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CHILDREN'S LANGUAGE ACQUISITION

ÇOCUKLARIN DİL EDİNİMİ

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ABSTRACT: This article is a study for children's recognition that language acquisition is the primary stage of human life in the early stages. However, there is little scientific work on how and when to define language acquisition in children's lives. This article highlights a broad concept of language acquisition that extends to different stages of a child's life, including the interactions of psychological, environmental, genetic, and biological factors. Also, the more obvious language acquisition among some students follows three phases. After reviewing various articles and studies, we've detailed some primary responses to key questions about how and when an acquisition occurs. The methodology of this study included some of the ideas, concepts, disciplines and theories proposed by the scientists. We have found that the first language in which family members are separated is an instinct that compels everyone to express in words every intuitive or logical perception and affirms the thoughts, feelings and conscience of a person's speech. In addition, there are some linguistic limitations such as vocabulary, sentence structure, rhythm, which have an important place in communication. However, where one can be called bilingual or multilingual. We came to the conclusion. This result we have arrived at does not mean that one or more can speak fluently. Therefore, multilingualism can only be a burden for children to handle.

Anahtar sözcükler: Language acquisition, Children, Language development, Multilingualism.

ABSTRACT: Bu makale, çocukların dil ediniminin erken dönemlerinde insan yaşamının birincil aşaması olduğunu kabul etmesine yönelik bir çalışmadır. Ancak, çocukların yaşamlarında dil ediniminin nasıl ve ne zaman tanımlanacağına dair çok az bilimsel çalışma vardır. Bu makale, psikolojik, çevresel, genetik ve biyolojik faktörlerin etkileşimleri de dahil olmak üzere, bir çocuğun yaşamının farklı aşamalarına uzanan geniş bir dil edinimi kavramını vurgulamaktadır. Ayrıca, bazı öğrenciler arasında daha bariz dil edinimi üç aşamayı izler. Çeşitli makaleleri ve çalışmaları inceledikten sonra, bir edinmenin nasıl ve ne zaman gerçekleştiği ile ilgili temel sorulara verilen bazı birincil yanıtları ayrıntılı olarak açıkladık. Bu çalışmanın metodolojisi, bilim adamları tarafından önerilen bazı fikirleri, kavramları, disiplinleri ve teorileri içeriyordu. Aile bireylerinin ayrıldığı ilk dilin, herkesi her sezgisel ya da mantıklı algıyı kelimelerle ifade etmeye mecbur eden ve bir kişinin konuşmasının düşüncelerini, duygularını ve vicdanını onaylayan bir içgüdü olduğunu ortaya çıkardık. Ayrıca iletişimde önemli yeri olan kelime dağarcığı, cümle yapısı, ritim gibi bazı dilsel sınırlamalar vardır. Ancak, birinin iki dilli veya çok dilli olarak adlandırılabilmesi sonucuna vardık. Varmış olduğumuz bu sonuç, bir veya daha fazla akıcı bir şekilde konuşabileceği anlamına gelmez. Bu nedenle, çok dillilik sadece çocukların başarması gereken bir yük olabilir.

Anahtar Kelimeler: Dil edinimi, Çocuklar, Dil gelişimi, Çokdillilik.

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INTRODUCTION

The study of language acquisition, language process, and language production reflect a great deal of progress between birth and language maturity. At this time, children can explore raw materials from the sounds (or gestures) of their own language, learn how to arrange them into longer strings, and map these combinations into meanings. As the linguist Kenneth Pike put it once, "phonetics gathers the raw material...while phonology cooks it." Secondly, these processes are carried out at the same time, and children are expected to combine their talents while they learn how to break the information codes that surround them. On the other hand, there are many complications and difficulties which are beyond the spectrum in which modern computers (can hardly achieve). Moreover, young children will easily overcome the language challenges they face and even surpass their investment if they miss the expected framework. In short, "the mind of a young child has come to life." as interpreted by (Bruner, 1972, 1981a; Carey and Gelman, 1991; Gardner, 1991; Gelman and Brown, 1986; Wellman and Gelman, 1992). At the beginning of the 1920s, a major move was taken away from a blank sheet view of the infant's mind by the Swiss psychologist Jean Piaget. Piaget argued that the young human mind can be better described in terms of complex cognitive structures.

On the other hand, the enormous number of studies on language acquisition in childhood and its dimensions is evidence of the interest in which families, societies, and states attach to child-rearing. "Attitudes" applies to the purposes of this article to place viewpoints, responses, or predetermined modes of thought, like parenting and child growth. Attitudes may be connected to values and beliefs built on combined experiences but "Practice" on the other hand, refers to parenting behaviors or parenting methods that can affect the way a child's language develops. For example, practice is related to knowledge and situation, and usually involves the application of knowledge. According to behavior modification theory (Ajzen and Fishbein, 1980 and Fishbein et al., 2001), a person's attitude usually determines whether he/she will use the knowledge and turn it into practice. In short, if one does not believe in or cherish knowledge, it is unlikely for them to be able to act on it. The knowledge that parents learn by raising their children can also become a source of knowledge and can shape their attitudes. Parenting attitudes are also affected by parenting self-efficacy. Parenting self-efficacy is widely defined as the level of parents' self-confidence in their ability to succeed in parenting roles (Jones and Prinz, 2005). Accordingly, language is an essential communication function, which is applied to everyone to communicate with others and express their thoughts and feelings. It is a process of learning about the set of symbols, which form the language or that the child gradually represents and acquired through contact with others, especially parents and family members. A child begins to learn the language from the earliest days of his/her childhood, but they don't receive it in ordinary days and just a little gets ready to learn it. Children at that stage try to communicate with others and especially their mothers, by various means. A study by "the National Institute of Child Health and Human Development" (NICHD) found that children in a high-quality parenting environment have larger vocabularies and more complex language skills than children in low-quality situations.

Many have long considered language to be one of the essential stages of an individual's life because it represents an influential milestone of social and individual development in the future and if not, then its basic building blocks might be corrupted, and this will lead the children's speaking into pathogenic phenomena or inequities. Therefore, a child should be supported with more creativity and flexibility in the language learning process. Meanwhile, it would help the children to improve their self-confidence and make them more active in their communications. Besides, they will learn the aimed language more quickly and develop their ability to understand even unfamiliar words throughout their childhood. For instance, Monolingualism refers to someone who speaks only one language. Many people who are not brought up to be bilingual or multilingual, learn bits and pieces of languages throughout their lifetime. However, being able to say "Hello or Goodbye" in a second language, does not mean the child is bilingual. Although it is possible to name someone as bilingual or multilingual, but that does not necessarily mean that he/she is able to communicate fluently in one or more of those languages. So, Multilingualism or Bilingualism could be only a burden for a child to attain.

There is no doubt that the subject of language is related to the developmental characteristics of the child. Many organic, social, and psychological factors that influence linguistic growth are the result of the interaction between environmental and inheritance factors. Knowledge of these factors is useful in the learning and understanding of developmental processes defined by linguistic behavior in children. In order to control these processes and improve the children's linguistic ability, language and acquisition are meaningful topics of interest to medical and psychologist researchers, all of whom have emphasized the importance of language and speech in communication, compatibility, cognitive and social growth together.

Setting a good example for the birth of language development as an indicator of a child's well-being, so it must be treated as a public health issue such as vaccination, obesity, and mental health. This change will clearly show that even if language development problems are not caused by acute or clinical illnesses, they might lead to other serious consequences and then urgent treatment. Prof. James Law James is a member of the "Early Intervention Foundation" (ELF) evidence panel, "he has been involved in finding out what we can do to help children whose language development is behind their other skills or those of their peers"(Asmussen: D.A. 23 .01. 2021).

According to rationalists, the process of acquiring the spoken language is a result of the innate characteristics of the child, not the result of imitation and reinforcement as was the case with the behavioral class. Some tended to view it as acquired behavior, and those assumed it as hereditary, but how was the language acquired? The researchers stood up to this question, and at the same point, wondered. Is language an automatic instinctual phenomenon? What happens if a child lives away from human society? How does the acquisition process occur? These are among hundreds of questions that researchers have tried to answer - at least three attempts in history to isolate some young children before they start talking. They attempt to recognize whether a language is a spontaneous instinctive phenomenon or acquired. The first of these three known attempts were (Basmatic) by Egypt's Pharaoh, the second one was Frederick II in Sicily in 1200 AD and the third one was carried out by (King James IV) of Scotland in 1500 AD. All these attempts have shown that children who have not learned the language since

childhood, have not created their language as they can in their early years. So, if they are late for early childhood, they cannot learn the language except limited ones.

The prime concern of every teaching teacher, to some extent every linguist, is understanding the process of acquiring a language, whether it is an unconscious or subconscious operation, which means learning the mother tongue without a planned education, it happens when children learn their mother tongue. According to Dewey (2007), psychologists examine this issue from another angle, and there is an evidence that learning begins with "unconscious" activities. Dewey conducted some researches and concluded that learning usually generates an "unconscious" process "first months; this sounds like a contradiction in the view that conscious control is required during learning new things, but if there is an unconscious learning stage before the stage, where the material to be learned, is mastered in the consciousness; this is not the case. The preconscious stage is called implicit learning (whether accompanied by conscious awareness or not). so, according to Dewey (2007), the transition from "unconscious" knowledge to conscious knowledge and subsequent automation is manifested in the progress of changes in brain scans. However, children don't accept organized courses in grammar and using rules, but only when they are able to rely on themselves in the learning processes, by using their own innateness, which enable them to follow short-term, and high-level language. Furthermore, language is a cultural and civilizational phenomenon associated with the environment in which a child lives. When a child learns a new language, he/she does not only need to learn its letters, word arrangements, and grammar, but also understand the customs and behaviors of a particular society. While learning or teaching a language, it is important to mention the culture to which the language belongs to languages rooted in the culture.

In other words, many specialists believe that a child's acquisition of language is different from his/her attainment of walking skill, which is considered a result of the biological development and maturity of the organs that applies to all humans. For example, Bates, et al. (1979, Ch. 2) Longitudinal study of 25 infants, 11 items of development scales were included, ranging from 0; 9 to 0; 12. The mother reported the age of one set of major milestones in the past three years (e.g. sitting without support, standing, walking independently, jumping), which was confirmed by experimental observations during monthly home visits. A single score is derived from the maternal report and observation results, and it is included in the relevant analysis together with the maternal report and the observation indicators of gesture communication and language. For example, a child may be in a multilingual medium, but the language he /she acquires is the language he/ she trains and learns. In Mumbai, children are exposed to, at least, four languages nearby, and they have learned to use them. "These multilingual will choose their code from their language library based on the person they are talking to, their location (social background of the conversation), and the nature of the topic discussed" (Sridhar Kamal. K, 2000).

Another example is what happens if a child lives among wolves or apes? Mr. Giselle replied in his book, "The Wolf Boy and Human Child " The book tells the story of two Indian girls who lived together in a lupus stone, and the author carried her to the orphanage after killing the wolf. The little girl died, but the older one survived for eight years. She was walking like a wolf. She walked over fours and did not fear the darkness. When someone approached her, she snapped her fingers. She was repulsed by humans and after two years of being arrested, and holding continuous training, she could eat by hand and repulsed her. Three years later, she stood alone

on her feet unsexed. Four years later, she was afraid of darkness, and her language balance was thirty words at six years. Seven years later, the girl began to fear dogs, and her language balance reached forty-five words, and she died at the age of seventeen years old. If the human being is late in acquiring a language, it is hard to obtain it. Moreover, walking and eating, which is done in humans rather than genetically, and the child is getting the language of the society in which she/he lives, following, a certain age, she/he cannot acquire any human language. As for language acquisition, for some students, how did he look at the attainment of the language, and we will get to know the thinking of some scholars who have dealt with this subject, such as Thorndike, Watson, Dewey, Watts, John Carroll, Dossasir, and Sabre.

Thorndike Studies

The viewpoint which says that the function of a language is to express the thoughts, emotions, and conscience of a person who speaks, is not inaccurate because language is not used to only represent thoughts, feelings, and actions of the people. The most important aspect of speech is not to match the words spoken with images and the mental opinions expressed but to impress listeners or readers. These responses were directed at people, whether to stir up particular thoughts and feelings or to move the individuals to work. Therefore, the speech was not just to express feelings and ideas, but rather to produce a deliberate effect on those with whom you are speaking. It enhances the presence of the child in a human environment so that he/she can receive language.

Watson and Language Acquisition

Watson is a pioneer in behavioral school and in his studies. He pointed out that language and speech are one thing, and languages are words that are spoken correctly. Besides, thinking is a kind of inner spoken word. Behaviorally, the child's mind is seen as a blank sheet that is what Tabula Rasa refers to as the mind in its imaginary primary blank or empty state before experiencing outside impressions; everything remains in its initial pristine state (definition retrieved from Merriam-Webster.com on November 3, 2019). Locke was an observer of nature who focused much of his work on natural philosophy. He spoke about tabula rasa, the philosophy of "blank slate" claims that we are born without any already formed thoughts or opinions. The mind is entirely blank at birth, according to the blank slate hypothesis.

Dewey on Language Acquisition

Dewey believes that the meaning of language depends on its going with shared experiences among people and refers to the role of the social milieu. He said that the social milieu is working to form linguistic habits. However, the main speaking reasons and the large parts of the linguistic vocabulary are set in the context of ordinary life because it is a social necessity and not an educational tool for education.

Watts and Language Acquisition

Many developmental milestones demonstrate the significant changes that occur within language development. Watts summarizes the stages of language acquisition of a child, as shown in the

following bar table. It reviews language developmental milestones in infancy and early childhood:

Age	Language Development	Description
6 months	Cooing	The first type of sounds a baby makes
12 months & over	Babbling + Understands verbal instructions and orders with distinctive signs.	Use one or more words "dadada- bababa- mama"
15 months & over	An infant	Starts to use gestures to make their point known.
18 months & older	Echolalia is the mimicking of what the others say and imitation words.	Use four or five words and use two words together.
2 years & older	Familiar with a watch, a knife, a key .etc.	Can name four or five things. Can use the two letters
3 years & older	Multiplies and know the main parts of his body with their labels.	Starts to use pronouns.
4 years & older	Knows the names of the colors.	Use four letters and he or she can say what a pet such as a cat or a dog can do.
5 years & older	Descriptive words and define common opposites words	

John Carroll and Language Acquisition

John Carrol proceeds from the fact that a child develops linguistic. The issue of whether they learn verbal motor responses or they will get to what they want. In the beginning, the replies involved are very extensive. But they gradually differentiate forms, and the child learns to imitate the responses of others.

Dosusser and Language Acquisition

He asked to study language in its current situation and the difference between language as an integrated mental phenomenon. Meanwhile, it is a tool used by humans during their daily life. The (langue), which is humanistic in its abstract form, is a general phenomenon formulated by humans and a means of acquainting and communicating with their race, which gives us a set of rules, voices, and characteristics of prevailing foundations of this language. . In Dosusser's view, the tongue is not only a set of vocabulary, but rather a system of symbols and models that includes a two-folded mental composite. While one represents the meaning, the other represents the expression. And the model is the way sounds are arranged to produce a formula, and shows how the sounds and words are composed, not the sounds and letters themselves.

Sabre and Language Acquisition

Sabre is the first philosopher who has been combined linguistics, philosophy of language, and social life in a broad study in the social structure. He has even had the most numerous impact on

developing linguistic studies, especially concerning the mutual relations between, and social structure. He also laid the foundations for the simultaneous analysis of the linguistic system and the parallel of de Saussoria. Some scholars, such as Dosuser and Sabre, are considered the fathers of modern linguistic studies. The language belongs to a particular human society that is spoken and thought by the people of a specific society as the organizer L'organisateur of the community experience, and it shapes its world and its pure reality. Every language has a specific vision of the world.

Language is a social institution that varies among different people and has the primary function of communication. Through this general concept of speech Sabre noted:

* Language is a system that changes societies historically and spatially, and it is an evidence of social reality.

* Language is a cultural and social institution.

* Language plays an essential role in the knowledge process, either for the individual or for the group.

* Language is a symbolic and creative system, not only because of a human's direct experience but also because of the dimensions of that experience to his/her field of activity, and the most significant function of language is to investigate reality. Asking how and when the obtaining occurs and has it addressed the classification of the theories of language acquisition problems? What steps do children go through while acquiring language? Based on the above-mentioned idea, we will try to answer the following questions:

1. What are the interpretive theories of the creation of language?
2. How does a child acquire oral language?
3. What are the stages of language acquisition?
4. What are the manifestations of linguistic growth?

Interpretive Theories

The theory of language formation has preoccupied thinkers over the ages and has been countered with research by many scientists, philosophers, and linguists, but we cannot argue the origin of the language and how a child acquires it without talking about the theory of evolutionary summarization of its author Haeckel Ernst. It is known as the Meckel-Serres Law, which says "those individuals in their embryonic development and early childhood revisit the adult's stages of their ancestors and climb the evolution tree, summarizing its various stages." It involves the stages of the metamorphosis of an organism from its predecessors (Ernest, H.2003). Evolutionary anthropology assumes that the infant of the human being equals that of primitive human in his thinking, behavior, and acquiring language, and crying of a child is the same as the primitive human being.

The babillage voices are the same as those phonemes that ancient humans used to make, and their purposes are to seek to meet social and psychological needs. The unified expression or one word that stands for a sentence is the same as the words that our ancestors uttered to express panic and fatigue (pouf), it depends on the sound (aie), and to represent boredom, it produces the audio section (aof). These audio syllables still give the same meaning in all contemporary societies, so we can drop the stages of child development in the process of the development of the human race. In other words, what a child learns in his or her early childhood is a summary of what a sane person lived for nearly 180,000 years (Arnold Hauser, 1981). Many scientists believe that the stages that a child travels through in any branch of life represent the stages that humankind has passed through in this branch, and this is called Lontogenese reproduct la phylogenesis (Ali Abdel Wahid Wafi, 2003). Many experiments and efforts have been made via many scientific designs to shed light on this problem. They did not coincide with one word, but only reached several theories.

THEORIES OF LANGUAGE DEVELOPMENT

Syncretism and Inspirational Theory

It believes that language is a divine inspiration that descends on humans to teach them the pronunciation and the names of things. The Greek philosopher Hera Lickett 480 BC went along with this view. In the Middle Ages, Ibn Faris adopted this approach in modern times. The French philosopher Lani 1711, AD supported this view. It is worth mentioning here that religious currents, whether Jewish, Christians, or Muslims adopted this idea because of its compatibility with the story of creation in the holy books of Genesis and Surat Al-Baqarah.

Theory of Humility and Convention

The pioneers of this theory believe that idiomatic language occurred with humility, agreement, and association, in the sense that there were a group of people who settled in a particular area and began to release thousands of names for all things around them, such as living and non-living beings. One of the most prominent people who spoke on this topic (Ibn Jinni) said that the origin of the language is merely a consensual and expressive one and that at least three persons need to know about things and information, so they put on each of them a character and a word.

Ali Abdul Wahid Wafi added "All languages follow this model, and then many languages are generated from them, but it must be modest to watch and nod."

The Swiss Ferdinand de Sousse 1857–1913, in his structural theory, perceives psychological evidence as a mental picture that formed from signifier and signified. Whereas the signifier is a phoneme, those pronunciations made the sound. As for the signified, it is a mental image, i.e. what the mind perceives and the signified is the human concept of that external thing and means, which is outside the human mind before the sound image reaches him, and this field is included in all material and intangible things and we call it the reference or the signified (Salah Fadl,1985).

Instinctive and Verbal Theory

It decided the language was due to a particular instinct. Originally all its members of the human beings were provided, and the instinct was for every individual to express every perceptual or sensible word of their own. And the instinct of natural expression of emotions to make specific movements and sounds such as laughter, crying, changes in various secrets. The German scientist Max Mueller found that the Indo-European language is one of the three languages of humankind, as it has a vocabulary that does not exceed 500 common origins, and that these origins are the first language from which this species splits. The analysis of these assets explains the whole meaning and that there is no absolute similarity between their voices and the act or situation they designate (Ali Abdul Wahid Wafi,2003).

Mimicry and Simulation Theory

It concludes that the human language grew out of natural sounds (sounds of nature, sounds of animals, sounds of actions, such as beatings, cutting, etc.) and gradually walked in the way of advancement, according to the rise of the human mentality, the progress of civilization, and the multiplied of human needs. In this theory, humans have opened these ways by mimicking the sounds of nature for example, the sound of the wind, the water, the rustle of leaves, and falling rocks. This simulation is intended to express things of the emulating voice, the following situations or affairs; it used to pronounce composite syllables too.

Generative Grammar Theory

The linguistic beliefs which are gained by imitating have not been recognized until proven. Otherwise, it is often heard that children make grammatical errors, such as "I saw" and "Sheep", which they would not learn from adult communication. This shows that children use "The Language Acquisition Device" (LAD) to master language rules. Noam Chomsky is a credible linguist and expert in language development. He started his research into the language in 1960s. He suggests that children are born with an innate ability to learn the language, and a queen in the brain is called a language acquisition device. The term "acquisition" reflects the influence of Noam Chomsky, and nativist (generativist) models have been inspired by his work since the late 1950s. The term is rooted in linguistics and emphasizes the notion that grammar has only been triggered by the environment rather than learned (Noam Chomsky, 1965).

Noam Chomsky also asserts that at a stage of human evolution, about 180,000 years ago, there was a so-called Great Linguistic Explosion that occurred. So, language is the result of totally having a human mind. Finally, this has been able to invent the written language, and this is an accumulation of interaction between humankind and nature and communicating vocal properties of things. With the combination of thinking and language, he began to symbolize objects in inspired forms, giving them names and inventing the alphabet and was acquainted by Bashir Turki,1985. Studies have recorded children's language acquisition and have shown that they follow a detailed timetable. The child begins building, communicating, and vocal playing with the word "one word" and a sentence or two words so that the sentence is split into two words then sentences that appear to be incorrect.

There is no doubt that speaking is acquired, not by nature. If that were the case, there would not be multilingualism. Other results of anthropology studies show that the stages of development of linguistic behavior are the same for all the children of the world, and the agreed thing is that we use the phrase "mother tongue." We should point to that language acquisition is mostly done in the early stages of life because it is related to the mother that takes care of her children and raises them to understand the language, whether in civilized or primitive societies.

Language and Brain

The human brain is composed of two halves or hemispheres. The left hemisphere contains two areas that are critical to language: The Broca area and The Wernicke area. The Broca's area, which controls the production of oral language at the frontal lobe level of the left brain, reaches the stage of organic discrimination only seventeen months after birth. Biologically, it is born with the queen of the language, which is an inherited gift that a human grows with through the age of his/her involvement or linguistic experience. It is also a willingness to acquire language, for example, "The Language Acquisition Device" (LAD) that Chomsky describes as the genetic component of the human mind that produces a language by interacting with the available expertise that means transform language experience into an information system of that language from the human languages Noam, 1968. While the growth of other brain centers such as Wernicke's area is the hearing area that completes after eleven months, the experiments show that training children are a necessary element while learning to speak. The differences in the acquired language dictionary are due to individual differences, whether physiologically or environmentally (Muhammad Zaidan, 1986).

Development Oral in Child Language Acquisition

Language acquisition is clear evidence of a child's mental structure. It is evolving from self-centered to objective and from superficial consciousness to an awareness of the relationships which exist between the child and adults. It is an optimal tool through which this friction occurs, but it does not automatically gain. Pronunciation training is necessary. Additionally, there needs to be a short passage of time through different and crucial stages (Marc Delahaie, 2004).

Infants' Preverbal Communication

It is a preclusion and a preparation stage, in which the crying takes place, from birth to the eighth week, and it consists of three phases.

I) Crying:

The baby's cry at birth is the first sign of his ability to shout. There is disagreement over the interpretation of this process. But it has been confirmed that it is the first cry that proves the newborn has emerged with a respiratory system and a throat necessary for developing the queen of speech. Therefore, shouting is the starting point in the formation of language, as the child fails early to express his various needs and desires by shouting. It is a spontaneous manifestation of irritation that can express reflexive emotions of feeling, such as hunger or pain (Marc Delahaie, 2004).

II) Cooing:

From the age of four months or six to twelve months, the child moves from crying to cooing. While the former is an involuntary reflex that is the babillage based on the voluntary pronunciation of some sounds, and the child takes it as an end itself, not to express anything, but to repeat them as if it were playing with its frequency. What gets the child into the cooing is voice and hearing communication. This communication between the two senses of hearing and speech is clear to the point where we find that the child who is deaf shouting and never cries at all or quickly loses it because there's no connection to hearing voices. The child is hardly two months until he shows some interest when a human hears. One aspect of this is that he may stop the puzzle and pay attention to the coming of the sound (Kanaan, 2005). Speaking the first word begins in the first of the tenth month of a child's life. At this age, the baby is energetically and intelligently, learn phonemes, which is the smallest vocal unit of his language, as well as the sum of the common words in the family. This stage lasts from twelve months to eighteen months and represents the stage of linguistic qualification of neutralization in oral language. (Marc Delahie). Difference between \b\ and \d\. These letters have close sounds. If the opposite happens, children cannot distinguish between the sounds of the Dent/Banc in the future. Studies have shown that children are able to differentiate between these phones in all people's languages.

For example, a Japanese adult cannot distinguish between L and R in listening, so he cannot identify between sounds of the letters and sounds (roue et loup). At nine months, some words he had written from his parents are ingrained in his mind, but in fact, they are not original sounds. Because adults use a particular tone when addressing infants (Swald D&tztvetan, 1972). Within the limits of the year, it responds to specific things, particularly, if it along with a clear dialect. Between fifteen and seventeen months, it realizes the meaning of this thing, especially when attached to a signal. In eighteen months, it refers to the various organs of its body, especially those located in the head. In general, children understand the words of others before they are able to respond. It is worth mentioning at this stage that the sound system of a child is regularly emerging called Appareil phonatoire.

III) Imitating

Fallon sees the child after the third month. He emulates those around him in their gestures and facial expressions to demonstrate interest. The movements expressed in him are a bridge to the language of speech. The simulation starts after the ninth month, as most researchers see, and continues until school age. There are individual differences between children in the ability to emulate and pronounce the first words. These are subject to multiple acts of hope, such as intelligence, age, sex, and speaking opportunities for the child. The presence of other children with him in the family and the richness of the social and cultural environment. After the stage of abolishing, the child tries to imitate shouts. The truth is that the child invents words of his own because of the air coming out of the lungs with the vocal cords, through which he reaches the communication process (Karam El-Din 1990). We should not imagine that the transition from harmony to imitation takes place randomly.

The linguistic phases are intertwined, and none of them should specify for a certain period. But, it must affirm that the child is not nearly one year old so that his verbal behavior shows the signs of imitation, and he is able to repronounce the word by hearing it. Within the second year, he/she imitates the words that he/she picked up as if he/she were saying them, firmly in their mind. On this ground, we can say that learning linguistic sounds starts when a child has a circular reflection at this point, he or she can get the names of things. And he or she moves on to the second stage, which is to pronounce the name of something associated with the same thing, then we teach the child to imitate the word he pronounced, and finally push the child to say the name of the stuff to see it.

Major Stages of Language Acquisition

It is the stage in which the child begins to understand the meanings of words and seems in the first months of the second year, and the purpose becomes more evident with the appearance of the first elements of communication that create the sentence. This stage consists of three different stages coinciding with the age of the child.

a) One-word (Holophrastic) Stage

Habitually, from the age of eighteen to twenty- four months, the child at this stage utters an insular word. And the parents are behind this indoctrination. For example, it expresses its desire for the game or the doll by saying "Tutu," and I want to sleep by saying the word, "Dodo."

b) Syntactic

From the second year to the fifth year, at this stage, the child has learned about the language, which is almost a complete sentence, by analyzing the words he or she hears, not by imitating, but by following the rules.

c) The advanced stage

In the fifth year or more, at this stage, the children acquire the relation and meaning of right speech, for example, "passive forms," the concealed formula, consequently, the children apply grammatical rules to their words without understanding them, as rules. Thus, a child became aware that it is necessary for anyone listening to understand what he means (Marc Delahaie, 2004). It also noted that some speech defects, which are considered temporary and natural, these flaws appear after four years if the proper educational and environmental conditions have met as a result of childhood speech, incomplete sentences, substitution, and lisp, etc. Thus, it is essential to control the pronunciation in a child from the early stages of childhood in order to avoid speech flaws of speech from the outset. If the child does not get rid of it between the ages of four and six, it has become an anomaly on the correct pronunciation criteria and must be presented by a psychologist.

Factors that Influence Language Development

a) Sex

Statistical studies have shown that the percentage of females exceeds males in various aspects of language, such as the beginning of speech and the number of acquired spontaneous vocabulary, speed, and better pronunciation. It is one of the constant developments and repeated results revealed by various studies in which the existence of differences in favor of females in all aspects of language development (Kanaan, 2005).

b) Intelligence

The child's lack of intelligence that he has a connection between parts understanding, response, and participation is slower than a smart kid's speech, he is less capable of associating words and comes up with sound language structures. Whereas researchers have considered whether language ability is a sign of child intelligence or not. Recent studies have shown that a child with insufficient linguistic capacity is weak in intelligence by contrast a child who speaks in mind is less intelligent because of the manifestation of language growing capability.

Thus, researchers considered linguistic ability as a sign of a child's intelligence or shortage in which recent studies have shown a child's weak linguistic ability is weak in the proportion of intelligence. The manifestation of language development is overall mental capacity, and a smart child speaks early, contrary to a less intelligent one.

c) Social life

Its distinctive cultural and economic aspects are a necessary factor influencing the learning of pronunciation and speech in a child. Children's language is affected by these experiences, diversity, willingness, and the participation of adults in language growth for developing language behavior. Freud points out that if a child who is raised in a family which is traveling a lot or whose mother is in a continuous absence loses his/her talent in the speech that he/she has recently acquired. He also indicated to the children that come from upper-classes to interact with people from other classes to give their children attention and enter a private school, which attaches great importance to pronunciation, compassion, and encouragement that play an influential role in language acquisition. By contrast, children from the lower classes are deprived of all the above mentioned, which leads to linguistic delay and causes stuttering, lisp, and confusion.

d) General Health and Physical Status

It refers to the importance of the health, physical, sensory, and hearing aspects of the individual and their relationship to linguistic growth. Linguistic development is affected by sensory integration and neurological areas and is involved in the production and understanding of language (Rosan, 2000). For example, children who are deaf are slower to acquire a language than normal children. Besides, blind children (those whose only impairment is blindness) will talk just like any other kid. Pre-Braille gives you the ability to learn how to read and learn about the basics of the physical textbook, and more of that, just like any other child. However, the reason is that understandable words are the only door that connects a person who is blind and those around. "Some people who are blind may notice vigorous use of mastery of the language" (Subie, 2000).

CONCLUSION

This paper has taken us on a journey to explore how language can be another potential source of acquiring those studies point to multilingualism in the early stages for a child as a burden to gain these languages. Most research is confined to investigating how language acquisition is used to the aspects of linguistic development or evidence of a child's mental structure and its people. This has been done through the study of information stages that a child travels in any branch of life. Nonetheless, power is given less attention.

Words or sets form the backbone of communicative processes in every language, functions as represent many developments between birth and language maturity, and how to assemble them into longer strings, and map these combinations into meaning. To reflect some of the arguments I have made regarding language as a potential source of the acquisition of multilingualism in the early stages that is a burden for a child to gain, the summary below would show my point of view.

Naturally, children who qualify with the queen of education are enabled to acquire the language if the conditions are appropriate, and care has been found. Some studies show that monolingual learning infants follow the same developmental trajectory in their early attunement to their ambient language (Sundara, Polka, and Molnar, 2008; Bijeljac-Babic, Höhle, and Nazzi, 2016). Furthermore, all the recent studies have shown that the child's linguistic personality and speaking abilities are formed in the first six years of their life. Thereupon it is necessary to focus on these stages and give them the utmost attention and care. Therefore, it is essential to recognize that language study doesn't only belong to linguists or sociolinguists. However, to other researchers who find language constitutes part of their discipline. With this note, organizational communication researchers are invited to follow up on this proposition to discover the acquisition of language so that the study of the language would be more understandable by those who know what acquisition is all about.

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