim and objectives of the study in hand as well as confirm or disconfirm the hypothesis.

Following the nature of the topic, RQ, and RH, it is evident that conducting 3 RT (s) which are observation, interview, and questionnaire stands appropriate and sufficient.

2.7.1 Observation

The observation process is a research instrument devoted in quest for predicting human behavior including their ideas and comportments which are accommodated throughout various workouts in different circumstances. (Pandey. P and Pandey. M. M, 2015, p. 64). It necessitates 4 criteria:

- Action and process: observation does not work through the external eye merely; but the inner senses (thoughts and emotions) have to be introspectively engaged.
- Attentiveness: observing in a scientific research encompasses attention and diligence in examining every single detail.
- Selectivity and relevancy: only what is relevant to the RQ and RH should be the locus of the process.
- Intended goal: observing contributes to answer a specific part of the problematic.

Ross. J, 2018

Concerning the observation procedure, it is allowed to attend 4 sessions per se: 3 sessions in the Toyor Al Janah kindergarten and 1 session in The Little Chick kindergarten. Each session takes only one hour due to some limitations on ownership and privacy. Lots of children were observed in addition to the educational atmosphere like the postures that are stuck in the walls. Six nurses were also diligently noticed: four ones in the former nursery and the 2 remaining members in the latter nursery in always an interaction with children. While doing so, we take notes using solely a diary since recording voices and filming with cameras are strictly prohibited from the owners of the kindergartens under investigation, for the sake of describing every single detail about the topic in general especially which is relevant to the RH. It is a scientific observation whose nature enacts only 2 biological senses out of 5: sight and hearing which are definitely required in a psycholinguistic exploration; and they are managed in a controlled manner on our part what makes it already needless to insert research machines (technological devices). So, it was done systematically based on the triangulation of the content sorted out from the RH.

To reach solid data and enrich the findings, the observation instrument is inadequate.

2.7.2 Interview/ Questionnaire

The two remaining RT (s) are the interview and the questionnaire that we have designed targeting 6 nurses: 4 nurses from Toyor Al Janah kindergarten and 2 other nurses whom work in The Little Chick kindergarten. Because we cannot guarantee the level of their English language and we know at the same time that asking them such question might embarrass them, we made up the templates of both the interview and the questionnaire in English thinking and translate the titles and questions into the standard Arabic language in calibration so that the participants can understand them and give us the feedback which we are going to translate it back in English thinking so that we can use it later while writing the third chapter.

2.7.2.1 The Interview

Interview is designed based on reciprocity of thoughts between the interviewer and the respondents (Pandey. P and Pandy. M. M, 2015, p. 59) for the sake of eliciting all the detailed information required for gathering data on complicated phenomena. It can be either oral or written (Clements. J, 2021).

We begin outlining the interview's frame which comprises a set of 5 direct questions without dividing it into sections. The questions are formulated in alignment with the RH and carefully prepared in the structured type because it is not a job interview but scientific. Four questions out five are of open- ended type: two are direct open- ended questions and one is a multiple choice question; and 1 question is split into two parts: the first part is a close- ended question and the second part is an open- ended question. The research equipments that we use to collect data are just a set of papers on each of which the questions are clearly written with large spaces for the respondents can answer freely with no voice recording at least because of the restrictions of privacy as same as for conducting the observation. The elicited answers from the informants were almost too detailed but the recording encapsulates the most paramount information per se.

To support the interview findings, designing the questionnaire is required since it includes further details and more varied questions.

2.7.2.2 The Questionnaire

A questionnaire is a supplementary research instrument which envelopes a bunch of questions to pave for an investigator the way to accumulate data from respondents; and it was first established by Sir Francis Galton. (Thakur. A, n. d, p. 113). It enables any researcher to evoke bulky answers from a sample of ample population by providing him/ her with an inexpensive, quick- fix, and practical way. (Mcleod. S, 2023).

The questions are determined by 3 sections; each section represents a topic. The topics are derived from the RH and are closely correlated to each other. Each topic sorts out four questions revealed with spaces for the TG to write in; and predetermines the next section. The type of questions in the first section is open- ended except the first part of the fourth question which is of a close- ended type including spaces. In the second section, 1 question is a Lickert scale and the 3 other questions are multiple choice questions in addition to spaces left for asking for further clarifications. In the third section, there are 3 close- ended questions: 1 question demands for specification wherever the second option is the reply; the second one is direct; and the third one is like suggesting the two contradicting choices (yes or no) and asking for different further questions for each selection (yes--- how?/ no--- why?). However, the fourth question is situational and composed of two parts of open- ended type. It is a structured questionnaire because the sections and questions are thoroughly planned in acquaintance with the RH.

The RT (s) are used to collect data in order to come up with the results which predetermine the method, design, and reasoning of the research.

2.8 Qualitative/ Quantitative/ Mixed Method, Sequential Exploratory/ Sequential Explanatory/ Nested (embedded) Design, Deductive/ Inductive Reasoning

2.8.1 The Qualitative Method

A qualitative method addresses the questions “ Why” and “ How” in order to have a researcher dive profoundly into explaining an issue which cannot be dealt with statistics. (Cleland. J. A, 2017). Unstructured interviews are a typical example of a qualitative study which sow the seeds of information by means of the usage of open- ended questions. (Mcleod. S, 2023).

Qualitative method is the locus of the sequential exploratory design.

2.8.2 The Sequential Exploratory Design

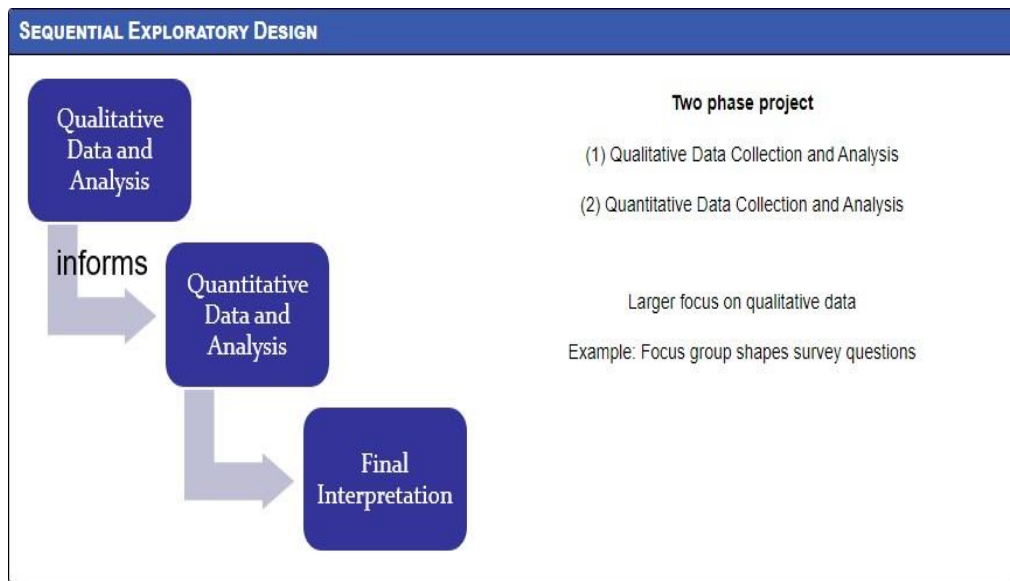


Figure 2.1: student's reading level. A diagram of describing the sequential exploratory design.

As the figure 2.1 illustrates, the dominant method in the sequential exploratory design is the qualitative. A researcher relying on this approach uses the script language throughout his/ her analysis of data collection. To support the descriptive exploration, the explorer sequentially illustrates his/ her findings using statistics: numbers, graphs, tables, and charts to consolidate his/ her causation; but the main focus stands on the qualitative reasoning. The quantitative method in the sequential exploratory design helps interpret the results in the final section. For instance, focus group shapes survey questions.

An exploratory design seeks to validate the findings upon integrating the statistical numbers into the qualitative analysis since the qualitative interpretation is usually subjective and prejudiced because its data collection is frequent.

The sequential exploratory design contains quantitative data; but it is invisible compared to the qualitative study.

2.8.3 The Quantitative Method

A quantitative study yields data that is rational so that it can be feasibly absorbed through numerical illustrations to pave the way for understanding detailed information on the issue. (Williams. T, 2021). For example, a survey on what is the duration which a doctor skips to look after a convalescent while this latter enrolls the clinic.

The quantitative method is the most dominant approach in the sequential explanatory design.

2.8.4 The Sequential Explanatory Design

Following the sequential explanatory system as figure 2.2 demonstrates, a researcher is held to start collecting quantitative data and analyzes it in a numerical form. Then, he/ she diversifies his/ her approach through using further qualitative description in order to explain a complicated theory by virtue of transforming it from the mathematical language into the script version. In this design, the principal focus of the researcher is holding the issue to its maximum detailed phase through statistical illustrations; so it is a quantitative method more than qualitative and the results are interpreted with the aid of qualitative analysis. For example, survey data informs interviews.

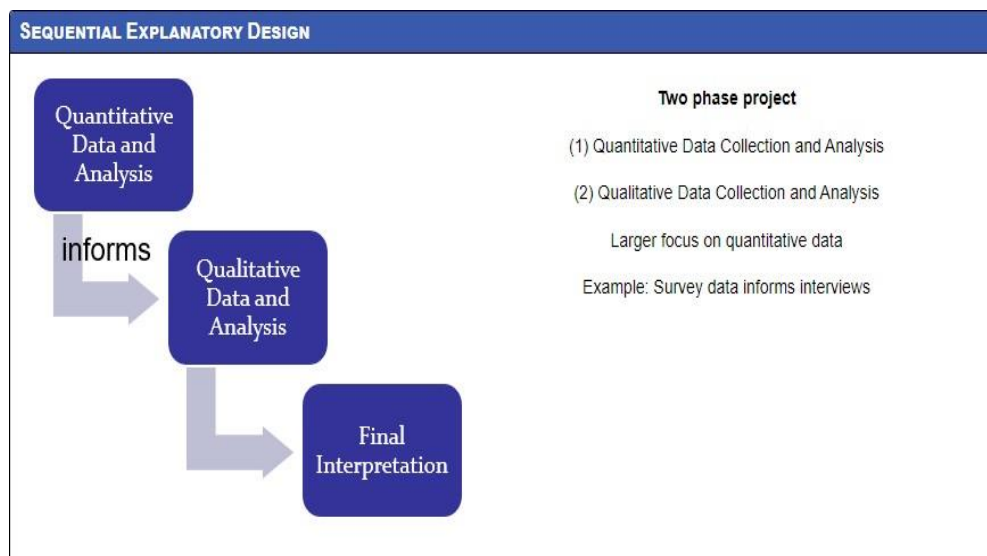


Figure 2.2: student's reading level. A diagram of describing the sequential explanatory design.

According to Creswell (2003), the sequential explanatory design attempts to explain a phenomenon with no numbers in use if the results are unpredictable. (Draucker. C. B, Rawl. S. M, Vode. E, and Carter- Harris. L, 2020).

A psycholinguistic study usually relies on statistics covering tables and graphs and sometimes complicated mathematical equations or at least numbers and percentages with which we utilize to illustrate our analysis of the literature review while exploring data.

For more intricate phenomena, there is a prerequisite for a researcher to combine both qualitative and quantitative methods in a parallel disposition to reach substantiated results.

2.8.5 The Convergent Parallel Design

Using the concurrent triangulation design is appropriate since it allows a researcher to simultaneously fuse quan and qual methods to collect data as the figure 2.3 substantiates:

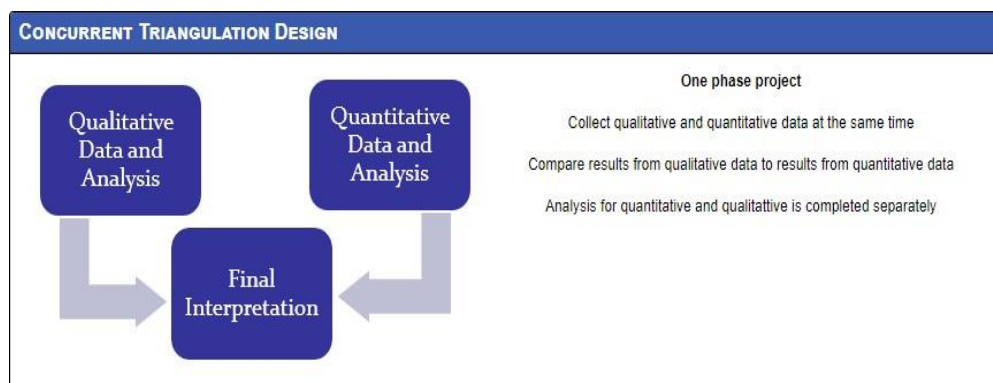


Figure 2.3: student's reading level. A diagram of describing the convergent parallel design.

The concurrent triangulation design allows a researcher to gather both quantitative and qualitative information simultaneously as its first name (concurrent) suggests for the sake of comparing the results nested (embedded) one method within the other. However, when it comes to the analysis of data collection, a researcher analyzes each type of gathering separately to make it effortless to be interpreted. For instance, you apply an interview in participants to grasp an issue (Qual). Simultaneously, you conduct a survey on the same participants to elicit their responses (Quan). When these are retrieved, you return to demand further explanations through conducting a consolidative interview (Qual). (Kimmons. R, n. d).

For each part under investigation, there includes in our analysis of the third chapter both script language and statistical language simultaneously meaning that the method of data collection is 50% quantitative and 50% qualitative like how you exactly find in the nested (embedded) design. It is an exploratory study which is fused with quantitative illustrations. As a result, the method of conducting this scientific study is certainly the mixed method which outlines both the first and third chapters. Nonetheless, as long as developed logistics are not currently available and allowed , the statistics are simple and understandable not too far intricate since we cannot get access in the minds of children and the caregivers using algorithm.

The aforementioned methods and designs impact heavily how the causation of research analysis works.

2.8.6 The Deductive/ Inductive Reasoning

Also, there are two approaches which can be adopted optionally throughout writing: the deductive and/ or inductive reasoning.

2.8.6.1 The DR

A DR approach is grounded upon a theory in an attempt to attain specific hypotheses. For example,

All dolphins are mammals ($A = B$)

All mammals have kidneys ($B = C$)

All dolphins have kidneys ($A = C$)

Jennifer Betts B. A, 2022

In some analyses, the deductive causation is not appropriate to convince the audience about the validity and reliability of the findings.

2.8.6.2 The IR

However, a researcher following the IR gathers diverse perspectives; compares between them; and forms one general theory in the ultimate procedure. (Bhandari. P, 2022). For instance, if you observe the following mathematical equations, you will conclude the induction between these:

$$3 \times 5 = 15$$

$$(3^2) \times (5^2) = 225$$

$$\text{So: } 15^2 = 225$$

While writing our literature review, our reasoning is almost highly deductive; and it will also be the frame of the third chapter. This type of reasoning goes from the analysis of a theory to conclude its specific coalescence. The reason behind adopting it lies in that this style of methodology is simple and direct exclusively appropriate for a novice researcher because it is straightforward. The DR shows firstly the evidence; then, comments on it; and finally interprets the analysis of data concerning the graphical language. However, in the script

language, DR presents an example or a general phenomenon or a set of correlated phenomena and formulates a specific perspective in the ultimate phase.

After discussing the aforementioned criteria, the outline of the third chapter becomes evident.

For analyzing the third chapter, it warrants to vary the causation between the deductive and inductive reasonings in order to make the writing process fruitful and impressive.

However, there are broadly some pitfalls that you as an academic researcher should dismiss throughout writing chapter three as follows:

↳ The inability of the researcher of portraying the right methodology of data gathering and analysis.

↳ Using a variety of tenses which overwhelms the reader because writing the third chapter demands merely a united tense.

↳ A lack in providing information and adopting methods that are strange to the reader.

↳ The use of the active voice while the passive voice is the appropriate style in order to have the reader focus on the fact rather than the writer.

↳ The incapability to identify the limitations which you encounter throughout the research. Therefore, this yields a lot of criticisms on the accuracy of the findings as well as the total RM.

2.9 The Third Chapter's Framework

The third chapter is required in order to act on the RH; predicts the RM framework; describe the sample population; apply the RI (s); and ultimately justify the interpretation of the findings in the discussion section.

The content of the third chapter is split into three themes that are pertinent to the RH and are neatly interrelated to each other so that each theme supports the precedent one: the first theme is a starting point: it is explored through the data collected from observation and two questions from the sampled questionnaire; the second theme tackles how the input is affected by the environment: it is described through the analysis of observation and 3 questions from the questionnaire sample. However, the third theme combines the two existing

themes and how they interfere to answer the RQ and determines how much the RH is proven that is why it warrants to be tackled through the observation in the script language, 2 questions from the interview, and 2 questions from the questionnaire. Because the collected data is numerical, there is consistency between the themes; the focal characteristic of quantitative analysis which holds the RM valid and reliable. To explore each theme, analysis of the findings that are gathered through the observation, interview, and questionnaire passes on calculation with SPSS tool under the work of a cyber for illustrating our evidence with bar charts and a pie chart for each quantitative question of the questionnaire per se; and it is an inherent part of the evidence to interpret the results in the discussion sections. In the same vein, the nature of the study examined in the third chapter is comparative complementary.

However, the validity of data analysis and interpretation requires the portrayal of the appendices.

2.10 The Description of the Appendices

The appendix section aids a researcher to insert too much detailed information or the findings that are additional and removed from the main summary as well as questions which are left unanswered without interrupting the process of analysis. It is allocated straight away after the general conclusion encompassing for example tables, figures, maps, photographs, unprocessed data, computer programs, lyrical notes, interview questions, questionnaire questions, etc.

After determining the RT (s) and the outline of the third chapter, it is clear that the appendix section requires only two appendices: appendix A which describes the template of the interview. And, the appendix B traces the model of the questionnaire.

2.11 Conclusion

In order for a researcher to identify the research methodology that he/ she works along while undertaking a scientific study, being able to describe and justify the choice of exclusive methods and tools of research and explain the relevancy of the methodological procedures to the topic, probing the phases of research methodology, research proposals, and research techniques is a compulsory basic step especially when it is conjoined with practice and training through exploring existing studies which are conducted by predecessors. This paves the way for the explorer to get familiar with the nature of his/ her topic through which his/ her competency on the content and methodology of research grows rich and diversified long

before deciding the type of study under investigation and which methods are the most appropriate and reliable for analyzing and interpreting data: is it qual, quan, or mixed method for instance. Every small detail in conducting an academic research has to be taken into consideration because the research methodology is an ongoing process meaning that if only one invisible mistake interferes the apparatus, the salvation of the research problem will wrongly deviate. For this reason, every simple decision should be carefully examined and perfectly studied before being made because the successfulness of the investigation which bases validity and reliability of the findings depends on the interlinking between the topic of research, its questions, hypotheses, and the tools of selection.

Moreover, the correctness of punctuation and grammar has a great impact on the reader's trajectory of understanding because it modulates the tone in context. Also, the ICT methodology regulates the research paradigm if it is consistent with the aim and purposes of the study.

CHAPTER THREE: DATA ANALYSIS & INTERPRETATION

3.1 Introduction

Language acquisition is a scientific phenomenon which concerns merely human beings basing on communication and interaction. It begins to develop since the child is metamorphosing as a foetus inside his/ her mother's womb. After the birth of babies, they start crying as a sign of expressing a biological need such as eating, drinking, or sleeping. Then, cooing and babbling are the next stages where the infant is able to produce sounds that only exist in his/ her egocentricity (without support from adults). After a while however, the child moves to spell simple words. This necessitates the intrusion of an adult to help the kid name the objects for example correctly like nurses who are the case study of the research. Thus, in order for kids to express themselves, they need to talk with the caretakers and receive the appropriate feedback regarding their age. However, this is inadequate for them to acquire their native, second, or foreign language the perfect way if they do not communicate with the caregivers while they are playing. This is the locus of the third chapter.

3.2 Eliciting the Child's Attention through Love and the Poster's Language

3.2.1 Analysis of the Findings

3.2.1.1 Analysis of Observation

In a room of the lower stage of Toyor Al Janah nursery, it was revealed that the rooms are decorated in a way that attracts the attention of kids since its walls' drawings represent small infants sitting on coloured numbers with fancy smiles gleamed on their faces; and a tree on which a little child is sitting on one of its branches next to some educational instructions written about the basic values of Islam: the love and supervision of Allah, the love of clarity, respecting the tutor, honesty and obeying parents. Above the tree, a string of Arabic alphabets is represented in a variety of colours and in largely clear forms. In the opposite direction, there is a shelf composed of two continuums positioned next to each other in one of which you can find plenty toys for children to play with. The other continuum arranges tools by which kids can study. In the inverse direction of the room's entrance, there is a board upon which it is scripted in Arabic with chulk one of the lessons that the children are exposed to and it was about " Revising Alphabetical Letters". The tables and chairs are painted in different fresh colours like red, yellow, green, blue, and orange. In the opposite wall of the

shelf, French alphabets are written in distinctive colours. On the board, Arabic alphabets are illustrated through blocks.

Outside the room, a variety of sport games such as a swing are available. The soil is painted in distinguished impressive colours. On the glass of the doors, numbers with mathematical symbols such as underscore, plus, multiple, and division each of which is represented in a specific colour. In addition, photos of scholarship like a bag, suitcase, copybook, triangle, and protractor are also presented. On the wall of the stadium, a little boy and a little girl are in a position to hold a book together smiling to each other. Above their drawing, another draw shows clearly a rainbow. Left beside, mathematical symbols are illustrated again.

The second range of children is less than 4 years. A picture of sun smiling and another image of a moon smiling too are revealed. The walls of playing body movements are painted with popular cartoons such as: Batman; Superman; Masha and the Bear; and Snow White and the Seven Dwarfs, and even the huge tools of playing are designed to look like smiling.

In the kitchen of the upper stage, the walls demonstrate paintures on chiefs of cooking serving food with smiles.

In the Little Chick kindergarten, the walls are decorated with colours, some instructions on the geometrical forms; and the flag of the Algerian country is also present. In the room of studying, a drawing presents the five biological senses next to each of which the name is stated. The Smarf Disney is held to carry the water colours. Moreover, the Arabic alphabets are stuck in the opposite wall illustrated with images. On the board, a statement is written “ Knowledge is light” with the definition of the day of knowledge cited in the author “ Abd Al Hamid Ibn Badis”. Also, a posture about a triangulation (pyramid) of healthy food is shown. In the classroom, every child owns a bucket which arranges his/ her pens and ruler and all what is required to study with his/ her full name stuck on it.

In the Toyor Al Janah kindergarten, kids as it seems from their smiles before starting the lessons are grown to love learning. They are offered rewards after stating the verse of “ Al Kursi” from Surah Al Baqarah enthousiastically. They feel very excited and engaged instantly when the music is turned on except one little boy who picked up two blocks to play with after the others went to take lunch. However, one of the nurses took out the blocks from his hands to have him take a place within his peers right after the music was switched off. The kid who was abandoned to play with the blocks appeared upset and unwilling to eat; and when we

asked him: “ Do you wanna play with those blocks?””, he responded happily nodding his head and moved immediately to where his preferable blocks take place. On the board, there is a hung paper on which a rabbit is drawn with three hearts painted in red. Below, there is a sentence showing love to the tutor: “ I love you my teacher”; it was written by one of the preschoolers. Caregivers play with infants with hands clapping with each other. The kids are extremely excited about leaping together in the trampoline. During breakfast and lunchtime, children are talking openly to each other participating with discussions out of their business which occurred between the caretakers what points to their feeling of freedom and expressiveness. This was also revealed when they were singing.

In the Little Chick nursery, infants are given sweets whenever they need; and when a little girl during class came later, the nurse asked her why with a smile, joke, and finally gave her a kiss. This nurse praises a bunch of children at a time and one of them showed happiness through smiling.

3.2.1.2 Analysis of the questionnaire

Question one: how do you grow the love of learning into the child’s spirit?

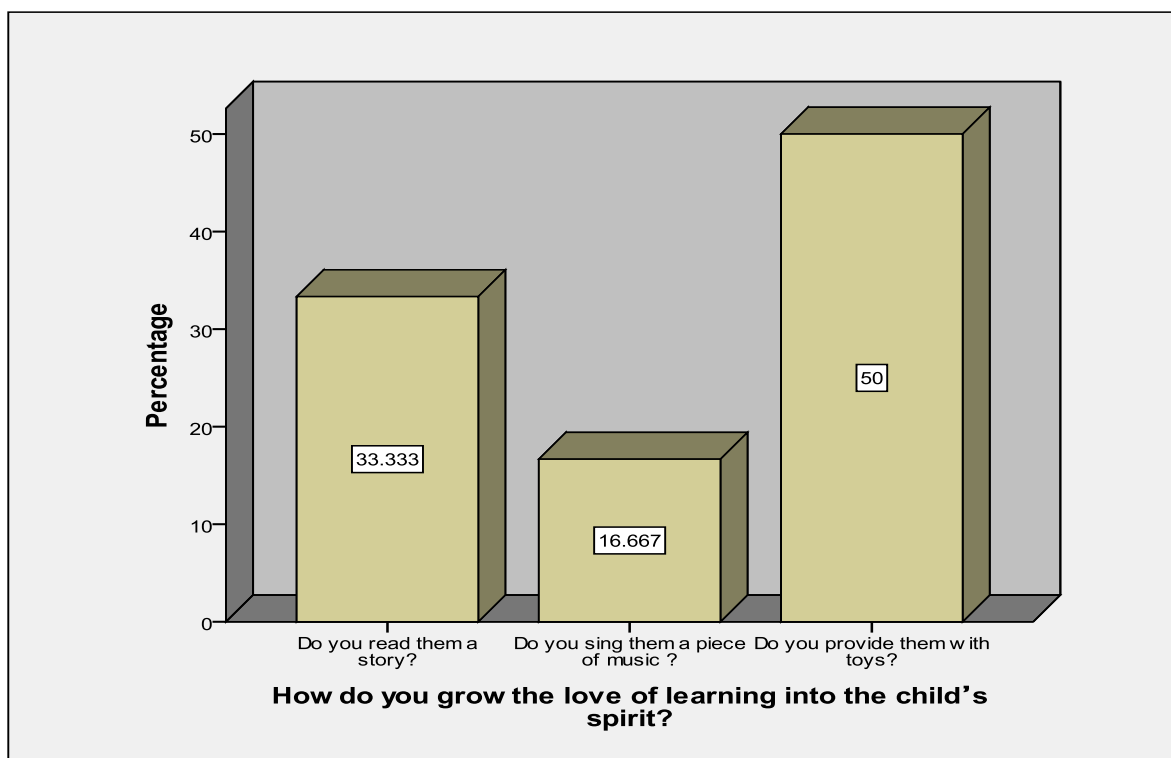


Figure 3.1: a bar chart demonstrating the tricks of attracting the child’s attention measured by the percentage of nurses.

As figure 3.1 describes, 33.33% of the nurses opt for reading stories in order to raise children with eagerness in expanding their knowledge as well as with quest for solving problems. About 16.66% from the whole sample answer that they sing orally to the kids in some, turn on the musical instruments to create an atmosphere of excitement for them; or teach them some dance styles to prepare for a positive attitude upon which they can inspire the love of learning and attendance. However, the majority of respondents (50%) say that they provide toddlers with toys like what was figured out in the analysis of observation; and exploit these games to teach them simple instructions such as having them identifying names of animals, objects, and other shapes. This also generates an attribution of a positive attitude toward studying according to the viewpoints of the bulk of caretakers.

In addition, one of the caregivers mentions that reading stories is determined by brainstorming through discussion and fostering both critical and creative thoughts, as well as roleplaying. Another caretaker explains that she reads stories for youngsters to help them learn a language and the keen on reading. She also adds that incorporating music seeks to break boredom and ritual instructions while giving kids toys stands for scientific activities like blocks, Jigsaw puzzles, and learning mathematical calculation. However, another nurse specifies that dealing with children, talking, and playing with them should assemble their age disparity in order to adapt clarification to their levels.

Question two: after their parents leave them crying in the kindergarten, what do you do to cool them down?

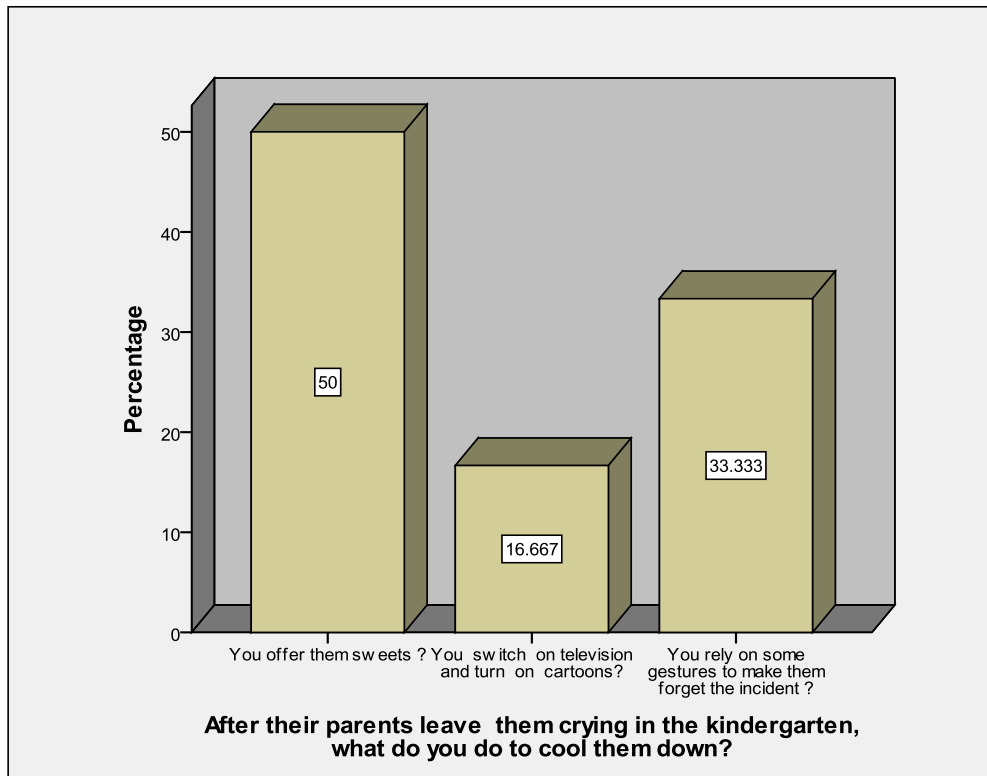


Figure 3.2: a bar chart revealing the salvations for calming down a tempered kid at the expense of percentage of caregivers.

Figure 3.2 describes clues that caregivers rely on to quieten babies after their parents quit them crying in the nursery. About 50% of caretakers say that they serve candies to youngsters whom have not yet got used to temporary abandon. Near 16.66% of nannies claim that they think of triggering TV to channels which are particularly devoted to show cartoons in order to hold a tempered baby into a good mood. An amount of 33.33% of the nurses state that they play some gestures like titillating their bodies in order to have them laugh as well as forget the attachment to their parents and home.

Moreover, one of the caregivers adds that she distracts young babies from the main incident through playing with them similarly to what was found out in the analysis of observation; narrating jokes to create fun for their estates of insecurity; and she also mentions that she satisfies the needs of children in a spontaneous way. Another caretaker views that once a child settles on the kindergarten's soil, it is necessary to have him/ her feel secured and protected; and nannies should lower their levels of thinking and comporting regarding each child's mental capacity; and amuse him/ her with his/ her favourite toys and games as well as she points that a very young baby should not have been stayed longer in the nursery for the first time he/ she arrives. Other member of nurses reports that she chants childish songs; and

provide very young kids with toys to play with. On the other hand, a caregiver out of the sample tells that she deals with babies according to their proper interests and preferences. Furthermore, another caretaker declares that having children feel safe and relaxed is of a prime interest.

3.2.1.3 Discussion Section

The findings of observation yields that the posture's language is absolutely powerful in eliciting the child's attention and fixing instructions into his/ her mind. The fabric design of kindergartens is made up through elements like halls, rooms, and playing arenas in order to appropriately educate preschoolers along both the extramural and intramural presentations. (Benyahia. R and Sahnoune. T, 2022, p. 81). Specifically, decorating the walls with different colours helps stimulate the attention of the child as well as control his/ her focus. In this sense, it is advised to paint colours that boost the children's energy and restlessness like blue, green, and purple. (Nagar- Dave. S, 2019). Likewise, decorating walls of kindergartens with smiling drawings grounds the infant's positive attitude toward nursery, educators, and learning. For example, decorating walls with heroes and important persons or inspiring proverbs can promote the child's learning marathon. (Xuan. Y, 2022).

Exclusively, illustrating walls with cartoons renders kids preferring the nursery's attendance over staying at home because they enjoy to stay wherever cartoons are present. In this sense, recent studies have had parents report this issue that one of them has held that cartoons have been an effective mean of diminishing stress while another one claimed that watching cartoons have enforced kids to stay at home rather than playing outside. (Bekheda. C, 2019, p. 29).

Also, educators have centuries ago in common said that kids were learning with impressive excitement and triumph; and gain a lot of natural facts and social perspectives from the inputs being exposed to them through speaking with their toys as if they do so with human beings. (Zarzi. R and Daili. N, 2022, p. 732). For example, Maria Montessori (one of the plays which is available in “ The Little Chick” kindergarten) turns according to psychologists to be crucial in allowing the child's autonomy in moving and playing with toys as well as reducing the labor of nurses which somehow limits the flexibility of children's thinking while imposing a lot of instructions and rules to them. (Slama, 2014, p. 20 as cited in the writers of the dissertation, 2022, p. 732).

In addition to that scholar tools facilitate studying for preschoolers, the presence of these means contributes in teaching them the prominence of learning. For instance, acquiring phonetic sounds in Algerian kindergartens calls for sandpaper letters as a learning material in order to enhance the child's fine motor and writing skills.

Moreover, the designers of the kindergartens are aware of the golden egg of the child's positive affect toward learning which results from having children do athletic workouts through providing them with facilities where they can practice sport. i. e, playing sports generates indulgence, respect, persistence, pliability, equality, and unity not only a positive thinking and intellectual maturation.

It is noteworthy to mention that providing infants with their own property and pasting their names on each one's possession informs them that they are valuable. Therefore, this strengthens their personalities and self- confidence. By this token, “ David Zhu”, a professional of management and entrepreneurship at Arizona State University and investigator in the psychology of names states that calling individuals with their names determines their primary self- perception and simultaneously other's first impressions since addressing someone with his/ her proper name is a way of associating to and conversing with them. (Barbazzen. B, 2022).

Furthermore, the child's preference of an activity or a game over the other should not be denied because it may hinder his/ her engagement in the educational process at the same time it should be restricted somehow for their sakes. Freedom is beneficial for infants because it values their decision- making in social and global issues; and grows empathy towards others' needs on them. It is also apparent through the analysis of observation that caregivers treat kids like their own sons and daughters not only from the external sight but the hung paper which is attributed to one of the youngsters which reveals a sentence and a nice drawing expressing love toward the educators is a strong proof. Psychologically speaking, the brain's growth, comfort, and fitness result from the fact that caretakers build strong bonds with infants. (Friedlander. S and Perks. B, 2022). For instance, the positive reinforcement is noticed in nurses dealing with children when they commit mistakes. The term “ Positive reinforcement” is established by BF Skinner as a type of operant conditioning (a way of regulating behaviors stated in the behaviorist approach); and is defined as inserting a wanted result in order to promote a comportment. (Tee- Melegrito. R. A, 2022).

As it is found out through the analysis of the first question of the questionnaire, caregivers read stories for kids because they know that they are passionate of moving into another world which make them comforted and capable of memorizing facts and grasping information. Exposing toddlers to Fascinating stories grows in their characters the passion for reading. (Cullinan. B and Bagert. B, n. d). However, narrating stories does not involve reading and listening per se; but it spreads to the extent of which the ability of children to solve problems and producing novel concepts is realized. Liu and Mu (2020) discovered using “ Torrance Picture Test” method by which the creative thinking of kids aged 4- 5 years old was effectively promoted through exhibiting them picture books with creative reading. (Cheng. L, Xu. W, Gao. Q, Ma. X, and Zhang. Y, 2021, p. 2374).

More prominently, incorporating musical activities such as tones, songs, and dances creates an exciting atmosphere for preschoolers which has them smoothly absorb any input; and get engaged in any activity. Studies have concluded that it is inadequate for a very young child to learn without listening to music and shaking their bodies with its rhyme.

It is also worth mentioned that playing for mathematical purposes assists in increasing the kid's fondness of arithmetic not growing afraid from it. The child's fine motor skills and logical causations are boosted and simple geometry is acquired as long as he/ she gets used to elaborate objects of three dimensions and the schema of a small box for instance. (Dougherty. E, 2022 as associated with Hanke. H, n. d).

Likewise, using simple language, providing easy activities for youngsters contributes in sustaining their positive emotional attachments to learning. This is known by “ Brain Breaks”; a technique by which toddlers retain their potentials and concentrations while revising a lecture or conducting a task through which nurses intervene their hard works with a brainless piece of cake exercise. As a result, this will reduce their anxiety toward mastering new things as well as encourage their liking of learning. (Cullins. A, n. d).

The analysis of question two generates that it is by no means necessary to serve sweets to very young babies when they feel unsafe and start screaming and dropping tears because at this age they are unaware of other rewards than candies. In addition, providing them with candies helps activate their hormones of happiness and humour. Once a child tastes a piece of candy, his/ her mesolimbic dopamine system produces the dopamine chemical via neurons to yield a positive feeling what makes humans crave sweets. By contrast, gulping an excessive amount of sugar destroys the hippocampus region of the brain which is responsible for

memorization through killing its recurrent neuronal cells which are thereby resourceful for chemicals of healing pain. (Reichelt. A, 2019).

It should also be noted that telling jokes to very young infants is a driving wheel to development in their pragmatic functions. Jokes are absolutely valuable to toddlers who have limited competences because they create a high degree of competition with their cognitive capacities. (Mazzocconi. C, 2019, p. 133).

This answers the research question generally; and confirms the research hypothesis specifically.

3.3 Giving Oral Instructions to Children

3.3.1 Analysis of the Findings

3.3.1.1 Analysis of Observation

The kids are educated to introduce their classes with the “ Al Salamo Alaikom” greeting in the Toyor Al Janah kindergarten. They start actively saying the supplication of the morning and “ Al Hadith” out loud in an impressive enthusiasm. They are remembered by the nurses asking them about their native language, mother country, their believed God “ Allah”; and they respond to these correctly in an exciting mood. They teach them the days of the week via singing and the months of the year in an exaggerated tone. The caregivers have also the kids recall very short Surahs from the Holly Quran bible some of which in a very sensible manner on the part of children one of whom expects linearly the next Surah; but some infants keep silent until their caretaker asked the whole group to memorize the verse of “ Al Kursi”. Instantly, they were all engaged because they are offered rewards after saying it enthusiastically.

In the upper stage, the nurses talk to kids once in Algerian and another time especially during class in the standard Arabic.

Furthermore, kids learn plenty things via television such as names of objects and numbers represented in diverse colours.

In the Little Chick setting, the caregiver educates children to greet everyone in the room before starting their class. They train them to remember brief Surahs from the Holly Quran bible and some of the alternative most beautiful ninety nine labels of the God “ Allah”. The caretaker asked a child to start saying Surah “ Al Kawthar”. He replied with a dialectic

answer “Wah”. Then, she instantly pointed it as a mistake and demanded him to repeat it in replacement for “Naam”; the standard Arabic version.

3.3.1.2 Analysis of the Questionnaire

Question one: how often do children interact with your instructions?

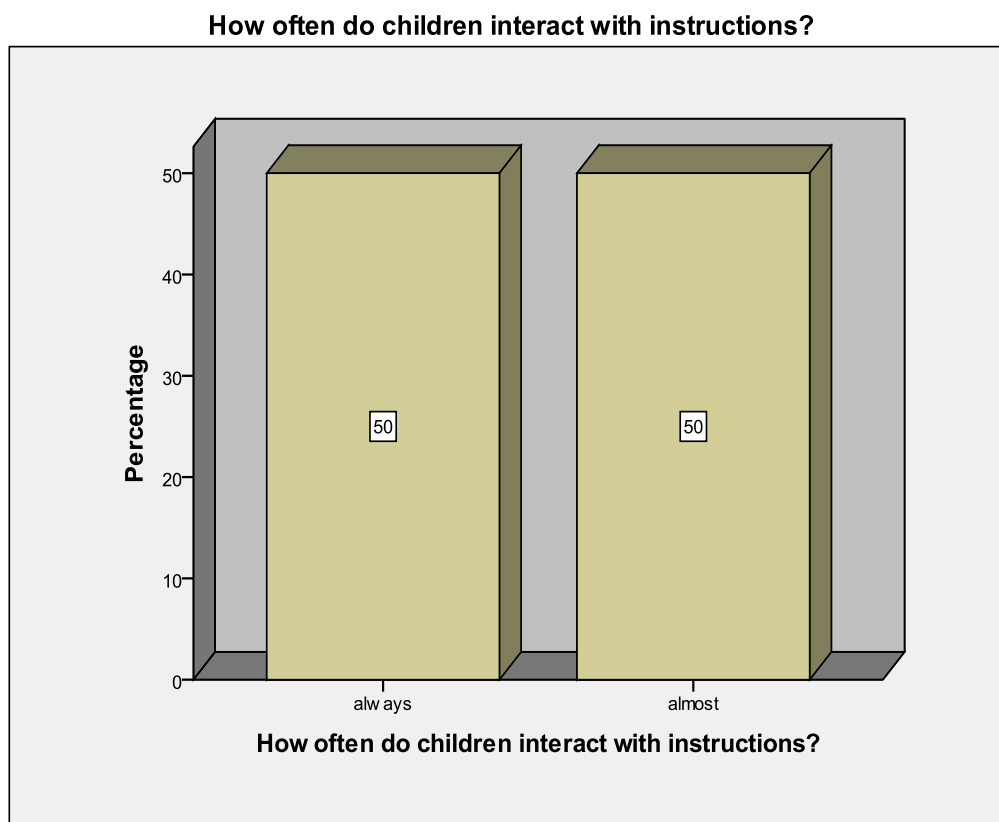


Figure 3.3: a bar chart showing the rates of children’s interaction at the expense of the percentage of caretakers.

It turns out from figure 3.3 that 50% of nurses out of the variety of participants respond that they always observe interactions on the part of preschoolers. The other rate out of the sample (50%) indicate caregivers whom counter that the number of times when kids interact with instructions is estimated by “ Almost”. However, the scale “ Sometimes” elicits no more than 0%.

Exceptionally, two caretakers highlight that children do not get engaged in learning merely in case they are perplexed.

Question two: if the kids get bored, how do you behave to reconnect them to their tasks?

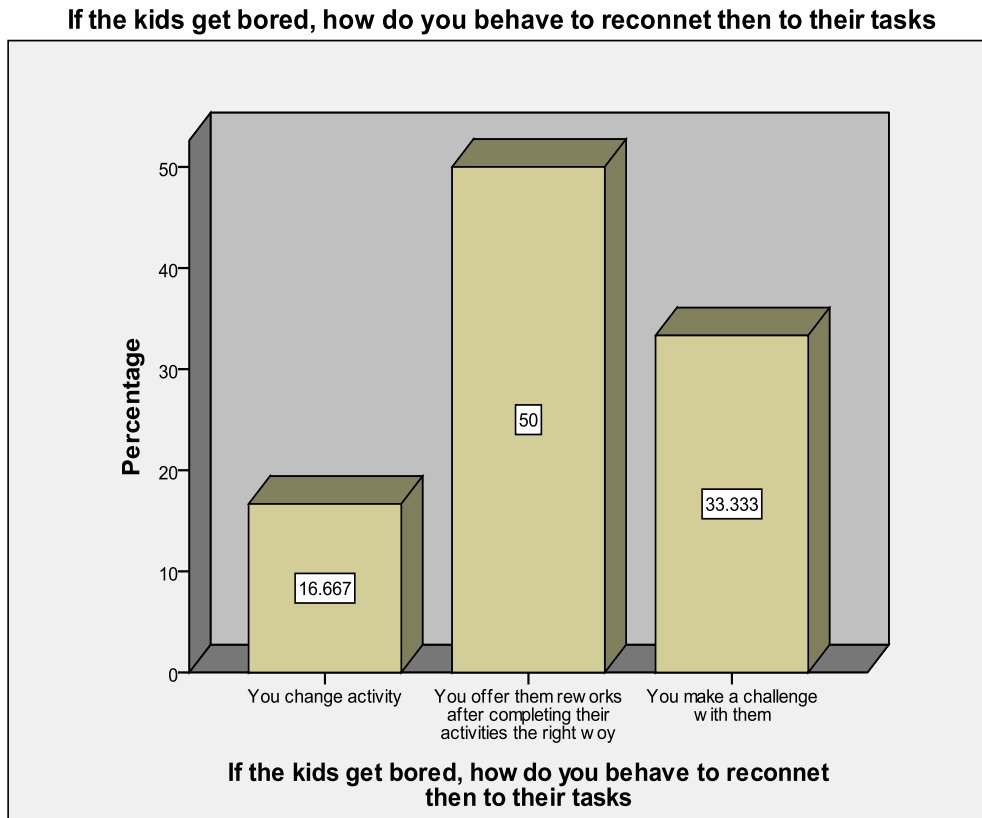


Figure 3.4: a bar chart illustrating the adopted actions by nurses for rebounding a non- interested infant to his/ her principal activity at the expense of the caregiver's percentage.

As figure 3.4 illustrates, about 16.66% of caretakers acknowledge that they do change the activity expected to be conducted by children when it becomes ritual and boring to their tastes in order to have them active again in performing the main task. However, a quantity of 50% of nannies claim that they promise kids rewards if they practice a given activity the correct way as it was analyzed through observation to make the learning process desired rather than tedious. An average of 33.33% represents nurses whom reply that they resort to make challenges with kids in case they feel unmotivated. For example, they say to them “ If you are a good boy or a good girl, you are held to count from 0 to 30”.

Specifically mentioned, a caregiver pinpoints that 4 years old young infants must be provided with playing cards; and that the given activities should be diversified. She also adds that the kindergarten in which she works contains all staffs which raise infants well educated and happy. In the same vein, another caretaker includes that children should be motivated through rewards for the sake of boosting and evoking their eagerness toward studying; and nannies should encourage kids by virtue of telling them compliments about themselves in an

attempt to increase their self- esteem and implant a spirit of competitiveness into their souls. Or, another nurse mentions that caregivers may change a challenge replacing it by other activities to break the routine. Differently speaking, a caretaker states that she and her colleagues working in the same kindergarten adopt the incantation style: a magical trick which fosters the children’s critical thinking; and induces their tendencies to learn. The incantation style according to her stands on material and moral triggerings.

Question three: do you expose toddlers to the second or a foreign language?

you expose them to the second or a foreign language ?

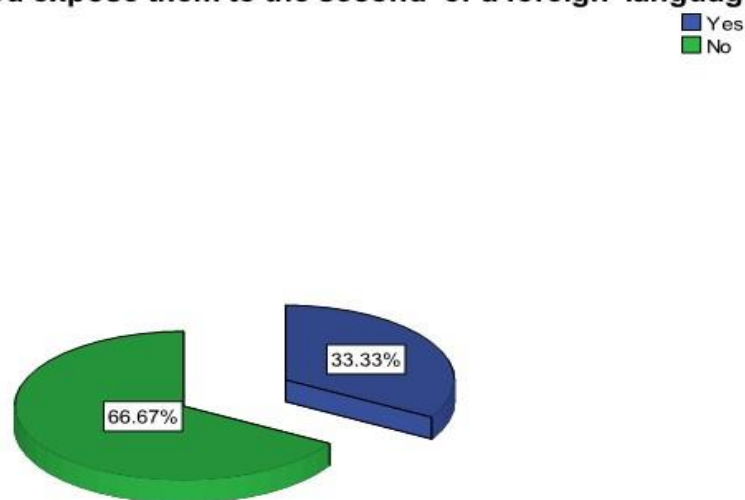


Figure 3.5: a pie chart substantiating responses of the participants with percentage.

As it is revealed in figure 3.5, the pie chart presents two distinct percentages of nurses responding to whether they instruct toddlers the second or a foreign language. Approximately 66.66% out of 100% of the caregivers painted in green illustrates the participants whom admit that they do expose children to the second language which is English while the layer which is painted in blue indicates that 33.33% out of the caretakers reply to the question in hand by “No”.

Two nannies who reply by “ Yes” justify their answers along a united trajectory: they explain that they present simple instructions to infants; and teach them the basics of the second language through performing activities and dances. Nonetheless, one of the sample who answers by “ No” mentions that it is because she should concentrate on the mother tongue. Other negating viewpoint states that she prefers teaching effectively the Arabic language (Arabism) predictably within the first 3 years of children’s age. Another nurse who say “ No” persuades that the Arabic language is the source upon which all the foreign

languages sort out so that these can be acquired easily passing on the Arabic language. Likewise, another opponent proves that kids should have been focused on the native language long before acquiring other tongues.

3.3.2 Justification of the Results

The analysis of observation puts forward that the first thing that children acquire at the onset of the day is politeness. During their critical period, they absorb whatever they see and hear so in this way they acquire new insights but unable to judge the value of received input. That is why they are trained to say basic positive expressions through habit formation until their brains grow pubert so that they will develop diverse ways of politeness. (Wonders. L. L, n. d).

Moreover, the use of baby talk on the part of caretakers when teaching instructions contributes in child language development (CLD). A recent analysis of observation lays out that facilitating interaction and acquisition of language lies in the use of high pitch while talking with kids. (Guerrou. R and Azzaoui. C, 2019, p. 42- 43).

It is also important to include that providing preschoolers rewards is a compulsory factor for their successful acquisition of languages as well as for their grasp of instructions. In this disposition, this is psychologically referred to by “ Extrinsic Motivation” which can be for example food or coins for the sake of attributing the eagerness behind it to achieve a particular result. (Ai. J, Pan. Y, and Zhong. W, 2021, p. 623).

Furthermore, it turns out that talking with children once in the dialectical language and other then in the standard language maintains development of acquisition in both the varieties. Some scholars like Best, Tyler, Gooding, Orlando, and Quann (2009); Mulak, Best, Tyler, Kitamura, & Irwin (2013); Heugten. V & Johnson (2014) suggested that young babies are perplexed if they are exposed to different accents. (Potter. C. E and Saffran. J. R, 2017, p. 2). On the other hand, Bradlow. B. B & Wright (2013); Lively, Logan, and Pisoni (1993); Nygaard & Pisoni (1998); and Sumner (2011) pointed out that listeners are capable to benefit from identifying differences between varieties when they receive inputs from multiple accents focusing on the characteristics of each of which. (The writers of the dissertation, 2017, p. 2) what pushes the child to dismiss irrelevant intakes; and promotes his/ her language acquisition. (Estes. G & Lew- Williams, 2015; and Rost & McMurray, 2009 as cited in the writers of the dissertation, p. 2).

However, teaching kids instructions via television facilitates the role of nurses as well as it is their most favorable way of acquiring novel items. In the same vein, inserting technological devices into the educational process determines the children's appeals; and improves their outcomes since they are actually acquainted with the use of digital tools. (Haleem. A, Javaid. M, Qadri. M. A, and Suman. R, 2022, p. 276).

As it is elicited from the second question of the questionnaire, youngsters as human beings do not like rote learning; but they from time to time look for something new which fosters their cognitive abilities. In this sense, despite the fact that having infants memorize important basic instructions such as applying mathematical multiplications yields their lifelong retention of this skill, this HF will limit their critical abilities. i. e, as they grow older and start reading books for example, they will simply restate what they have read with no effort to question what is behind the content. (Singh. M, 2021).

The findings of the third question prospects that the majority of nannies are intellectuals in that they are conscious about the prominence of raising bilingual children without being frustrated that exposing infants to the second language may cause them delay in first language development. Infants are capable of acquiring the second language as equally as they acquire their mother tongue. So, the concept that early bilingualism hinders the children's progress in first language acquisition or in communicating in both languages was no more than epic in the United States (Horn. M. MA, 2017) except when the use of first tongue interferes as a shortcut to understand the second language but generates impediments in communicating in the target language in the long run. This is the case for mature learners of a second language only not for young children who are born with an innate inbox enabling them to absorb multiple languages at the same time.

This responds to the RQ broadly; and is equal to what is stated in the RH particularly.

3.4 Directing the Infant in Playing the Input

3.4.1 Analysis of the Findings

3.4.1.1 Analysis of Observation

Kids acquire the animals' voices in the Toyor Al Janah nursery like which are produced by dogs and cows through listening to these via the cell phone of the nurse. One of the caregivers tries to get one little girl wrong in that she warns her that one of the voices which belongs in reality to sheep refers to birds. However, the little girl is genius and insists

that the voice is of sheep. Also, the caretakers asked the children whether they like lions, gazelles, or other animals; and one little boy proudly replied that he prefers lions.

In the upper stage, toys in the shapes of animals like a bear toy are present. When kids are read stories by the nurses, they mix between the real and imaginary worlds. i. e, they think logically and anticipate events which take place at home whenever a caregiver makes a pause, albeit the fables are recounted on epic incidents. They still see them as real and happening like the stories of human beings.

In the Little chick kindergarten, the activity of painting starts at 10:01 P. M in Ramadan; and a child in front of us talks to himself and to his colleagues at the same time in the English language. Infants are doing the activity of painting in a collaborative circle so that everyone is given a set of instructions on Islamic religious beliefs each of which is represented through drawings with their titles or actions written below; and each child is requested to paint in a different colour one of the drawings for at the end, they altogether teach themselves the instructions.

3.4.1.2 Analysis of the Interview

1)- Which strategies do you adopt to make children acquire the standard Arabic?

In order to enable children acquire the standard Arabic, one respondent enlists the following strategies: singing songs; using television; having infants acquire the animals' voices as it was unlocked through the analysis of observation; instructing them shaping alphabets with dough, drawing an alphabet on sand and salt in a day and imagining it the next day making it one week teaching Arabic letters and one week teaching numbers on the part of nurses, synthesizing pictures through adhesive tape, cultivating plants in the spring. Other nurse notes that she talks with kids; and narrates them stories fostering their critical and creative potentials through asking questions and eliciting answers as it was decoded through the analysis of observation. Distinguishably, a caregiver mentions that she has toddlers name objects and acquire their characteristics like touch, taste, and shapes for instance holding these into practice. Two caretakers agree that they teach instructions in standard Arabic fusing them with household activities. One of them adds that she allows kids to express themselves on cooking and job titles in the standard Arabic.

2)- Do you have them acquire the second or a foreign language? If yes, do you use the same method of FLA?

Four nannies say that they do teach the second language which is English and no place for a foreign language while 2 nurses admit that they focus only on the indigenous tongue. Two partisans of instructing the second language add that they teach English colours and numbers. One of them clarifies that she teaches kids the love of the language. The other partisan mentions that she presents colours via television and numbers by virtue of having children count them through fingers. Another caregiver highlights that there is a difference between teaching the first and the second languages in that instructing the mother tongue involves reading basic instructions, repeating Quranic verses, Surahs, and supplications while teaching the second language is like talking about simple conversations on dealing with others politely in English, naming objects, exposing activities such as dances and songs in English, playing with numbers, and performing gestures then labeling them in English. Similarly, a caretaker predicts that the strategy of teaching the first and second languages varies in memorizing Surahs of the Holly Quran and supplications.

3.4.1.3 Analysis of the Questionnaire

Question one: do you train kids to practice athletic movements at the dawn of the morning?

Five participants approve that they train toddlers to practice sports. One nanny specifies that children do practice sport only once a week. Another nurse adds that the sporting exercise paves the way for the infant to distill his/ her energy. Other caregiver claims that she trains kids to practice athletic movements at the dawn of the morning to hold them aware about the necessity of playing sports based on the quote “ A sound mind in a sound body”. In this vein, a nanny supports that infants practice sports because according to her it is beneficial to activate their blood circulation, performance, and vitality. On the other hand, a caretaker points that there are more important instructions to be taught in the beginning of the morning which are greeting with “ Al Salam” and compiling short Quranic Surahs and verses in addition to supplications.

Question two: do you have them play brain games such as Jigsaw puzzle or counting numbers with woodpeckers or tablets?

Five informants agree that they task children with brain games. One of them includes that she makes them use woodpeckers for calculating numbers. Another nurse informs that she changes the intellectual and physical activity each time. Another caregiver justifies her

answer by mentioning that training neuronal cells of toddlers seeks to improve their mental capacities like awareness and imagination.

In contrast, there is one opponent of children's playing brain games who responds by "No" due to the fact that infants are still younger than mental gamification to her standpoint.

3.4.2 Interpretation of the Findings

As it was analyzed through observation, manipulating the children's answers is a paramount way of having them play with the instructions. To achieve this, parents or caregivers are expected to transit their role as teachers to the role of the infant in an exchange in that they come up with unusual tricky answers which involve wrong ideas to the questions to which the child often responds correctly; and let him or her correct the mistakes of his/ her caretaker to keep them interested and focused. (Elgersma. C, 2020).

Also, asking about children's preferences of some items over the others helps indicate their development in acquisition of differences between elements and recognizing the characteristics of each. For instance, an experiment targeting 3- 6 years old preschoolers to investigate the reasons why kids like some animal species over others through displaying them relevant pictures found out that gender is the principal factor in that young boys favour cruel animals like alligators, snakes, sharks, and invertebrates such as scorpion, spider, beetle, and bee. Nevertheless, young girls were tracked to value butterfly, ostrich, hedgehog, and sea lion which signal delicacy; a focal characteristic of the fair sex. (Orzechowski. K, 2015).

The nearest window to boosting children's creativity and exploration is reading fictional stories to their minds which sets them into a dual world. This is coined as " Critical Literacy"; a unity which seeks to push youngsters forward to inquire social commonalities, strength correlations, and compatibilities of the two environments. (Luke, 2018 as originally accredited to Gasser. L, Dammert. Y, and Murphy. P. K, 2022, p. 1446).

For the young kid who was speaking with himself and simultaneously with his mates in English language in the Little Chick nursery, this points to either a parental responsibility in proceeding his language development in addition to the efforts of caregiving. Suggestingly, in order to endeavour early bilingualism at home, scholars of the field counsel parents to each of whom talk with their kids in a different tongue following the principle of " One- parent- one- language".

It is also noteworthy to mention that toddlers in the same preschool are trained to work in a cooperative atmosphere showing that they are the best models of self- learning and peer learning. To illustrate, instructing the organs of sense calls for collaborative learning more advantageously than the classical approach so that applying this method on preschoolers is regarded to improve their educational process. (Yildiz, 1998 and Veenman et al., 2002 as cited in Akcay. N. O, 2016, p. 90).

It was also obtained from the analysis of the first question of the interview that having children assist the rules like alphabets in dynamic plays such as dough, shaking letters and numbers throughout powders contributes in teaching them texturing flexibility with rigid instructions as well as savouring adaptability into their language acquisition in particular and learning process in general. This is called “ Play- Based Learning” which was defined in a 2019 interview addressed by Edutopia to Christakis as a play which reinforces social interaction allowing immature brains to be cultivated, linguistic competencies to increase, and less stressed milieu so that children’s anticipations on life and their socio- emotional potentials are sturdily longstanding. According to investigators from the University of Cambridge, guided play which refers to PBL is the fuel of the acquisition of math vocations, supervising intakes, and diversifying activities compared to classical methods which stand for the duration of sitting and meta- linguistic guidelines.

PBL regarding the caregivers’ directing and nuanced freedom of kids stands in the center between free play (discussed in the section of eliciting the child’s attention and love of learning) which fosters their happiness, motivation, and decision- making to enhance their linguistic competences, and make sense to their learning pathways; and straightforward instructing of idle rules. However, incorporating instructions into playing helps the infant to reflect on his/ her proper accomplishments. (Boryga. A, 2022). This system of playing fits the native, second, and foreign languages.

The first question of the questionnaire unravels that having especially young infants practice sport workouts regularly plays a dynamic role restoring fertility of their body organs as well as optimizing their cognitive functions. Physical training enacts the biological senses: hearing, seeing, feeling, and smelling which are inherent for youngsters to acquire in a manipulative processing problem- solving, thinking, cogitating, and accumulating input.

The analysis of the second question of the questionnaire signals to that cognitive playing has more intense effects on CLD. For example, physical motor, social, emotional, and

linguistic skills are evolutionarily acquired by 4- 6 years old infants by virtue of the puzzling form of cognitive playing. (Mulyana. A and Nurcahyani. N, n. d).

This replies the RQ extensively; and is consistent with the RH notably.

3.5 Conclusion

Theoretically, child language acquisition in the sampled kindergartens passes on three compulsory milestones under the diligence of caregivers. The first stage calls for eliciting children's attention and cultivating their hearts with the love of learning. Psychopedagogically, this is nominated by " Positive Affective Modeling"; a psychological technique which filters the stimulus of an individual with a positive outlook through smiling, laughing, or shaking hands for instance, etc. in order to prepare him/ her to do a particular job with comfort and ease through attributing the love of the positive environment transferring it to the emotional gap or negative affect that the individual may experience toward doing a particular activity; and holding him/ her to alternatively develop a positive attitude and even passion for conducting the task in hand; and it is widely discussed in the book of " James Arnold" entitled in " Affect in Language Learning".

For the case of preschoolers, this can be realized through decorating the walls of the nurseries with mesmerizing drawings which entail cartoons, childish pictures, little kids holding basic instructions painted in different beautiful impressive colours.

Also, treating youngsters on the part of caretakers like their friends and real sons and daughters by having them feel that they are valuable, praised, and appreciated is considered as the ground upon which their acquisition of languages is highly boosted.

Then, the next stage involves that nurses are held to teach children basic instructions which are not open to accommodation like brief Quranic verses and Surahs, or Prophetic Hadiths, and supplications in reliance on HF standardized in the behaviorist approach.

However, the final stage stands for teaching toddlers colours, alphabets, numbers, and more advanced rules such as vocabulary words and syntactic sentences with their meanings which can be better applied through inserting them into plays especially their preferable ones what is referred to as play- based learning. In addition, physical athletic training is absolutely helpful in strengthening their fitness; and mental gaming through Jigsaw puzzles and counting numbers with woodpeckers for example assists in stretching their brains so that their cognitive functioning will be automatically determined in a very fast speed.

Finally and most importantly, sociolinguistic development of preschoolers in pragmatic aptitude for instance can be pushed forward through telling them jokes from time to time; and their imagination expands beyond narrating them fictional stories especially when supporting it with roleplaying and prompts in magnetizing their critiques on the story in hand.

General Conclusion

This paper intends to inform parents and members of the family who join their young infants in nurseries to receive education there on how nurses look after children from different angles: psychological, social, psycholinguistic, and educational. In order to figure out how best parents should plan child's growth at home, it warrants to be intellected on how the cooperative care platforms cultivate caretakers on the issue. (Ihara. E. S, n. d).

This scientific scrutiny will be regarded to encourage psycholinguistic research on language acquisition generally and the critical influence of adult language through social interaction on children's fluency in any language that they are exposed to during their critical period in particular. It was ascertained by major researchers that language impairments and disorders can be cured based on apprehending child language acquisition and how the input is manipulated. (Zhu. H and Yang. Y, 2022, p. 1).

So, salvating the research problematic and responding to the research question, there are three criteria which reflect the intervention of nannies in fortifying CLA in Algerian Saidian kindergartens generally and Toyor Al Janah and The Little Chick nurseries in particular: elicitation, memorization of basic instructions, and educational playing for manipulating instructions. It is the most paramount to bear in mind that infants acquire languages through communicating with the adults that they love; and through spending time doing activities like playing with toys and watching TV with their caregivers not acquiring a language by virtue of practicing these entertainments. Mature individuals are resourceful in aiding young children to grasp and recall information exclusively by making the learning experience exciting with positive nourishing relationships. (Prasad. N, 2022). Memory development for kids passes on four stages:

Birth (0- 1 year); only brief incidents can be stored.

(1- 2 years); the duration of refreshing actions extends for longer.

(2- 3 years); the child is able to recollect more complicated truths and occurrences.

(4- 7 years); being capable of planning for upcoming procedures is pertinent.

Prasad. N, 2022

And, developing linguistic and communicational skills accompanies the evolvement of play skills. (Sherred. L, 2021). Play- Based Learning generates fruitful outcomes in the

children's bloom of language and literacy if adults foster dialogues; elicit answers; and come up with novel vocabulary to promote these skills.

Compared to the research hypothesis, the major findings are in line with our hypothetical statement except when talking about the impact of the poster's language in stimulating the children's attention. On the other hand, implanting the love of the nursery, educators, and learning can be attained via positive social interaction between kids and nurses and among the preschoolers' peers which is the core of the research hypothesis; and which calls for talking. After the youngsters get cultivated with positive emotions and attitudes so that they feel absolutely secured and protected; and become accustomed with the kindergarten's atmosphere, they will be automatically ready to receive instructions; focus on the input; grasp the meaning; and memorize it for the long term. This finding adheres to the second part of the RH. However, imitation and memorization of instructions does not fit the whole learning and acquisition processes. i. e, these habits are useful merely for rigid instructions which are not subject to change such as short Quranic verses and Surahs, or Prophetic Hadiths. In other words, in order to better acquire alphabets, numbers, colours, and vocabulary words for example, there necessitates engaging these flexible instructions into educational plays; the ultimate component of the RH and it is approved.

To put all things together, the poster's language is the first impression to be noticed by a child the first time he/ she enters in the kindergarten especially where diverse colours are presented. The second point is that exposing young infants to cartoons via television; reading them stories, singing chants or making them listen to music and dance, allowing them to play with their preferable toys, breaking their mechanical learning with new interruptive behaviors or humourous statements as well as displaying their simple achievements, and providing them with rewards all contribute to fill up their positive affect towards the setting where they receive education, their tutors, and language acquisition. Thirdly, presenting oral instructions via television and cell phones turns to be their favourite way; the use of motherese while teaching rules reinforces their attention and responsiveness to the learning process and acquisition; and instructing them the second language during the critical period develops them socially, mentally, and linguistically. Finally, PBL including educational plays like reading fictional stories through roleplaying, asking critical questions, having preschoolers practice physical and cognitive sporting interferes in perfectly enriching the children's linguistic aptitudes as well as teaching them to usually add open- mindedness, flexibility, and adaptability to acquisition in the short run and to learning in the long run.

For pedagogical implications, it is suggested that parents should not rely heavily on the role of caregivers after registering their infants in nurseries, not underestimating their efforts, but maximizing their works. In this vein, for the sake of maintaining children's acquisition of crucial preschool instructions, parents are held to pave the way for them to practice the prevalent exercises at home. Also, PBL should be sponsored by nurseries since it is effective to a higher degree in boosting children's intelligence and creativity as well as it helps them to be socially engaged. Likewise, PBL is guaranteed by age six that it enables youngsters to acquire the most intricate versatility about language, automatic responsiveness, dexterousness, cooperation, etc. (Eberle, 2011, p. 45 as cited in Kjoberg. C, 2020, p. 7).

Moreover, the caregivers who do not teach at least the second language during the critical period of preschoolers should take into account that bilingual kids develop more prosperous cognitive capacity than their monolingual peers especially in solving problems. By this token, early bilingualism fortifies the motor skills for bilingual infants so that they through multifaceted competence can decipher spiral input in addition to their magical velocity in manipulating more sophisticated stimuli which is attributed to particular areas in their brains functioning in visual- spatial and linguistic refining. (Babik. I and Cruz- Boyer. Q, 2020).

On this basis, it is recommended that parents should provide their preschoolers scholar equipments which meet their tastes to train them in implementing the kindergarten's instructions at home. To do this, they are determined to manage sessions for schoolwork; assess their outcomes; negotiate their works with them; read them literate contents; and reduce their times of leisure.

These tricks do not apply for intellectuals only; but can also benefit illiterate parents since everything is available on social media nowadays.

Moreover, acting upon PBL puts caretakers in a position to set goals concerning talking with infants, vocabulary presentation, and instructing techniques; schedule a timetable and place for the occurrence of educational playing; create a discussion with toddlers; appreciate attempts rather than achievements; establish competitions among the team in both playing and learning; aid them in finding solutions to hurdles; present your feedback, and elicit their feedbacks to have them compare the two models, and critically decide; and finally monitor, measure, and evaluate their progress.

However, after caregivers who do not support teaching the second language are convinced with the opposite idea, they are recommended to introduce young babies to small conversations on English culture and positive education via cartoons to speed up their fluency which naturally flows out through social interaction. For instance, an Arabic infant called “Anmar” was discovered at age 5 to develop idiosyncratic linguistic aptitudes in English as a second language by virtue of watching cartoons. (Alghonaim. A. S, 2019, p. 38).

Ultimately, we confirm that the use of child directed speech on the part of nurses to interact with preschoolers is inherent; maintaining roleplaying while narrating stories to preschoolers in both the literature review and the third chapter is alike as well as we emphasize that creating PBL program is a masterpiece to bolster CLA.

Appendix A

Sample interview:

- 1)- Which age range do your toddlers belong to?
- 2)- Which daily activities do you have children in charge of?
- 3)- Do you talk to infants ritually or spontaneously?
- 4)- Which strategies do you adopt to make children acquire their native language?
- 5)- Do you have them acquire the second or a foreign language?

Appendix B

Sample questionnaire:

Section one: The Context of Raising Kids.

Qu1/ How many kids are there in the kindergarten?.....
.....
.....

Qu2/ What do you make to attract the attention of children?.....
.....
.....

Qu3/ What tools do you think a child requires to get engaged and responsive to your instructions?.....
.....
.....

Qu4/ Are these similar to what is available?

Ù Yes ☐

Ù No ☐

Ù Neutral ☐

Section two: The Child Attitudes toward Acquiring the Standard Arabic, Second, or a Foreign Language.

Qu1/ How often do infants interact with your instructions?

- Always ☐
- Almost ☐
- Sometimes ☐

Specify if there are other cases.....

.....
.....
Qu2/ How do you do to grow the love of learning into the children's spirits?. Pick up all the possible options.

- Do you read them a story? ☐
- Do you sing them a piece of music? ☐
- Do you provide them with toys? ☐

Explain _____ for _____ more
ideas.....
.....
.....

Qu3/ If the kids get bored, how do you behave to reconnect them to their tasks?. Choose all the possible tricks.

- 1)- You change the activity? ☐
- 2)- You offer them rewards after completing their activities the right way? ☐
- 3)- You make a challenge with them?. For example, you say to them: " If you are a good boy or a good girl, you have to count from 0 to 30" ☐

Explain _____ more _____ if
needed.....
.....
.....

Qu4/ After their parents leave them crying in the kindergarten, what do you do to cool them down?. Choose all the possible suggestions.

- a)- You offer them sweets? ☐
- b)- You switch on television and turn on cartoons? ☐
- c)- You rely on some gestures to make them forget the incident? ☐

Include _____ more _____ tactics _____ if
possible.....

.....
.....

Section three: The Child's Mindset and Physical Health.

Qu1/ Do you train children to practice athletic movements at the dawn of the morning? If no, why?.....
.....
.....
.....

Qu2/ Do you have them play brain games such as Jigsaw or counting numbers with woodpeckers or tablets?.....
.....
.....

Qu3/ Do you expose them to the second or a foreign language?

- Yes ☐
- No ☐

Yes,
how?.....
.....
.....

No,
why?.....
.....
.....

Qu4/ In case you encounter infants with physical disabilities like deaf or dumb children, how do you deal with them? And what can you do to help them catch up with their peers?.....
.....
.....

.....

.....

.....

Thank you

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