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Language Production Delay Among Normal Children

The Case of Children Under 3 Years

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degreein Language Studies.

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Dedication

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

To my brothers, sister, who shared their words of advice and encouragement to finish this study.

To my dear husband who has been my moral support and encourage me to finish my studies.

I dedicate my work to the soul of my grandmother.

B.N.Fatima.Zohra

Dedication

I dedicate this dissertation to my parents, for their love, support and prayers. T o my husband for his encouragement. I offer this work to my beloved son Nadir Abdelilah, he is source of inspiration in this dissertation without forgetting my mother in law for her support and help .

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Abstract

Language production delay is one of the major difficulties that might encounter children. Children with language delay needs special care and attention. If a child acquires the language from his first environment correctly, he/she will not face any problems in communication. The aim of this research is to investigate the role of mothers in the child's language acquisition and development. For this purpose, a case study including 31 participants were chosen randomly from the facebook groups is conducted. Two research instruments were used to cross-check gathered data (a questionnaireand a longitudinal observation). Qualitative and quantitative analyses of data were conducted. The triangulation of the results revealed that the mothers are aware of their vital role in their children language development and that the over use of technology can lead to speech retardation. From the outcomes of the research, it had been confirmed that the interactions between kids and their caregivers are essential for the improvement and development of their language. Besides that, the early and frequent use of technology may affect their language production.

Keywords: Language Development Delay, Speech Delay, Language Acquisition and Production, Caretaker, Child, Interaction

List of Acronyms and Abbreviations:

LAD: Language Acquisition Device

LDD: Language Development Delay

UG: Universal Grammar

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General Introduction

Language is the primary means of communication and goes from simple to complex structures. For children language acquisition starts by listening, storing then producing. The language of the child progresses over time through imitating and interacting with their caregivers. Linguists have been analyzing how toddlers achieve their first language; several theories have arisen over the years to clarify this progression, and researchers cannot agree on one unified approach. Theorists carry out different experiments to maintain their perspective. This paper presents four main theories of first language acquisition namely behaviorism, innateness, cognitive, and interactionism theory and also shows different stages of language acquisition which are divided into two parts: pre-linguistic stage and linguistic stage.

The research intends to show the importance of the social environment for children's language development and how it can affect the child's brain and provide him with knowledge. So, the interaction between the caregiver and the toddler may enrich his mind and offer him the opportunity to use and produce his language because people surrounding the child are responsible for communicating and furnishing diverse methods to help him in developing his language.

However, language development for children with speech language delay can exhibit some deviations and abnormalities in milestones development and language acquisition.

To achieve the study objectives, the researchers raise the following questions:

1-Does mother tongue talking time have an impact on language delay in children?

2-Does the instruction with technology at an early age affect language acquisition of children and cause language delay?

The researchers, based on those questions, hypothesize that:

1-Mothers neglect their children because they do not have enough time to speak with them.

2-Smart phones, television and other technological tools prevent young children from normal language production.

In this dissertation, the researchers adopted the Mixed Method Research. Combination of the quantitative and qualitative methods for data collection and data analysis. A longitudinal observation and a questionnaire are the main research instruments used in our study. The longitudinal observation is used as a qualitative research instrument to obtain reliable data. It attempts at giving the important stages of language acquisition of the child. As for the questionnaire, it is handed to mothers who have a toddler with language delay to obtain quantitative and qualitative data from our participants. To do so, 31 mothers have been chosen randomly. The mothers' questionnaire aims at investigating their views, and whether they interact with their children or use technology to distract them. The overall structure of the dissertation follows the traditional simple model. It consists of a general Introduction, two chapters, and a general conclusion. The first chapter is called 'Review of Literature'. It considers the main theoretical concepts and approaches relating to the study of language production delay among children. The second chapter is labeled 'Research Design'. It presents the different procedures that are employed during the investigation to collect data which consist of a longitudinal observation and a questionnaire. It also describes the two methods of data analysis to make the results more scientific and objective and contains also 'Presentation of the Findings and recommendations'. It provides the results relating to our study and brings answers to the research questions.

Chapter One: Review of Literature

1.1-Introduction:

This chapter is considered as a background of the topic, language production delay among normal children. It aims to provide the main concepts and definitions. It tackles the notions that build the whole research. Ithighlights the major titles. Firstly, a definition of language acquisition is given in which we will speak about the four main theories of language. Importantly, the stages of language development which consist of pre-linguistic and linguistic stages are then provided. Finally, it deals with language delay and its causes which are divided into two most significant points; less talkative mother and early technology introduction.

1.2-Language Acquisition:

Language acquisition is relatively human, the researchers use it every day, as a tool for communication (Clark, 2009). Using language is an ordinary behavior the same as doing other natural activities such as walking or breathing (Eve V.Clark 2009).Yet babies are not born speaking .They learn how to talk a language from birth, but how does this happen?

According to Clark (2009) babies need first to be surrounded by different sounds, words, and expressions, otherwise it is a tightly constrained process that is biologically predisposed to follow certain paths. Language acquisition is known as an unconscious process by which babies acquire their first language. All children have the capacity to acquire any language as their mother tongue. There is no need to teach them the language since they acquire it via interaction with people. Noam Chomsky(2009) declared that 'Language acquisition is a matter of growth and maturation of innate capacities.' Chomsky in this citation means that all human beings are born with the capacity to acquire any language.He adds that the structure of language is determined by an innate autonomous formal system of rules ,called Universal Grammar(UG) is inherited within the human brain at birth .This UG is independent of any human cognitive faculties ,i.e. ,it operates on its own within the brain

(Hutauruk,2015) ,Yule (2010) as well as believed on the idea of the existence of an innate capacity in all children ,i.e.,they are prewired to acquire any language.Language acquisition is a subconscious process and goes according to (Elimam, 2006) through two main steps of coding and decoding data: that is to say the input is decoded in what he named 'The black box' in order to be understood and an output is shaped as a response to the stimulus.

In order to study the process of language acquisition many disciplines have come forward. The theorists of this process could not agree on one theory of language acquisition leading to the existence of four major schools of language acquisition, which are the innateness hypothesis, the cognitive theory, the interactionist theory and the behaviorist theory.

1.2.1-The Innateness Theory:

Noam Chomsky is probably the best known and the most influential linguist of the second half of the twentieth century. He has made a number of strong claims about language. He suggested that children have the capacity to acquire language due to a genetically programmed Device. The brain is considered as 'a black box', and is responsible for language learning and is known as language acquisition device (LAD). Theseareas of hardwiring spread out in different parts in child's brain. LAD carries an innate grammar, which is known as universal grammar (UG). Children have the innate capacity to differentiate between categories of words and sentences' structures (O'Grady, 2005). When children are born the language started to be developed due to their inborn mental grammar. Chomsky (2004,p.17) claimed that all toddlers acquire their mother tongues in the same way. "All children share the same innateness, all children share the same internal constraints which characterize narrowly the grammar are going to construct"(Chomsky, 1977,p.8). UG is available for the babies before their linguistic knowledge starts. As it is believed that all languages evolved from one parent language and therefore Universal Grammar is what twines the languages of the world together (Putnam, 1967). Ultimately, UG leads the toddler directly to that which Chomsky (2004) refers to as

generative grammar. Generative grammar is made up of a set of changes or syntactic rules "that can move an element from one position to another" (O'Grady et al., 2011,p.652).

1.2.2-The Cognitive Theory:

The word 'cognition' derives from the Latin word 'cognito' that means 'to know'. The creation of behavior in terms of how the mind gets and employs the knowledge (Brandinonte, Bruno, and Collina, 2006).

The acquisition and use of knowledge require cognitive processes like observing, categorizing, and forming generalizations, decision-making, and problem solving. For a toddler it is quite impossible to expand a language without having any perspective image in his mind (Aljoundi,2014).

Long time ago, people used to think that children were just miniature virgins of adults and they thought pretty much the same way. Then Piaget figured out that children actually reason quite differently. Infact, he believes that toddlers are constructing their understanding of the world when they grow.They argue that the child constructs first his own understanding of the idea then he produces the language (Aljoundi, 2014).Piaget's theory of cognitive and language development suggests four stages; each of these stages is marked by changes in how children understand and experience the world around them (Aljoundi, 2014).

a-The sensory –Motor Stage: It starts at birth and lasts till 2 years old. Sensory came from their five senses, while motor part means that they are active to use their bodies to explore the world around them.During this period the infants attain the concepts of object permanence, which means that an object that is out of sight remains out of mind and therefore becomes non-existent. (Harley,2001)

b-The Pre-Operational Stage: (2 to 6 years old) in this stage children haven't mastered the mental operations, so during this age children's thinking is self-

centered.They think through what they see not by logical principles. They think that others see the world as they do and still do not understand that they see it differently (Bashrin, 2015).

3-The Concrete-Operational Stage:(7 to 11 years old) in this stage the child discovers logic and develops his concrete cognitive operations. He learns to add, multiply and divide.Briefly, they develop the abilities of rational thinking.By the end of this stage the child begins to understand, that his thoughts and feelings are unique, and he learns to put himself in someone else's shoes (Ullah, and Ghazi, 2015).

4-The Formal- Operational Stage: (11 years old and above) children in this age can reason about abstract concepts and think about consequences of potential actions .They can also put hypotheses about events that have no relation with reality, they think about philosophical, ethical and social issues using logic to come up with a solution (Harley, 2001).

1.2.3- The Interactionist Theory:

The founders of this theory are Lev Vygotsky and Jerome Bruner .Interacionists believe that children are born with an innate capacity to acquire language but this ability needs social interaction between the care-giver and the toddler (Forutan, and Mehrpour 2015).It means that parents play an important role in developing the child's language. "We live in a social environment in which we interact with family members, friends, coworkers, and others on a regular basis. A social environment from a cognitive point of view is one were individual minds exchange information"(Silverman and Friedenberg, 2006,p.446).

Bruner believes that the structure of language is built through interaction between parents and children long before a child is able to speak. Bruner proposed three stages to language development:

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

Moreover,Vygotsky put emphasis on the importance of social interaction to learn the language, and he created a model of human development that he called sociocultural model. He divided it into two stages:

- First, the child observes his environment interacting and later on he develops his ability to communicate.
- Second, the child learns from adults when they are interacting around him to solve problems, so he becomes more capable of problem solving on his own. (Vygotsky,1962)

1.2.4-The Behaviorism Theory:

The most eminent representative of behaviorism, B.F. Skinner came up with the concept of operant conditioning. He tries to explain language development by means of environmental influence. In Verbal Behavior (1957), he stated: "The basic processes and relations which give verbal behavior its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behavior without serious modifications." (cited in Lowe and Graham, 1998,p.68)

The most prominent point that behaviorist argue about is the analysis of human behavior in terms of stimulus and response. Behaviorists state that learning of habits is a result of reinforcement and reward (Demirezen,1988).

Reinforcement wassplit into two types according to behaviorists the former is positive reinforcement which means gifts and the latter is negative reinforcement which means punishment. Skinner emphasizes the role of imitation, reinforcement and conditioning in language acquisition (Samkang, 2015). The child starts as a 'clean slate' and begins acquiring linguistic habits i.e., he starts imitating adults speech ,the correct and incorrect forms if he produced the correct one he would be rewarded and if not he would be punished .Through these reinforcements the child will use and produce correct language (Samkang,2015).

Behaviorists believed that language is acquired through positive and negative reinforcement. Therefore, psycholinguists of this theory proposed three elements about language acquisition that are:

a-Children reproduce what they hear from adults around age of two or three but just the keywords avoiding the transition words. For example: the adult says: 'mom is in the kitchen'. The child might repeat this sentence as 'mom kitchen' (Carr, et al 2009).

b-Toddler language forms are corrected from elder because when they are getting older, they learn much more the rules and the structures of the language. If a child points to something in front of him/her and says: 'that ball', in this situation, the adult responds with: 'yes, that's a ball' thus giving a positive reinforcement to the child and correcting the wrong use of sentence structure (Carr et al., 2009).

c- Children react to corrections by using right forms: in the beginning of the children's language development, children try to generalize all the grammatical patterns such as regular form for all verbs. For example, 'I goed', 'two feets'. Later on, they begin using the correct forms (irregular form). For example, they use 'went' and 'feet' because they figure out these structures by acquiring them from adults. Behaviorists state that the environment plays an important role in the process of acquiring language. Language as a behavior is a set of habits

acquired by classical and operant conditioning and reinforcement through interacting with the environment (Carr, et al 2009).

1.3-Stages of Language Development:

The development of language goes through several stages which all children follow. It is divided into two main phases or stages, the pre-linguistic stages and the linguistic stages.

1.3.1-The Pre-Linguistic Stages:

Pre-linguistic language development occurs when a child is training to monitor the sounds he produces and to keep these sounds together in vocal play way. At that stage the infant is not yet able to control these sounds into correct utterances.

Four classifications of pre-linguistic development can be recognized. Vegetative sounds take place between 0-2months and comprises the biological sounds that a new born makes up such as crying, Cooing and laughter occur at 2-5 months of age. These are vocalizations that babies make when they feel happy and can be made up of vowels or consonants. Vocal play starts around 4 to 8 months. Throughout the vocal play, the baby starts to connect mutually longer vowel or consonant sounds. Ultimately, babbling occurs around 6-13 months stage. At this phase, the child commences to turn out a series of consonant –vowel syllables.

It is introduced in three main stages: crying stage ,cooing stage ,babbling stage.

3.1.1-The Crying Stage:

As soon as the baby comes to life, the first sound made up is the crying sound (birth cry).Crying is basically a spontaneous reaction to communicate with the surroundings .Crying sounds vary from one another .It may be a hunger cry, a thirst cry or a pain cry (Skoval,2008).This crying is believed to be non-linguistic sound common to all children .The physical sound of crying and

its communicative meaning are directly related .The more the baby is not comfortable the louder the crying is making noises and crying at that stage make it easier for the infant to command the air coming from the lungs and the manipulation of the vocal cords .By the end of the crying stage ,the cry becomes more symbolic than iconic ,i.e.it is not related to the infant's uneasiness however it is associated with its neediness then to attract other's consideration(Skoval, 2008).

1.3.1.2-Cooing

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

-Short vowels /a/ and /u/.

-Long vowels / a: / , /u:/ and /i:/(Salim&Mhawesh,2004).

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

1.3.1.3-Babbling

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

Psycholinguists give two types of bubbling which are marginal and canonical bubbling.

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

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

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

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

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

3.2-Linguistic Stages

This stage is signaled by the appearance of words and symbolic communication.Preceding this phase,most of sounds a baby produces aren't more than the practice of sound operation and sound classification on behalf of gaining the necessary abilities to produce words.

Before a child grasp the ability to structure words,he will first start to employ specific sound orderings regularly with specific sense.This is the early one-word period that initiates almost round 12 to 19 months of age. For instance a child saying 'baba' every time he wants a bottle of milk.Although this doesn't stand for the word bottle yet the baby uses it to mean bottle.

1.3.2.1-One word stage (Holophrastic Stage)

The term 'holophrastic' comes from 'holophrase', where 'holo' means 'whole',and 'phrase' means 'phrase' or 'sentence'.This stage starts when the child is about 11 or 12 months.In this stage, the infant produces one word instead of a sentence.Researchers have shown that the young child can express a variety of semantic functions and complex ideas by the use of single words.For example,instead of saying 'give water' the child will just say 'water'.Most children come out with their first words about one year of age,some earlier and some later.Some children will reach this stage much sooner than others.However,that doesn't mean that there is anything wrong with the baby who goes through it later(Salim and Mehawesh,2014).

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

What is often seen in children in this holophrastic stage is something called generalization, which is when a single word is used to mean several kinds of related things .For example, 'dada' may first refer to one particular

person, as it may include all men The utterance ‘wow-wow’ refers to one dog, all animals, soft-shippers, or people in furs (Steinburg and Sciarini,2006).

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

According to Smith(1926) the child recognize 3 words by one year old .

This period is exciting and fun as the baby now obviously listens when spoken to

turns and looks at your face when called by name ,and discover the fun games like :

‘round and round the garden peep –oh’ ,I see and pat-a-cake’ (these simple gamesand finger plays will have regional names and variants .It is in ‘daddy’, ‘ cat’, ‘ eyes’,‘phone’, ‘key’) and begins to respond to requests « give me Granny » and questions« more juice ? » babies first words(probably not spoken very clearly have appeared (MAMA ,Doggie,NightNight,Bye Bye).

(Psy-education D.FOKHER AKIL page106).

In the following table we are going to show a general summary ofthe different stages of the child’s speech:

Age	Language /Expressions
The thirdmonth	Vocalization
The sixthmonth	No repeatedverbs
The ninthmonth	Comprehension

The eleventh	Repeatedsyllables
One year	5 words
Fifteethmonths	An intelligible language
18 months	10 to 12words
21 months	100 words, beginning of sentences of two words
30 months	Words with articles, substantive words, incorrect tenses.
3 years	Says his/her sex ,verb tenses, words, accumulation
4 years	Knows his /her age.Logical conjunctions
6 years	Know his /her address, telephone,vocabularyextension,correctlanguage,syntaxes amelioration.

Table.01**:**The main stages of the child's life (P58.Dossiers.Médico-chirugicaux de l'infirm)

1.3.2.2-The Two Words Stage:

Besides one-word stage starts nearly between 14-24 months .In this stage ,the words used by the child are identifiable ,the child begins to label people and name objects related to his environment .For instance he utters words like :"mom","daddy","byebye",the coming stage is called the two-word period of language development. In this stage the child will begin to combine two words together making some simple phrases such as: "mommy give". The next stage is called the telegraphic stage where the child combines more now than two words together.

1.3.2.3- The Telegraphic Stage:

When the child is two years he starts to gather more than two words in his speech.He uses what is called the telegraphic speech by combining words without using functional words.In this stage, the vocabulary of the child encompasses 50 words(Yule,2010).

1.4-Speech Delay:

Speech delay or language delay is defined as a slow development in one of the child's basic skills. Accordingly a language delayed child is the one whose speech is under the norm for children of his same age. In addition this delay occurs when the child's developmental stages (cognitive and social)is interrupted by an abnormal deviation which would influence the child's ability to produce appropriate speech (Blum& baron, 1997).

Language delay is divided into two main categories :primary when a language delay is primary there will be no other difficulty identified, and secondary which means that the infant is confronted with other issues ,which have affected his /her linguistic skills for instance :autism ,hearing impairment ,global developmental delay (Chonchaiya&Pruksananonda,2008).

According to Skodova(2003) Speech delay refers to a delay in the development of mechanisms that produce speech.There is a difference in the development of speech and language.They both are an independent stage and in normal development they progress in the same time,but in cases of delayed development they might be individually affected.For example a patient might be delayed in speech but not in language.That means that the patient is unable to produce understandable speech sounds and would be attempting to produce an age-appropriate amount of language,but this language would be difficult or impossible to understand (Skodova, 2003).

1.5-Causes of Language Delay:

At first glance, Parents do not usually notice that their child has an LDD until they reach the age of speaking and interacting, they compare their child with others in the same age to find the problem that leads to LDD.

1.5.1-Less Talkative Mother:

Children's language development is a creative process that needs only a rich environment to thrive (Lindfords,1992).Mother's understanding about

language development helps them better know their children's stages of communicative development ;raise their awareness towards early detections. Most mothers need not to be told how they should interact with their baby.It is instinctive for most of them to start interacting with the baby the moment their babies are born.

Early communication is so important that all mothers should know how to enrich the experiences of language development.Mothers may not always recognize how much their child relies on them to learn to speak and communicate .It is a great pleasure for every mother to hear early small expressions of their children. Children's first speech is always an attraction to mothers(Jamieson,2007).

The child will acquire language better through interacting and having positive reinforcement and feedback from adults(O'Grady,2005). Parents contribute in establishing what would consequently play a major role in developing the child's language."We live in a social environment in which we interact with family members, friends, co-workers, and others on a regular basis. A social environment from a cognitive point of view is one were individual minds exchange information"(Silverman and Friedenberg,2006:446).

Parents especially mothers have a crucial role in the language development of their young children. By talking to children about what they are seeing or doing, parents promote children's language abilities.Both the quantity and the quality of parental linguistic input can impact a child's language development (Hart&Ridley,1995)

The quantity of parental linguistic input (the number of words taken, or words or utterances spoken)is an important determinant of children's vocabulary development (Hutterlocher, Haight,Bryk,et al,1991).

1.5.2-The Impact of Media Viewing on Toddlers Speech Delay:

Today, TV and smart phones are one of the most approachable forms of media, and 8 out of 10 households in the world possess more than one TV or

mobiles. These devices are known to be the most influential medium in the daily lives of contemporary people.Many toddlers worldwide spend much of their time watching TV. While there have been reports that TV watching has a positive effect on the linguistic and cognitive development of children, there have also been reports that it has a harmful effect on such cognitive abilities as attention and reading and it has a significant relationship with language delay. Early childhood development is important for successful language acquisition. Linguistic development of young children proceeds continuously from birth and 5 years after birth is well-known as so-called sensitive period which is critical for language acquisition. Especially, infants from 18 to 24 months old experience "word-learning explosion" in which words increase exponentially and, during this period, sentences combining more than two words appear; Therefore, understanding the relationship between technology usage and the language development of 2-year-old toddlers is an important subject in language development studies, and massive epidemiological studies that can represent the general population are required(Byeon H, Hong S (2015).

We found that having one of these devices was associated with significant reductions in discernible parental word counts, child vocalizations, and conversational turns for children 2 to 48 months of age. Some of these reductions are likely due to children being left in front of the television screen, but others likely reflect situations in which adults, though present, are distracted by the screen and not interacting with their infant in a discernible manner. The effect size, per hour of television, is about one-fourth of a standard deviation for vocalization number, duration, and conversational turns .In terms of adult word count ,we found that there were 500 to 1000 fewer adult words spoken per hour of television or phone. Normative data for adult word counts indicate that adults utter approximately 941 words per hour suggesting that their talking is also significantly reduced when a television is audible to the child. (Asikainen, Marja 2021) .

Reasons cited by parents for using television or phones include its ability to act as a peacekeeper and as a safe activity for children to do while the parents are engaged in, for example, undertaking household chores .Further research into the developmental influence of media, including their effect on neurological development recognize the issue as important to public health. The effect of TV is specific to children age 8 to 16 months. It is associated with either better or worse language outcomes. This fact must be carefully considered when drawing inferences about the associations. Our casual observation suggests that they typically have little dialogue, short scenes, disconnected images, and a variety of visually salient but linguistically indescribable events (e.g., lava lamp images and oddly twirling images) (Ellen A. Wartella, Alexis R. Lauricella 2012) .

Toddlers are spending large amounts of time alone and not interacting with others. The possibility that screen media can over stimulate the developing brain is postulated, as is the potential to cause detrimental effects on development. It is widely recognized that there is a need for social interaction to provide the stimulation necessary for optimal brain development. Despite one study suggesting that there are educational benefits for very young children, the consensus is that there are no benefits from watching television for children under two. It is recognized that television can reduce the quantity and quality of parent-child interaction. Given that this is crucial for developing secure infant attachment, media use with regard to brain development requires further attention. Screen media use is largely a ubiquitous presence in the lives of young children and is continuing to rise with the proliferation of new forms of electronic media. The quantity of infant exposure to the technology is therefore becoming a public health issue. It is suggested that adverse effects of media begin in infancy and, while inconclusive, there is enough data to cause concern. The distraction caused by screen media can be harmful to children's development. The need for further research is a unanimous theme(Frederick J. Zimmerman 2007).

Finally, it is possible that heavy viewing of screen time has a deleterious effect on early language development. The first 3 years of life are characterized by rapid brain development, and environmental factors are known to influence how the brain develops.It is plausible that extensive exposure to an absorbing but not developmentally constructive stimulus could affect brain development and language acquisition. Heavy screen viewing may constitute such an environmental influence. If so, there are several potential causal mechanisms through which such an effect might occur. For example, we did not measure the time parents spend directly talking to their infants, or the nature and quality of this verbal input, which are known to be important factors in early language development.TV contains limited language and displays a certain combination of formal features (short scenes and flashy screen images), which might not promote vocabulary learning or might lead to habits of mind that actually impede it. Whether these formal features are systematically different than those of the other content types represented here has not been formally studied

1.6-Conclusion:

The present chapter has reviewed the main difficulties related to language production delays, especially the issue of language production, and the causes behind the delay. This chapter put emphasis on some problems children may encounter when they are acquiring their mother tongue among them lack of input and technological tools.

Chapter Two: Data Analysis , Findings and Recommendations

2.1-Introduction

2.2-Research design

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2.1-Introduction:

The second chapter is devoted to the data analysis, finding and recommendations. The methodology of the work allows the reader to evaluate the validity of the research because it includes the results and the findings about the topic. The researchers opted for two types of research instruments; a questionnaire and an observation which are described in terms of purpose, form and content.

2.2-Research Design:

Kamar (2006, p.8) defines research design as: "*a process used to collect data and information; it is a way to systematically solve research problems. It may be understood as a science of studying how research is done scientifically*". It is necessary at this point to indicate that the choice of the research instruments depends on the hypotheses that are:

*Mothers neglected their infants because they haven't enough time to speak with them.

*Smart phones, television and other technological tools prevent young children from language production (speech).

In order to test these hypotheses, the researchers opted for two instruments: a questionnaire devoted to mothers and a mother observation of her child.

2.2.1-Population Profile:

In order to gain information as well as to achieve the objectives of our investigation, a case study approach has been used. It is defined by Yin (2009,p.93) as 'an empirical enquiry that investigates a contemporary phenomenon in depth and within its real life context'. Besides, Bell (2005,p.10) states that the case study 'provides an opportunity for one aspect of a problem to be studied in some depth'. Therefore, this study was conducted through

Facebook because of the pandemic and the lack of time. The population which is considered the source of data of this study, comprises 31 mothers who have been chosen randomly and one caregiver who has narrated her kid story.

2.2.2-Research Instruments:

Research tools are intended instruments that are used for gathering of information for the purpose of answering research questions, analysis and achieving researchers' objectives when carrying out a research study. Coupling different research tools provide more comprehensive evidence for studying a research problem. But because of short time to achieve the research objectives and to reinforce the quality of our investigation, we could only use one questionnaire and observation. In this context Weir and Roberts (1994,p.137) Say:

> *A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity of features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources collected by different methods and by different people (i.e. 'triangulation'). It is now widely held that multiple methods should be used in all investigations*.

A questionnaire is a research instrument consisting of a set of questions that has been broadly acknowledged for its efficiency in conducting research since it allows researchers to collect more complete and exact data from respondents. Yet, researchers conducting the present investigation see the questionnaire as the more appropriate tool to collect accurate data for the purpose to obtain reliable results. Wilson and Mc Lean (1994 cited in Cohen et al.,2007p.317) state that 'the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often

numerical data, being able to be administered without the presence of the researcher…'

The second research tool is observation. Such method is used for gathering information through longitudinal period. Bell (1987,p.88) defines this data collection instrument as 'a technique that can often reveal characteristics of groups of individuals which would have been impossible to discover by other means'.

2.3-Data Analysis:

This part provides the analysis of data collected from both tools.

2.3.1-Analysis of the Longitudinal Observation:

From 0 to 3 months

The first stage of language development	Normal Child	The Researcher Child
Cries at birth	Yes	Yes
Calms down and smiles when spoken to	Yes	Yes
Recognizes his mother s voice	Yes	Yes
When feeding ,starts or stops sucking in response to sound	Yes	Yes
Coos and makes pleasure sounds	Yes	Yes

Table 02: The first stage of language development and production by normal child and researcher child.

Table 02, illustrates that my child produced all sounds that normal child can produce from birth to three months ,so the researcher deduces that his behavior was natural ,the same way other children of his age.

From 4 to 6 months

The second stage of language development	Normal Child	The Researcher Child
Follow sounds with his or her eyes	Yes	Yes
Responds to changes in the tone of his mother's voice	Yes	Yes
Notices toys that make sounds	Yes	Yes
Pays attention to music	Yes	Yes
Bubbles in a speech like way and uses many different sounds that begin with p,b,m	Yes	Yes
Laughs	Yes	Yes
Makes gurgling sounds when alone or playing with	Yes	Yes

Table 03: The second stage of language development and production by normal child and researcher child.

It is noticed that the researcher son at that stage too was behaving the same way other babies do,so there was no sign of something abnormal.

7 months to 1 year

The third stage of language development	Normal Child	The ResearcherChild
Turns and looks in direction of sounds	Yes	Yes
Listens when spoken to	Yes	Yes

Understands words for common items such as:cup,shoe, or juice	Yes	NO
Responds to requests (come here) for instance	Yes	Yes
Babbles using long and short groups of sounds (tata,upup,bibibi …).	Yes	Yes
Imitates different speech sounds	Yes	Yes
Has one or two words like : mama ,baba ,milk	Yes	Yes

Table 04:The third stage of language development and production by normal child and researcher child .

As it is mentioned in the table above, at that stage the researcher son produced and responded to all sounds in parallel to normal child except the third point, actually he didn't understand common words at that age .

From 1 to 2 years

The fourth stage of language development	Normal Child	The Researcher Child
Knows a few parts of the body and can point to them when asked	Yes	No
Follows simple commands like ('give me the ball')	Yes	Yes
Enjoys songs and rhymes	Yes	Yes
Points to pictures when	Yes	No

named in books		
Acquires new words in regular basis	Yes	No
Puts two words together (‘more milk’)	Yes	No

Table 05: The fourth stage of language development and production by normal child and researcher child.

Here the researcher sees that this stage is the stage of the linguistic development ,it is a moving ahead from pre-linguistic period which is not clear vis avis adults’ speech ,it is noticed that the researcher son at that stage copes up with the regular behaviors. He didn’t develop his speech though he was able to understand what was said to him in some cases yet he didn’t make any efforts to produce unusual words except for mama,baba and some other rare words.

From 2 to 3 years

The fifth stage of language development	Normal Child	The Researcher Child
Mothers don’t ignore her child when he /she tries to speak to her	Yes	Ignoring him sometimes
Mothers use simplest words and sentences to find them easy to understand and produce them later	Yes	Yes
Mothers start to encourage the child to	Yes	Not really

speak and produce more words that are new		
Mothers have not to criticize the child's mistakes,but correct them indirectly	Yes	Yes
The mothers try to speak with her child about things that he/she is interested in	Yes	Didn't speak with him too much
Mothers present appropriate activities that enhance the development of his language for example reading stories ,showing pictures ,and by playing vocabulary games	Yes	The researcher wasn't reading stories for him, but was showing him pictures

Table 06: a table describing the fifth stage of language development and production by normal child and researcher child.

As the table above shows that at that stage the researcher wasn't giving my child sufficient care and didn't play an ideal role as a mother, less interaction with him so much, our communication was so limited. The child was not acquiring satisfactory input of words as cited up.

2.3.2-Analysis of the Mothers' Questionnaire:

The mothers' questionnaire was divided into three categories, the first section for personal information like age,number of siblings and the child order.The second was oriented to mothers and it consists of 6 questions. The last section contains questions about the child's language development. This part is composed of 15 questions that consist of yes/ no and multiple choices questions. The questions were written in the Arabic language.

Children's Age:

The table below shows the information about the children's age:

Children's Age						
2years (19.2%)	3years (22.4%)	4years (19.2%)	5years (26.8%)	6years (3.2%)	7years (3.2%)	9years (3.2%)

Table 07. Children's Age

It is noticeable that most of the children who suffer from speech delay and production are between 2 years and 6 years old.

Q1: Are you a working mother or a housewife?

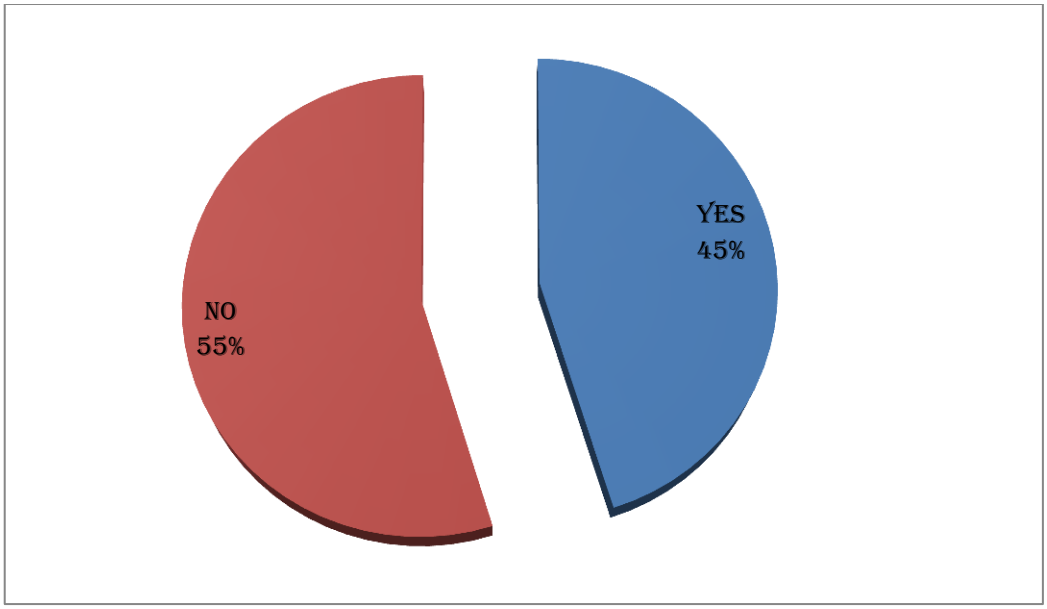

Figure01. Mother's Occupation

As Figure (1) shows that 55% of the mothers are housewives while 45% are working.

Q2: If you are working, what is your occupation?

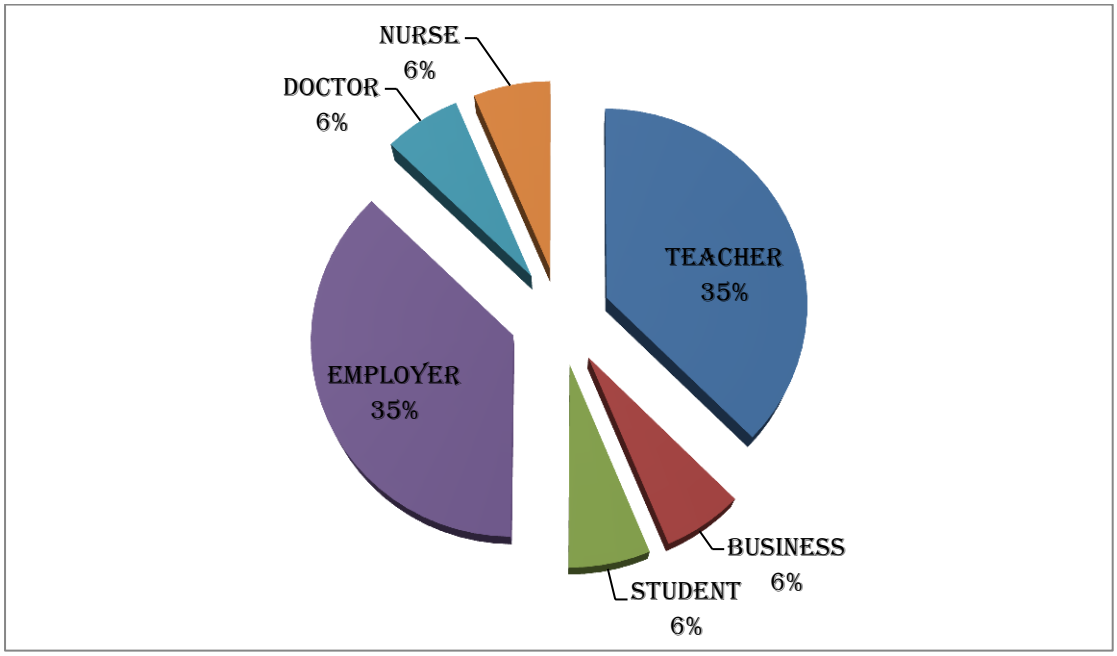

Figure02. Type of Occupation

As it is mentioned above in the figure, 35% of the participants are teachers and the same value are employers however 6% is done equally to nurse,doctor,business and student at university.

Q3: Do you think you are keeping balance between work and motherhood?

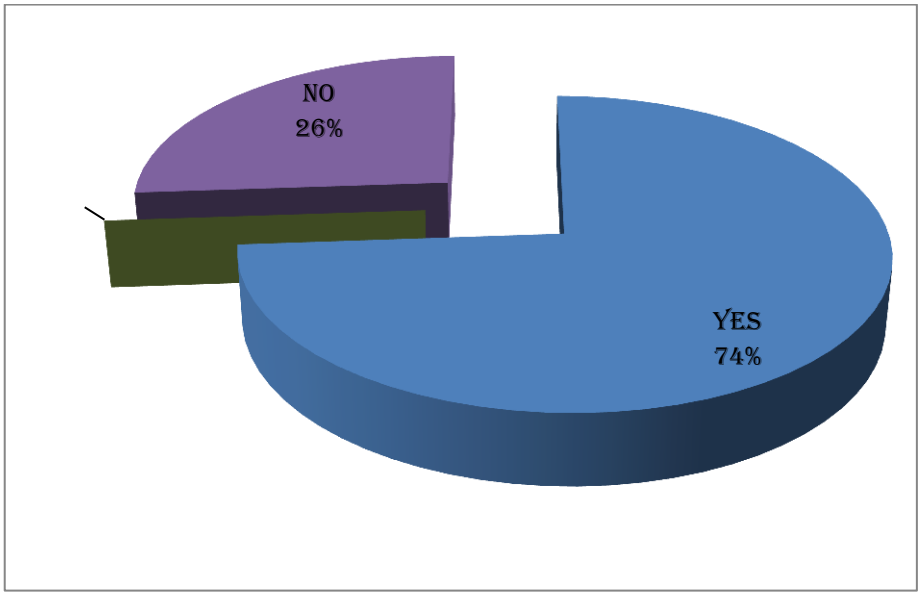

Figure03.Balancing between Work and Motherhood

The majority of them said that they are balancing between their jobs and motherhood, while 26% reported that they couldn't.

Q4: When you come back home, how do you feel (physically)?

Answers	**Numbers**	**Percentage**
Tired	6	30%
Good	3	15%
Take a nap	8	40%
Couldn't speak	3	15%

Table8. Physical Conditions

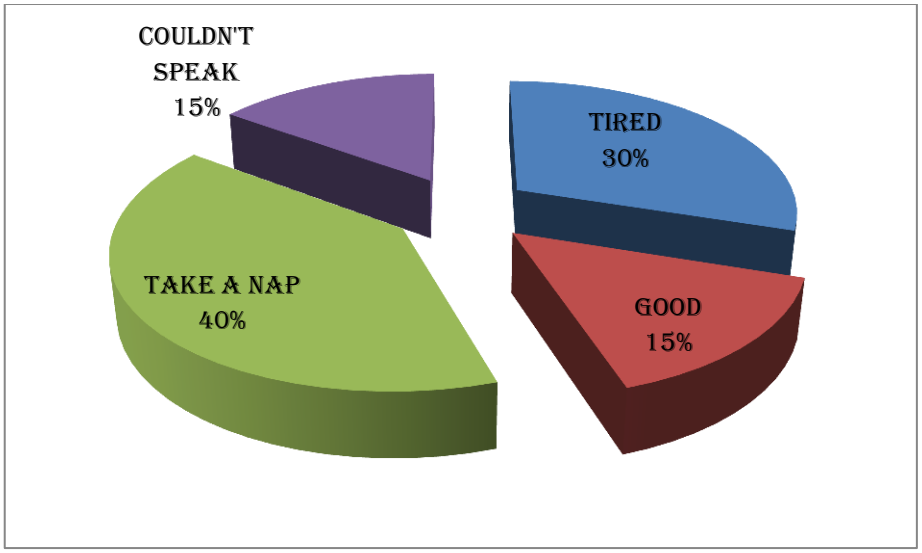

Figure04. Physical Conditions

Answers of mothers are quite dissimilar as it is mentioned above, so according to them each one has different feelings.Some of them feel good when they came from work however the others have contrasted answers that they couldn't speak or to take rest.

Q5. How do you behave with your children?

Answers	**Number**	**Percentage**
Like all mothers	5	19%
Kindly	1	3.9%
Lovely	8	31%
Softly and I play with them	6	22.8%
Sometimes seriously	2	7.7%
Nervously	2	7.7%
Sometimes I feel tired	2	7.7%

Table9.Mother's Behavior

We can say that all mothers love their children by innateness but their behavior changes according to their feelings.

Q6: What are the difficulties that you have encountered playing dual roles?

Answers	Number	Percentage
Didn't give them enough time	4	25%
Didn't balance between the role of student and a mother	1	6.3%
Didn't face any difficulty	3	18.9%
Tiredness to be present	2	12.6%
Missed my child growing up	1	6.3%
Didn't learn my child a lot of things	3	18.3%
Can't play with them	2	12.6%

Table10. Difficulties Facing the Mothers

As a working mothers , they can't manage time to spend it with their children and they face many difficulties like tiredness, missing their children growing up and don't give them their needs .Infact , three mothers said that they are reluctant but one of them reported that she didn't have any problem.

Q7:Did you speak to your baby while he was in your womb?

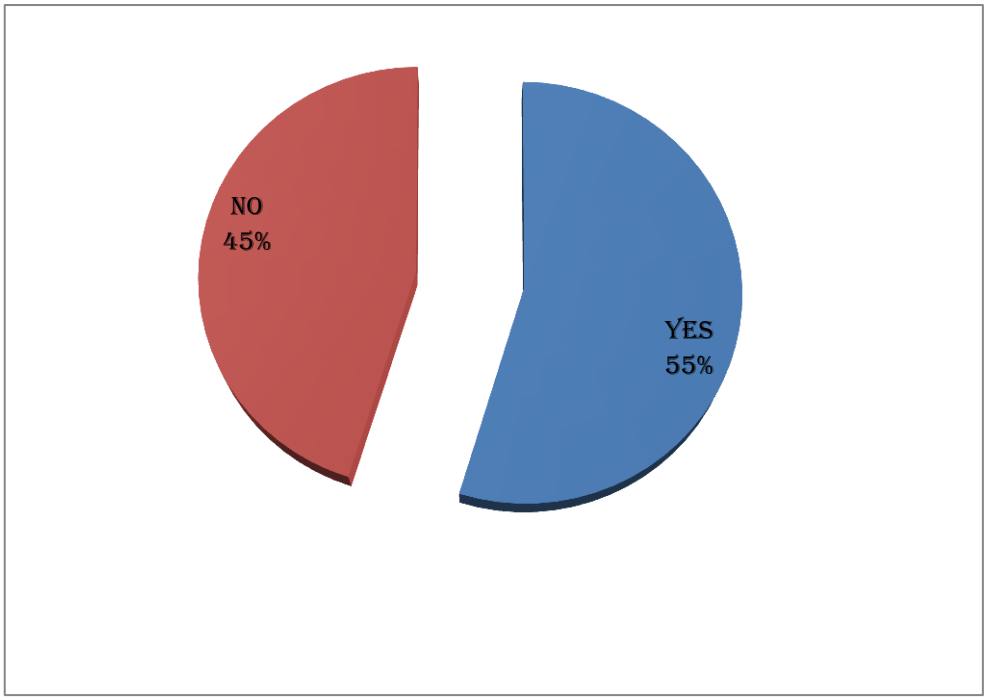

Figure05. Talking to Baby

As we noticed the majority of mothers do not speak with their children when they are pregnant and doctors said that baby's brain is forming before birth and the interaction with them can lead to the development of their brains.

Q08.Did your child produce sounds correctly?

Answers	Number	Percentage
Few sounds	8	25.8%
Some sounds	8	25.8%
All sounds	15	48.4%

Table11. The sounds production

Table (11) illustrates the percentages of the correct production of sounds for a child. At first glance, it is clear that 48.4% pointed that their kids can produce all sounds correctly and only 25.8% said that they produce some sounds while 25.8% said that they produce few sounds.

Q09.Did he/she pay attention to new sounds?

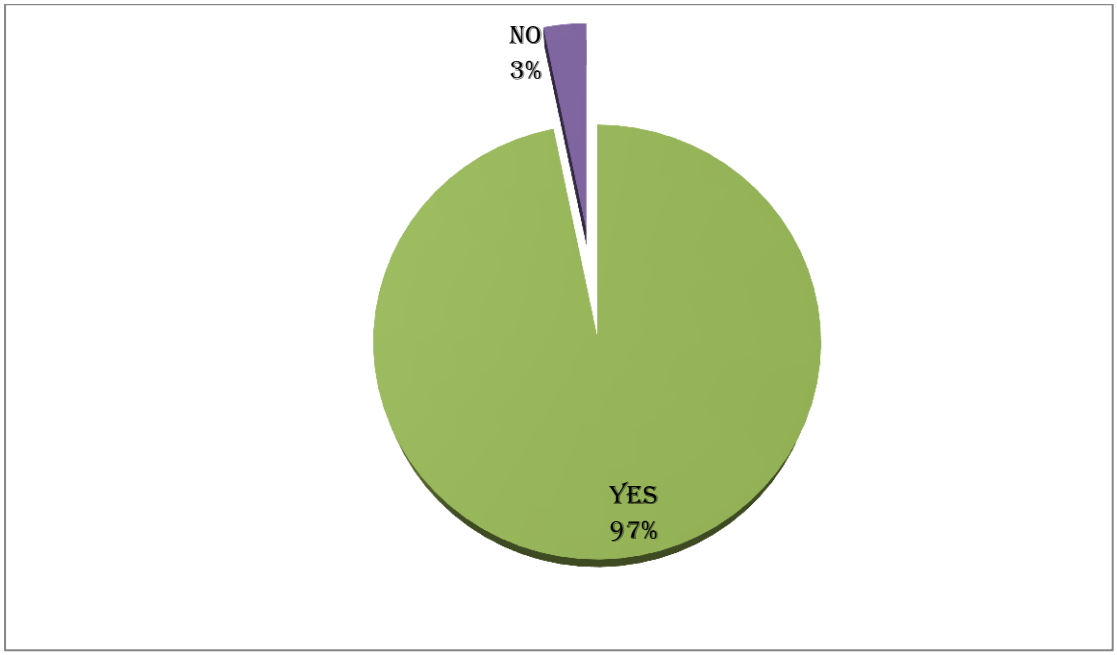

Figure06. Concentrating on New Sounds

Almost all mothers said that their children are concentrating and noticing new sounds but only 3% of them said that they don't pay attention to new sounds.

Q10.Did he/she understand words such as:milk, bread, water?

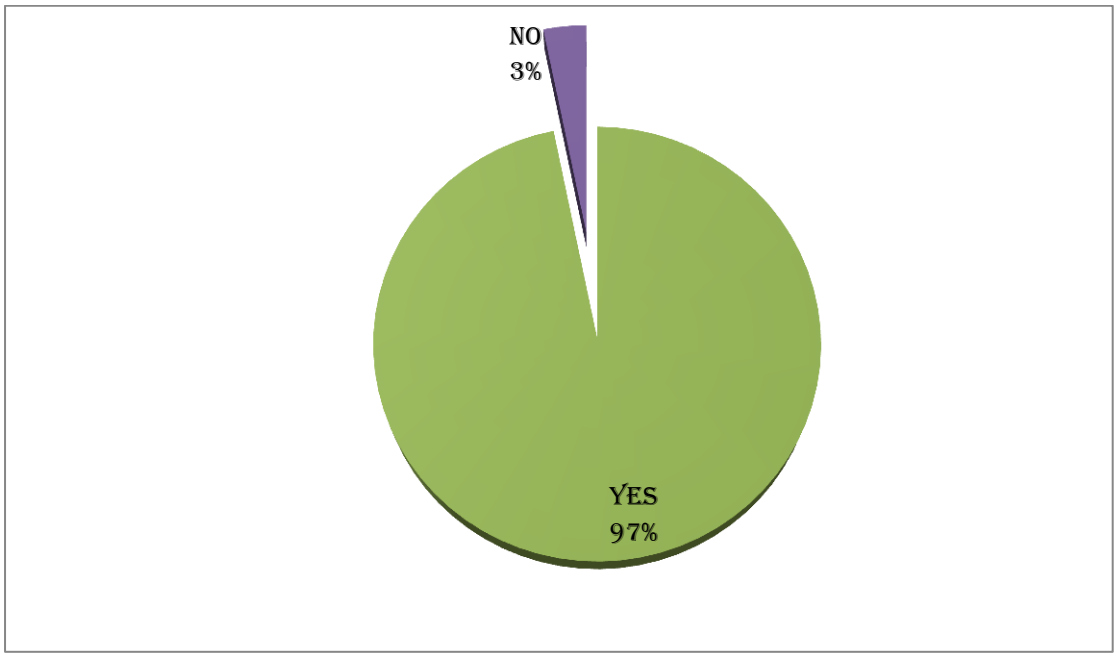

Figure07.The Word's Comprehension

The interaction of an adult with a child had an important impact on the child's development, in which the child listens, repeats, acquires, and stores. Through the continuous interaction between the two, they can understand each other easily with no obstacles.

Q11.Did he /she respond to request such as 'come here'?

Answers	**Number**	**Percentage**
Rarely	4	12.9%
Sometimes	9	29%
Always	18	58.1%

Table12. Child's listening and response

The improvement and the development of the child's language required the good response to requests and they can answer questions directed to them

in different ways according to their age and their level in acquiring their first language.

Q12.Did he /she imitate different sounds like ‘animals’?

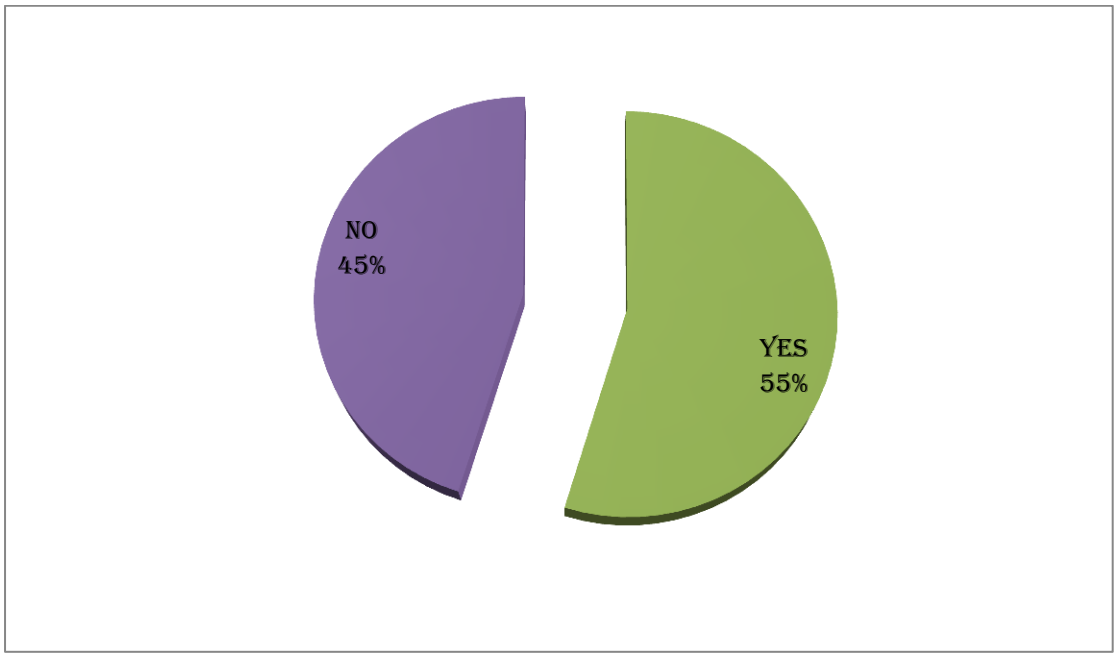

Figure08.The Imitation of Sounds

We noticed that 55% of mothers answered yes, so; according to them, the infants in that period start producing new sounds. This is why we can hear funny sounds like animals or other sounds.

Q13.Did he /she put more words together as ’milk more’?

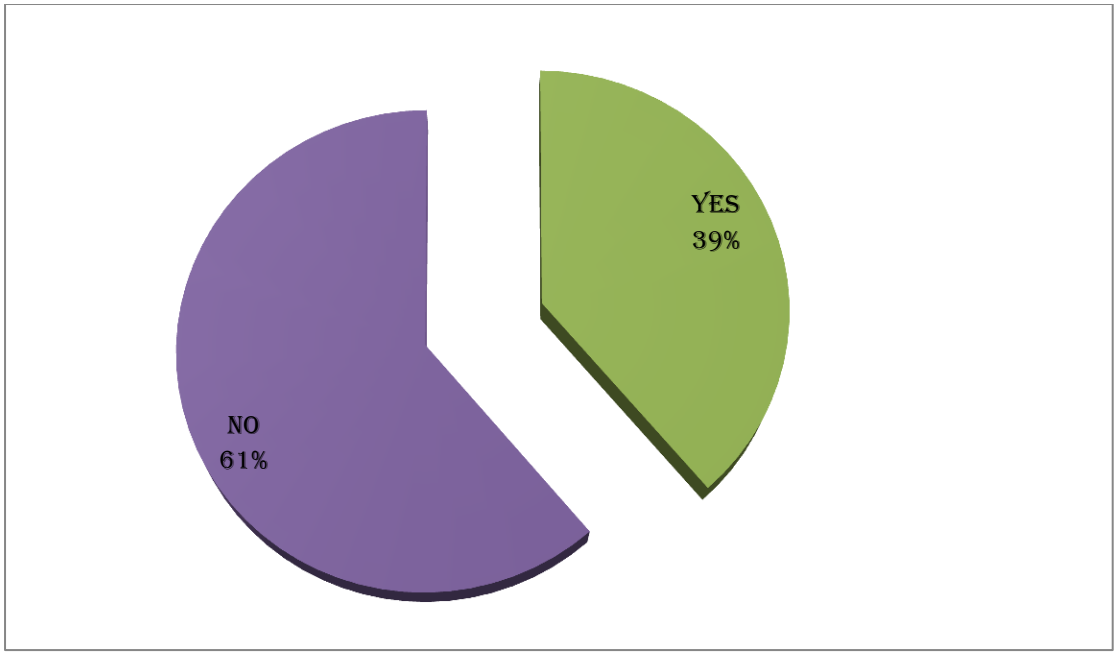

Figure09.Making Meaningful Words

According to mothers 39% of the children can make meaningful short sentences like more milk or I am hungry however the majority 61% pointed that they cannot produce meaningful sentences.

Q14.Do you think your interaction with your child will affect his/her language development?

Answers	**Number**	**Percentage**
Yes	19	67.9%
No	9	32.1%

Table13. Mother's interaction benefits

According to our data all the participants agreed on the idea of interaction with a child affects his language development. In other words, when the caregiver provided appropriate ideas to help his/her child to progress his/her first language acquisition.

Q15.How Does your child prefer to spend his day?

Answers	Numbers	Percentage
Playing with toys	18	60%
Watching TV	7	23.3%
Playing with mobile	6	16.7%

Table14. Children's preferences

Noticeably 60% of mothers reported that their children prefer to play with toys. Moreover 23.3% confirmed that her child prefers to spend his time watching TV while 16.7% said that they like playing with mobile.

Q16.At what age did you give him the mobile?

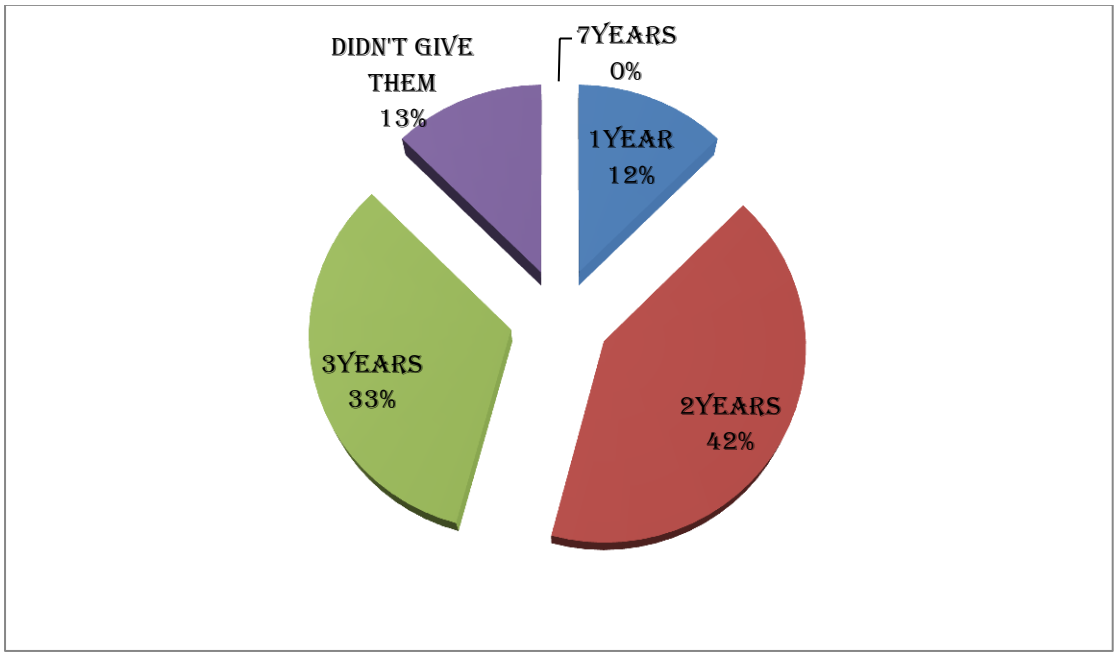

Figure10.The Use of Mobile

Almost 42% of mothers gave their child the mobile at the age of two years.33% of mothers mentioned that their kids started using mobile at the age of 3 years old because they think that their kids are enough older to use it while 12% reported that they gave them the mobile at age of 1 year and the rest said that they didn't give them their mobiles.

Q17.What was the reason behind giving him the mobile?

Answers	Number	Percentage
Learning new informations	16	57.1%
To get him/her busy	8	28.6%
To take rest	4	14.3%

Table15.The Influence of the mobile

As the table shows that 57.1% of mothers' intention is for the sake of learning new information however 28.6% said that it was for distraction but the minority reported that they allow their kids use the mobile to relax.

Q18.How long did you give him the mobile?

Answers	Number	Percentage
one hour	6	23%
Two hours	2	7.7%
Few time	4	15.5%
Half hour	6	23%
Sometimes in the morning	3	11.4%
All the day	1	4%
Don't give him	2	7.7%
Medium	2	7.7%

Table16.The time spending

23% of the mothers admitted that their children play with the mobile from half to one hour whereas 11.4% reported that they play in the morning and sometimes in the evening and 7.7% said that they don't give them mobile or medium but only 4% said they spend all their time playing with the mobile

Q19.Could you take the mobile from him/her whenever you want?

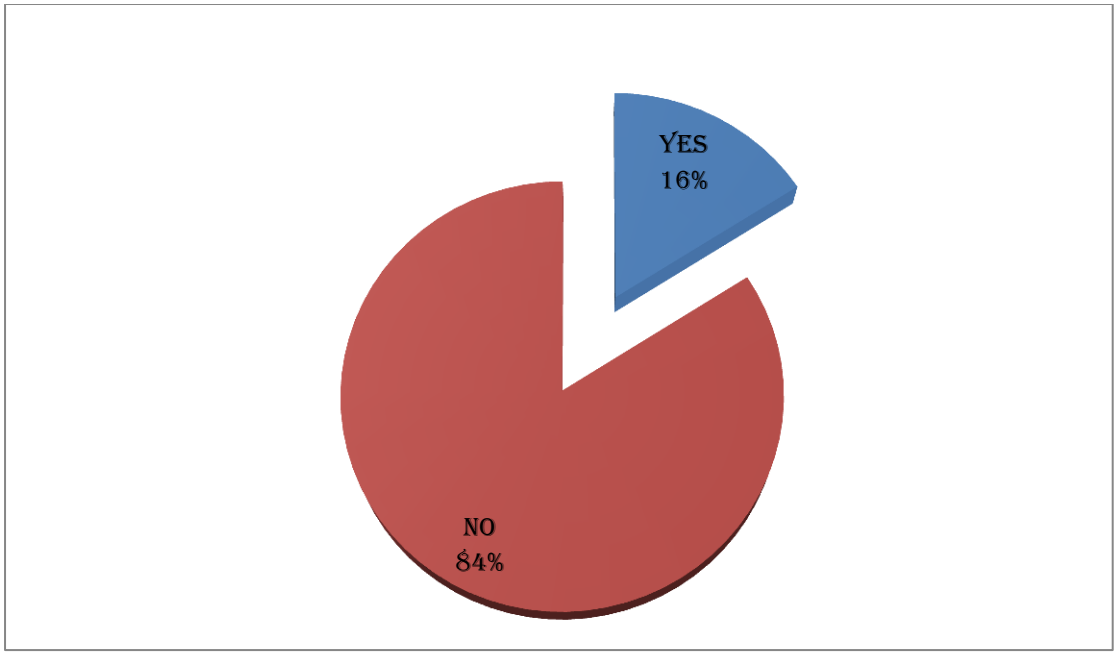

Figure11.Taking Back the Mobile

The majority answered with no while 16% said that they started crying and yelling whenever she wants to take her mobile from her child.

Q20.What kind of content is he attracted to?

Answers	**Number**	**Percentage**
Watching cartoons	20	74.1%
Listening to songs	6	22.2%
Playing Smart games	1	3.7%

Table17.Content Consumed

As the table shows 74.1% of mothers reported that their children are interested by watching cartoons and 22.2% are more into listening to nursery rhymes and songs whereas 3.7% are more in playing smart games.

Q21.what would you do or use to distract your toddler?

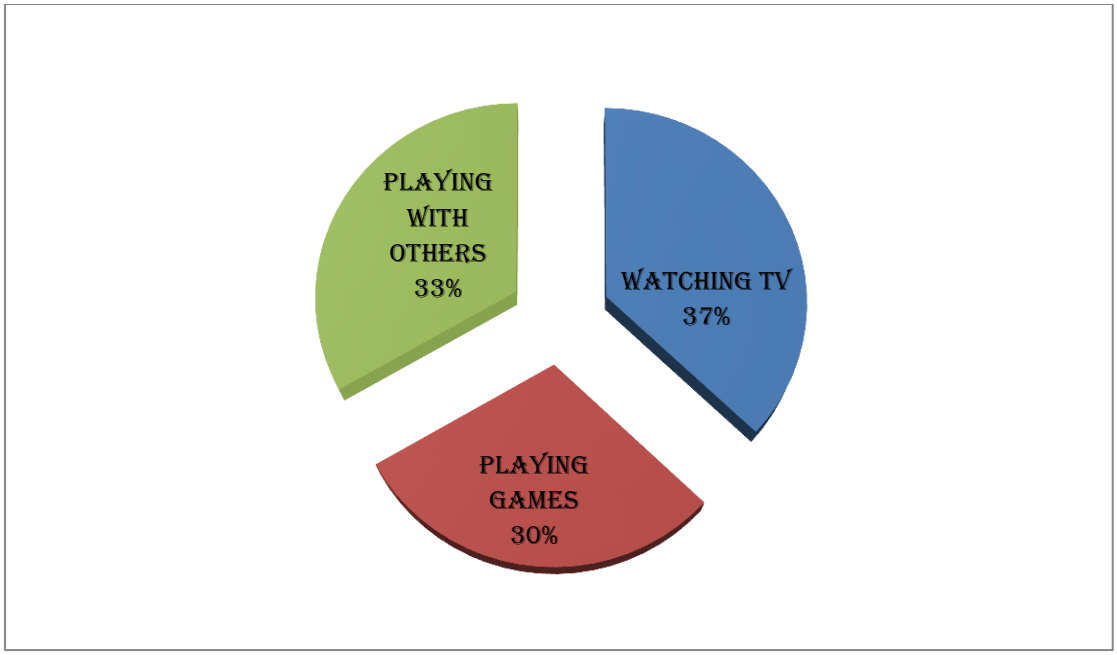

Figure12.Other Technological Tools

All the mothers agree that if the mobiles do not exist, they will replace it by something else but they have different answers like watching TV, playing with their friend or playing games.

2.4-Findings:

In this section, the results obtained from both research tools will be presented. First, the major results from the mothers' answer on the questionnaire are provided, and then the major results from the longitudinal observation conducted by the mother.

2.4.1-Results of the Longitudinal Observation:

It is observed that researchers have made a comparison between a normal child and the researcher son who is a later talking child. The results have shown that the researcher son was acquiring language in an ordinary way, especially from 1 month to 9 months. He cried at birth ,he cooed ,he babbled ,he even said some rare isolated words at 1 year of age, however he stopped at that level, meaning that he was sticking at one word stage and never said a phrase or a sentence ,It is discovered later that the researcher was one reason

behind his delay since she neglects him unconsciously. The researcher wasn't speaking with him too much, sometimes when he wanted to speak with me or point at something just saying yes or giving it to him without telling him the meaning of that object .Based on this experience the researcher deduces that "she" as a mother didn't give her son a great deal of importance to his linguistic development. She didn't give him sufficient input via interacting with him.

2.4.2-Result of the Mother's Questionnaire:

The questionnaires were answered by the mothers of children with language development problems. Their ages were between 2 years and 9 years old but it is shown that the kids between 2 and 6 years are the most suffering from speech delay.

The results demonstrate that the working mothers in different occupations as doctors, nurses and teachers, etc have children that suffer from speech retardation.Balancing between motherhood and occupation is a very hard issue.This is what has been reported by mothers because they think that all their effort was devoted to work and they lose their energy.

In addition, when it comes to physical conditions in which mothers have different answers but it can be noticed that the majority feel exhausted because they consider that work is effort taking. However, when it comes to mothers' behavior we can say that it is changeable according to their position.

Asking mothers about the difficulties that they have confronted in work and motherhood was directed to know whether they can manage between the two but almost the majority face frustration about this aspect.

Furthermore, when mothers speak with their babies in the womb they can feel and hear them, that was proved by doctors especially in the last months which may lead to the brain's development.

Concerning the child's concentration with new sounds, it is mentioned that almost all the kids are aware of unfamiliar sounds. A question was

prepared to discover if the participants also see the interaction of an adult with a kid in his/her early ages is beneficial in the development of the first language. All the participants agreed on this point of view; in other words, all the participants see that talking and interacting with children is helpful in improving a child's language. Concerning the correct production of words and sounds for a child, it is also something that depends on the adult, in terms of correcting the child's production of sounds and words, if the child produces a word incorrectly. The role of the caregiver, in this case, will appear by correcting her child's mistake indirectly by repeating the child's words in a correct form or pronunciation, which makes the child produce the word correctly in the second time.

However, we demonstrated that almost the majority of the children obey and follow their mothers' instructions, and it is obvious that when they grow up their language grows and they can develop their language skills. Imitating animal sounds is funny when we hear it from kids but it is like first steps of talking because by duplicating, they must be inspired to produce new useful sounds and building words together which may lead to combination of relevant sentences.

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

Playing with toys and with other children is more beneficial and helpful in terms of communication and potentials to speak and develop speech abilities. However, the number of mothers who claimed that their children play with toys is much more than watching TV or playing with mobile. Moreover, playing

with toys is still an activity that does not seem as social as playing with other children.

Through the mothers answers , it is mentioned that the majority starts using the mobile at age of two ,meanwhile they think that three years old is the good time to give them the mobile because they are older and they can benefit more .Beside the age , there was purpose behind using the mobile which was learning new information or to get them busy .In behalf of doing their home work or to distract the child ,from half hour to two hours is the time given to the kids to be occupied ,as a consequence when they want to take back the mobile it will be like mission impossible because the kid refuses and started yelling .

Notably, the majority of children are exposed to television and mobiles so often. The nature of such technological devices to children is not helpful for the enhancement of communication skills. Children's behaviors in a speaker-listener exchange are different from exchanging information with television or mobiles.

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

2.5-Recommendations and Suggestions:

Learning a language is a lifelong journey, In early years of life children's brain is more rapid and ready to acquire any sort of language, ever exists. Investigations have shown that in earliest stage of life, children learn language by participating with their parents,whether through gestures, sounds, or a word,

child's parents' responses serve as helpful feedback that reinforce and encourage child learning.

Studies also showed that mother's interactions and motivations with her child can make a significant difference to their child's language development. Some suggestions are made below for mothers to promote language development and production of their children:

-Playing simple games with the child helps enrich his/her vocabulary.

-Speak with the child face to face to teach him how to communicate.

-Mothers need to read with their children starting as early as possible with board books or picture books that encourage kids to look while mother name the pictures.

-Mothers should read books loudly, and if the child loses interest, then the mother only talk about the picture to attract his attention.

-Mothers should not criticize child's grammar mistakes. Instead,just model good grammar.

-Children always need motivation. Parents' job is to help them explore their talents, appreciate them and their mental abilities.

-Institutions' regulations have to serve the child needs effectively. Children must be productive in nurseries in order not to be neglected by Parents.

-Equipping the institutions with all tools of entertainment would be helpful for some kinds of children. Besides an orthophonist must be always available,or following the medical conditions of children with language deficits.

(Dossiers Medico Chirugicaux de l'infermierePerdiatrie1981,p.50,51,52,53,54,55)

2.6-Conclusion:

This Chapter at hands has provided methodological issues about the study and the sampling criteria. It has also presented the description of the methods used to investigate the main causes of language production delays among normal children.The mother's questionnaire and the longitudinal

observation have been quantitatively and qualitatively analyzedand the results were discussed to find the main issues related to the current problem.

General Conclusion:

Children from all over the world follow the same linguistic development path, the only difference is what and how they evolve and grow up. Mothers are said to be the first teachers and the first responsible of every small and big actions related to their children but if the mother plays other roles inside and outside home things become challenging.

The researcher in this investigation is trying to explore the main issues related to language production delays among children, two hypotheses were put forward and have been confirmed at the end. Mothers input is very important for her child's language development and lack of communication and reinforcement lead to language delay, as well as technological tools like television , mobile phone, etc. can cause language delay.

Mainly speaking is a means by which the child is going progress and realize future ambitions .What is worth saying is that taking a good care of children who experienced any sort of troubles that leads to delays in their speech is a big achievement since infancy is very sensitive period, It is the parents job to look after their children interact with them listen and speak to them.

It is also the role of the medical centers and specialized institutions to be aware of these categories and start to find the appropriate ways and techniques of speech production assessment and diagnosis for those children since early interventions are always effective and beneficial.

Our study mainly highlights the need to understand the constituents of an appropriate environment for a child.

Future research should focus on increasing the quality of mother/child interactions; this would involve providing parents with education aimed at increasing the sophistication of their language skills.

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Appendices:

Parents questionnaire :

You are kindly requested to answer this questionnaire that will help us in our Master dissertation at Abou Bakr Belkaid University.

Thank you for your collaboration!

Part one: Personal informations

Child's age:

Number of siblings:

Child's number in order:

Part two: questions related to mothers

1-Are you working mother or house wife?

2-If you are working, what is your occupation?

3-Do you think you are keeping balance between work and motherhood?

Yes ☐ no ☐

4-When you come back home, how do you feel (physically)?

Tired ☐ good ☐ take a nap ☐ couldn't speak ☐

5-How do you behave with your children?

6-What are the difficulties that you have encountered playing dual roles?

Part three: questions related to children

1-Did you speak to your baby while he was in your womb?

Yes ☐ no ☐

2-Did your child produce sounds correctly?

Few sounds ☐ some sounds ☐ most sounds ☐

3-Did he/she pay attention to new sounds?

Yes ☐ no ☐

4-Did he/she understand words such as : milk ,bread , water?

Yes ☐ no ☐

5-Did he /she respond to request such as ‘come here’?

Rarely ☐ sometimes ☐ always ☐

6-Did he /she imitate different sounds like ‘animals’?

Yes ☐ no ☐

7-Did he /she put more words together as ’milk more’?

Yes ☐ no ☐

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

9-How Does your child prefer to spend his day?

Playing with toys ☐ watching TV ☐ playing with ☐ the mobile

10-At what age did you give him the mobile?

11-What was the reason behind giving him the mobile?

To learn new informations ☐ to get him/her busy ☐ to take rest ☐

12-How long did you give him the mobile?

13-Could you take the mobile from him/her whenever you want?

14- What kind of content is he attracted to?

Watching cartoons ☐ listening to songs ☐ Playing smart games ☐

15- What would you do or use to distract your toddler?

<u>الأمهات</u>

عزيزتي الأم

يرجى منك الإجابة على الاستبيان التالي المطلوب إجراءه لبحث أكاديمي في جامعة أبو بكر بلقايد تلمسان.

شكرا لمساعدتكم.

<u>الجزء الأول</u>: المعلومات الشخصية

عمر الطفل:.....

عدد الإخوة:.....

رقم الطفل التسلسلي:.....

<u>الجزء الثاني</u>: الأسئلة الخاصة بالأم

1 - هل أنت أم عاملة؟

◯ نعم ◯ لا

2-إذا كنت عاملة ،فما هو نوع العمل؟.....

3-هل تظنين أنك توازنين بين العمل و الأمومة؟

◯ نعم ◯ لا

4-حين تعودين من العمل ،كيف تكون حالتك؟

◯ متعبة ◯ جيدة ◯أخذ قسط من الراحة ◯ لا أستطيع الكلام

5-كيفتتعاملينمعأطفالك؟.....

6-ما هي الصعوبات التي واجهتك في تقمص دور الأم و المرأة العاملة؟.

.....

<u>الجزء الثالث:</u> الأسئلة الخاصة بالطفل

1-هل كنت تتحدثين مع جنينك أثناء مرحلة الحمل؟

◯ نعم ◯ لا

2-هل يؤدي طفلك الأصوات بطريقة صحيحة؟

◯ بعض الأصوات ◯ كل الأصوات ◯ القليل من الأصوات

3-هل ينتبه طفلك إلى الأصوات الجديدة؟

◯ نعم ◯ لا

4-هل يفهم بعض الكلمات مثل:"الحليب، الماء،الخبز"؟

◯ نعم ◯ لا

5-هل يجيب على أسئلتك مثل:"تعالى هنا"؟

◯ نادرا ◯ أحيانا ◯ دائما

6-هل يقلد الأصوات مثل:" الحيوانات "؟

◯ نعم ◯ لا

7-هل يضع كلمات مختلفة مع بعض مثل:"زيد حليب"؟

◯ نعم ◯ لا

8-هل تفاعلك مع طفلك يؤثر على تطور لغته؟.....

9-كيف يقضي طفلك وقته؟

◯ يلعب بألعابه ◯ يشاهد التلفاز ◯ يلعب بالجوال

10-كم كان عمر طفلك حين أعطيته الجوال؟

11-ماهي الأسباب التي دفعت بك لإعطاءكالجوال؟.....

◯ تعلم معلومات جديدة ◯ لكي ترتاحي منه ◯ لصرف انتباهه

12-ما هي مدة احتفاظه بالجوال؟.....

13- هل تستطيعين أخذ جوالك منه في أي وقت تريدينه؟.....

14-ما نوع الفيديوهات التي يشاهدها؟

◯ مشاهدة رسوم ◯ الاستماع للأغاني ◯ ألعاب ذكاء

15-إذا لم يكن متوفر الجوال ،فبماذا يمكنك تعويضه؟.....

Summary

The ability of communication is something taken for granted. However, some children have serious difficulties in producing and developing their speech and language. The early years of the child's life are the most significant in language development. If the child acquires and develops his/her language normally, he/she will not face problems in communication later in life. This research aims to investigate whether the role of the home environment affect the speech of the toddlers and their language development. In addition, the considerable influence of technology on this function.

ملخص

تعتبر القدرة على الاتصال أمرًا مفروغًا منه، إلا أن بعض الأطفال يواجهون صعوبات خطيرة

في إنتاج وتطوير الكلام واللغة، وتعتبر السنوات الأولى من حياة الطفل هي الأهم في تطور اللغة. إذا كان الطفل يكتسب و يطور لغته / لغتها بشكل طبيعي،فلن يواجه مشاكل في التواصل في وقت لاحق في الحياة.

يهدف هذا البحث إلى معرفة ما إذا كان دور البيئة المنزلية يؤثر على كلام الأطفال الصغار وتطور لغتهم. بالإضافة إلى ذلك، التأثير الكبير للتكنولوجيا على هذه الوظيفة .

Sommaire

La capacité de communication est quelque chose qui va de soi. Cependant, certains enfants ont de sérieuses difficultés à produire et à développer leur parole et leur langage. Les premières années de la vie de l'enfant sont les plus importantes dans le développement du langage. Si l'enfant acquiert et développe normalement son langage, il ne rencontrera pas de problèmes de communication plus tard dans la vie. Cette recherche vise à déterminer si le rôle de l'environnement familial affecte la parole des tout-petits et leur développement du langage. De plus, l'influence considérable de la technologie sur cette fonction.