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# **Socialization and Its Contribution to the Social and Linguistic Child's Growth.**

## **Case Study “Nursery of Baraem Al Yasmin, Mecheria”.**

Dissertation Submitted to the Department of Foreign Languages as a Partial  
Fulfillment for the Degree of Master in Applied Linguistics.

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# *Dedication*

This thesis is dedicated to:

*My beloved parents and brother, for their endless love and support.*

*Bedri Souheyla*

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All praises to **ALLAH** almighty, the most gracious and merciful for giving me strength and endurance to complete this modest work.

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## **Abstract**

The current research work is an attempt to investigate the impact of socialization on child's language acquisition and how the child builds up his own personality through his relationships with different members of his speech community. And due to the fact that children must have exposure to language to be able to interact with others. Therefore, this research deals with child Language acquisition in addition to the process of socialization. Accordingly, this work is divided into two interrelated chapters; the first chapter provides a theoretical background or an overview of the main theories of Child language acquisition and development and the concept of socialization and its agents. The second chapter on the other hand, is truly practical; and is dedicated for the research design and findings. The research main goal is to answer the problematic: To what extent socialization contributes to the social and the linguistic child's growth? Thus, the research is built on a mixed methods approach to data collection in which classroom observation in "Baraem al yasmin" Nursery Mecheria in order to observe children's interaction with each other and with the care provider. Additionally, to a semi structured interview to the founder and a questionnaire addressed to the caregivers to have complementary ideas about the social contribution to the child's linguistic and social growth.

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## **List of Acronyms**

**CLA:** Child Language Acquisition

**CPH:** Critical Period Hypothesis

**LAD:** Language Acquisition Device

**UG:** Universal Grammar

## List of Phonetic Symbols

| English Script | Arabic Script |
|----------------|---------------|
| /t/            | ت             |
| /θ/            | ث             |
| /d/            | د             |
| /ð/            | ذ             |
| /ḏ/            | ض             |
| /ḏ/            | ظ             |

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# **General Introduction**

## General Introduction

Language is the most fundamental means which is used by humans for the sake of communication ,it plays a crucial role in delivering messages and codes and also in exchanging ideas.Researches have been and still attractd by working on language and its relationships, since its origins trace back to the early ages.

During the 1950's a field of study emerged called psycholinguistics which studied language and its relationship to the psychological process; one of the main interests of psycholinguistics is the study of child's development.

As a matter of fact, every normal child acquires a language, then he starts to communicate with his family memebers,and later on his socitey .Although, the language he is using is not perfect, but it still remains enormousfor him.

Generally speaking, any child acquires the basics of his first language from his family. In fact, developing the ability to use a first language is important in every child's life .The source of language acquisition includes both the human capacity and the environment .

Therefore, language acquisition results from a complex comibnation of both biological and environmental factors.Children's social and linguistic growth differ from one another; this is what may be clearly remarked when children enter school,i.e there are some students who fail and others who achieve success.This is maybe because of their social backgrounds and integration in their speech communities,espially their familes.Moreover, this process of integration refered technically to the process of socialization.

Most of children acquire their first language at home naturally without any formal instruction,others spend their first years at a nursery for some reasons ,generally because of their parent's work.Thus, the nursery plays a vital role in their life since they spend approximately the whole day.It is a kind of a second home for them,they start building relationships with each other and with their caregivers from early time.

This research is an attempt to explore the relationship between society and child's language acquisition, accordingly, the core of this research is to answer the main problematic, which is; how does the process of socialization contribute to the social and linguistic child's growth?

The main hypothesis of this question would be:

- ✚ Maybe children acquire their native language and social skills together when interacting with others, which enable the child to socialize himself as a member of his speech community.

The following sub-questions originate from the main question:

- How does the social context support child language acquisition?
- How do the three factors (language, child, and environment) interact?
- How does the society contribute to language acquisition?

### **Sub- hypothesis**

- ✚ Maybe society supports language acquisition by providing children with opportunities to communicative experiences; the latter motivate and activate the language acquisition mechanism, i.e. maybe the child language mechanism is activated when it is exposed to communicative opportunities.
- ✚ Maybe the human potential for language needs a social interaction to be realized, i.e. these elements are interrelated
- ✚ Maybe the process of acquiring language is profoundly affected by the process of becoming member of society

This research will be divided into two chapters; the first chapter is concerned with literature review including the various theories of child language acquisition and development to explain how a child acquires his mother tongue. In addition to that, light will be shed on the process of socialization and its agents, while the second chapter is dedicated for the research design and findings.

# **Chapter One**

## **Chapter One: Literature Review**

### **1.1 Introduction**

### **1.2 Child Language Acquisition**

1.2.1 The Environmental Theory

1.2.2 The Innateness Theory

1.2.3 The Interactional Theory

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1.3.1 The Babbling Phase

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### **1.5 Conclusion**

## 1.1 Introduction

One of the most crucial psycholinguistics achievements is the study of child language acquisition, which refers to the whole process by which the child begins to use language; the study of child language acquisition exists for a long time ago, it consists of a vast array of literature and writing (Ingram, 1989, p.1)

Moreover, socialization has a tie relation with the process of child language acquisition; though, child language acquisition and socialization are mainly to separate disciplines; but, they influence one another. However, the precise answer of how children acquire language and become a competent users is a complicated matter, scholars from different disciplines have tackled this issue; As a result, several competing theories were emerged which are mainly the environmental theory, the innateness theory, the interactional theory in addition to the critical period hypothesis, which are the main focus of this chapter as well as the phases of child language development, without forgetting the process of socialization and its agents.

Accordingly, this chapter is developed to introduce a relevant literature closely related to child language acquisition and socialization as well. Relying on the pervious researches undertaken by famous theorists, that they may help us to get insight into the process of child language acquisition.

## 1.2 Child Language Acquisition

The term “language acquisition” according to Lyons (1981), **“The term language acquisition is normally used without qualification for the process which results in the knowledge of one’s native language”.** (p.252)

Which means that the process of language acquisition is natural, and everyone in a normal situation can acquire his/her native language.

Generally speaking, Child language acquisition is viewed as the process by which children acquire and use language. Children acquire their mother tongue in the first few years of life (except some handicaps). By the time, children grow “physically and mentally”; As a result, the language will develop as well.

In 1982, Stephen Krashen made a distinction between learning and acquisition mentions that:

**Language acquisition, a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication (p. 7, 8)**

Early childhood then, can be defined as the period from birth to the age of five, it is crucial in the child's life, its significance relies on the fact that at this period transformation takes place in different levels (physical, mental, emotional...). However, one may ask how does the infant acquire his mother tongue? The following theories aim to answer this question.

### **1.2.1 The Environmental Theory**

The environmental theory is a dominant theory in the field of psychology; it is based on the notion of imitation, repetition and reinforcement. Skinner (1957) suggests that children acquire language when they interact with the environment; specifically, through the principles of conditioning stimulus, response and reinforcement.

In the same line of thought, the child is seen as a raw material to be molded i.e. the child is seen as a passive object receiving input. As White (2002) says, **"Minds are the raw material of the educators, they are what teachers and parents work on and shape"** (p.3)

According to the behaviorists view, the child is considered as a blank board and the environment fills on this paper. Through the mother's talk, the latter is considered as the infant's first teacher, since she is the nearest person to the child, i.e. language is acquired through imitation. In the same vein, Snow (1977) mentions:

**Language acquisition is the result of a process of interaction between mother and child which begins early in infancy, to which the child makes as important a contribution as the mother, and which is crucial to cognitive and emotional development as well as to language acquisition (P. 31, 32)**

This means that mothers give children the most input and from this input and interaction the child will gradually acquire language.

Alongside, children should be positively reinforced when they say something correct, and punished when saying something incorrect. Loritz (1999), cites the well-known example of MC Neill (1966)

**Child:** Nobody don't like me.

**Mother:** No, say "Nobody likes me"

**Child:** Nobody don't like me.

(Eight repetitions of this dialogue)

**Mother:** No, now listen carefully: say "Nobody likes me"

**Child:** Oh! Nobody don't likes me.(P.12)

From this example, it can be deduced that though a little progress is achieved (the child adds 'S' to verb like, but the whole utterance is not totally corrected).Correction then, is not fruitful due to the fact that children are unaware of what they are doing.

Additionally, Harley (2009) mentions that: **"Children learn language in the same way as rats learn to navigate a maze for the reward of a food pellet"**. (P.18)

However, this perspective received many critics and, the most remarkable criticism was provided by Noam Chomsky who argued that language is acquired innately.

### 1.2.2The Innateness Theory

On the contrary, the Nativists suggest that there is an innate mechanism of language development that exists in the human brain. Noam Chomsky is considered as the leader of the innateness theory. Accordingly, in 1962 he claims that:

**A young child is able to gain perfect mastery of language with incomparably greater ease (than an adult) and without any explicit instruction. Mere exposure to the language, for a remarkably short period, seems to be all that the normal child requires to develop the competence of the native speaker.**  
(p.529)

The innateness theory believes that all children are born with an innate capacity for language acquisition. This inherited capacity according to N. Chomsky, is called "Language Acquisition Device" (LAD for short) the latter which emphasis on the fact that all children are capable of developing language, picking up and understanding

Words and their organization within a sentence; Hence, children need to be exposed to language of their community.

Brown (2007) says that “**the underlying knowledge of a system, event, or fact which is non-observable ability to do something, and performance; the overtly remarkable realization of competence**” (Brown, 2007, p. 35)

In addition, UG is described by Ingram (1989) as a part of the genetic program that the child is inbred with; Hence, UG or the universal principles are purely innate (p.25), which means that all languages share some common principles and basic elements. However, neither the environmental nor the innateness can explain and solve the issue of child language acquisition, thus another theory has been emerged known as the interactional theory.

### 1.2.3The Interactional Theory

Called also the social interaction theory, this theory believes that biological and social factors have to interact with each other so that the child can learn the language. This school of thought is mainly associated with Lev Vygotsky, who emphasizes on the role of interaction in the child’s language development. As a result, both the nature and nurture are significant to language acquisition.

The main purpose of Language then, is communication, as quoted by Neil J Salkind (2011), Bruner’s states that: “**the child ability to use linguistic structures he acquires to communicate his needs, wishes, and intentions and to conduct joint action with another**” (p.7). Thus, communication is a fundamental issue that contributes to the development of children, So, children are required to be active and to take place in every day’s social interaction. (Martin & Fabes, 2009).

### 1.2.4 Critical Period Hypothesis

This hypothesis was developed to understand how babies learn their first language. Lenneberg believes that the acquisition is linked biologically to age. According to him, the ability to acquire the native language is developed in a certain period of time, at this period language acquisition is easily and effortless, and after this

period the acquisition would be impossible. As Saxton (2010) cited, Lenneberg mentions that:

**Between the ages of two and three years language emerges by an interaction of maturation and self-programmed learning. Between the ages of three and the early teens the possibility for primary language acquisition continues to be good...after puberty, the ability for self-organization and adjustment to the physiological demands of verbal behavior quickly declines. The brain behaves as if it had become set in its ways and primary basic skills not acquired by that time usually remain deficient for life. (p.53)**

Thus, critical period extend from birth to puberty, throughout this period of time, children must be exposed to language.

In this respect, Fromkin, Rodman and Hyams (1998), states that: **“Beyond the critical age the human brain appears to be unable to acquire much of syntax and inflectional morphology”** (p.344)

The evidence in favor for the critical period hypothesis comes from children (feral or wild children) who lived under unfortunate situations and in isolation in their earlier life, where they were not exposed to language i.e. they had no human contact and lack of the basic social skills and there are many cases that has been mentioned in literature such as; Victor the wild boy of Aveyron, Isabelle and genie (Jackendoff, 1994, P.120) Bergmann, Hall and Ross (2007) mentions that **“the critical period for language acquisition is assumed to extend from birth to approximately the onset of puberty”**. (p.313)

That is to say, the child must be subjected to language in order to acquire it.

However, the case of Genie gained much interest and studies and contribute to the understanding of language acquisition, the tragedy story of the thirteen year old girl who was found in 1970, suffering from social isolation, deprivation and violence, she was incapable to use language when she was found (Ylue, P.166)

### 1.3Language Development

Child language development is the child's physical and emotional change. According to Fromkin,Rodman and Hyams ( 2009):

Children do not wake up one morning with a fully formed grammar in their heads. In moving from first words to adult competence children pass through linguistic stages. They begin by babbling, they then acquire their first words, and in just a few months they begin to put words together into sentences. (p.398)

This means that, children go through stages and phases when acquiring the language. Infants' first job at early ages is to communicate, the latter which is the important matter for them to fulfill their needs. Mainly, children go through two main stages: the pre linguistics and the linguistic stage

On one hand, the pre linguistic stage is characterized by some noises to show either comfort or discomfort; for instance, they may whimpers, cry, or laugh and cooing. Yule (2010) asserts that: **“During the first few months of life, the child gradually becomes capable of producing sequences of vowel-like sounds, particularly high vowels similar to [i] and [u]”** (p.173)

### 1.3.1 The Babbling Phase

Babbling as stated by fromkins,rodman and hymas (2009), **“Babbling is a linguistic ability related to the kind of language input the child receives”**(P. 400)

Thus, babbling is the earlier reaction of the human mind to the linguistic input. It starts approximately around nine to ten months, the child start to produce sounds such as /ma-ma-ma/ and /da-da-da/(Yule, 2010, P.173). This phase is common and analogous to all children; even deaf children babble with gestures i.e. their hands equivalents to spoken babbling (Jackendoff, 1994, p.102)

### 1.3.2 The Holophrastic Stage

Holophrastic or the one word stage, at this stage the child is able to produce one word, that seem to transmit a whole sentence meaning; for example, the child utter (nini) to mean that he wants to sleep. Or words to name objects such as “cat,” “cup” and “spoon” (Yule, 2010, P.174)

The most uttered words at this stage are common across cultures like daddy, mommy. According to Jackendoff (1994)

...Other words in their vocabulary include names like, dada, mommy, and Cindy (or any other name); object words like spoon and car; pointing words like that; action words like eat and push; properties like hot; directions such as up, down and no; greetings like bye (p. 103)

### 1.3.3 The Two Word Stage

This stage starts approximately from eighteen months to twenty; children start to put together two-word mini sentences such as “mommy throw” and “throw ball” (Jackendoff, 1994, P.174)

The sentence produced is considered grammatically and semantically correct, and it conveys a meaningful speech. At this level the child’s vocabulary is increased on a great deal.

An example that may explain the two word stage, when the child says “milk” he may mean that he is hungry and wants milk or he is just naming “milk” since the bottle of milk is in front of him. thus, the meaning changes depending on the situation.

### 1.3.4 The Telegraphic Phase

After the two words stage, the child is able to produce more complex and longer sentences. At this phase the child’s utterances are similar to the language found in the telegrams, such as “mommy like book”

It can be considered as the final stage in language acquisition, this stage is important in a way that the child is able to arrange words and communicate more sophisticated messages. (Otto, 2008, P.43)

Similarly, Yule (2010) demonstrates that:

The child has clearly developed some sentence building capacity by this stage and can get the word order correct. While this type of telegram-format speech is being produced, a number of grammatical inflections begin to appear in some of the word forms and simple prepositions (in, on) are also used (P.175)

## 1.4The Process of Socialization

After dealing with the process of child language acquisition and its phases, it is safe to conclude that this process is somehow complex.

As a matter of fact, when the child acquire his native language he develops it and use it in daily life in order to fulfill his needs; Basically, the child interact with his relatives i.e. starting from the family members moving to teachers at schools and friends outside; hence, the child socializes himself as a full member of his speech community.

Starting from the fact that **“the main goal of acquisition is to become a member of community of speakers”** (Clark, 2009, P.12).

Socialization then, is **“the process by which the newborn human organism is transformed into a social person”** (Handel, 2006).

Due to the fact that no one can live isolated, socialization can be considered as a human process, whereby children acquire social skills that enable them to interact with their members of society.

Bernstein (1971) defines socialization as well:

**The process whereby the biological is transformed into a specific cultural being. It follows from this that the process of socialization is a complex process of control, whereby a particular moral, cognitive and affective awareness in a sense then socialization is a process for making people safe.(P.135)**

Thus, social interaction plays a vital role in the social and the cognitive development and growth.

#### **1.4.1 Agents of Socialization**

Socialization is a lifelong process; basically, it refers to the interaction with the surrounding environment, these interactions that will later on shape the child's personality and characteristics.

As cited in (Berns, 2016, P.20) Bronfenbrenner (1989) has introduced a biological model of human development, this model gives a total picture of the child development, including many theories; the focus will be on the primary or the Microsystems of this model which are clearly demonstrated in the following flowchart:

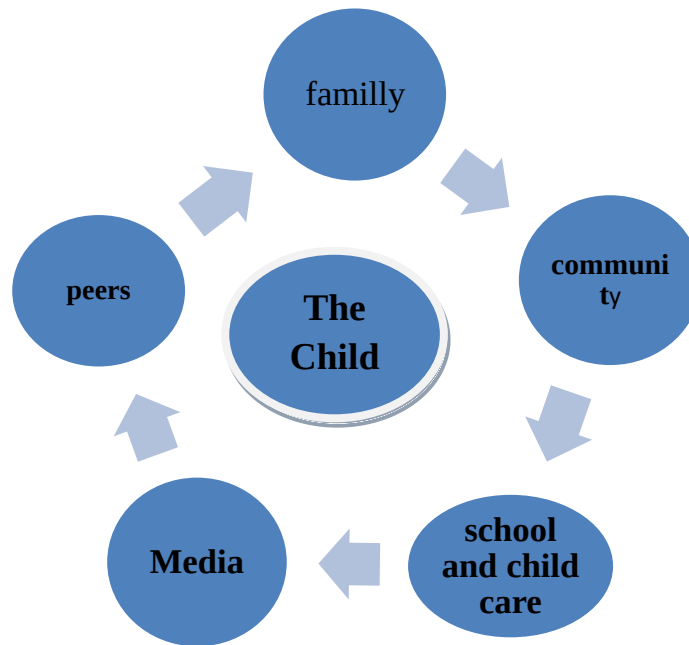


**Figure 1.1 A Biological Model of Human Development (Microsystems)**

According to Berns (2016), there are major agents of socialization which can be summarized as follows:

### **Family**

Family is considered as the first and the most important agent, since the child interacts firstly, with his parents and siblings and other family members; especially, the mother who is considered as the first teacher of the child.

Family provides children with love, affection. As it is mentioned by Berns (2016), Garbarino (1992) demonstrates that children who lived in abusive and uncaring families may suffer from mental problems. In addition to that children need adequate opportunities to handle and control objects and wanted behaviors, that's why the child needs to be subjected to a rich and a fruitful environment which will help him latter on at school.

### **School**

Children spend a significant portion of their lives in daycares and schools; thus, school is considered as an agency to enhance the process of socialization. School then can be viewed as a formally constituted community that prepares the child for his adult

role. At school children learn many subjects such as history, science, writing and so forth. Thus school provides children with motivation and success.

Along with family, socialization takes place in school as well, the interaction in school help them to grow socially, furthermore school socialize children by teaching them citizenship, national affiliation and social solidarity

### **Peer group**

Peer group can be described as an unsupervised setting; as a result, children behave freely with their mates; this social exchange enables them to build relations. Peer group socialization starts at a very early age, children engage in activities with their peers, playing, taking rules of a game and so on.

### **Community**

Community is comprised of different groups of population that interact with each other; on a narrow range, neighborhood is the primary place where the child learn by doing and acting , by seeing others' interaction; the child can have the chance to be socialized.

### **Media**

Media with all its components (Television, movies, videos, computer and so much more...) enable the child to set eyes on the whole world ;in addition, he will discover the worlds' attitudes, behaviors, relationships and so forth

### **1.5 Conclusion.**

Three major themes have been highlighted in this piece of research, namely the theories of child language acquisition, the stages of child's Language development which were stated chronologically, and the process of socialization and some of its agents, the latter which is considered as a lifelong process of social interaction whereby any individual acquire a self-identity and social skills as an affective member of society. Therefore, the current work shows the close intertwined relationship between the three concepts, considering that socialization contributes to the social and linguistic growth.

# **Chapter Two**

## **Chapter Two: Research Design and Data Analysis**

### **2.1 Introduction**

### **2.2 Baraem el Yasmin Neursery**

### **2.3 Research Design**

2.3.1 Sample of Population

2.3.2 The founder's Profile.

2.3.3 The Caregivers' Profile

### **2.4Data Collection**

2.4.1Classroom Observation

2.4.2 Description of the Founder's Interview

2.4.3 Description of the Caregivers' Questionnaire

### **2.5Data analysis and discussion**

2.5.1Analysis of the Founder's Interview

2.5.2 Analysis of the Caregivers' Questionnaire

2.5.3 Interpretation of the Result

2.5.4Suggestions and Recommendations

### **2.6 Conclusion**

## 2.1 Introduction

The present chapter is devoted to the research methodology, the sample of population, data analysis and interpretation; thus, it will represent the practical part of the whole work. It actually describes and observe the participants, and the instruments used in this work; namely the interview of the founder and the questionnaire to the caregivers. In addition, the collected data will be analyzed quantitatively and qualitatively respectively.

The present study was carried out at Baraem EL yasmin Nursery in Mecheria

To describe the situation where the study took place; thus, it is important to make a general insight about the nursery.

## 2.2 Baraem el Yasmin Nursery

Baraem el Yasmin is a Nursery situated in Mecheria, it was established in 2001 by a teacher who spent 20 years in the domain of education, there are 6 people working there as care providers; in addition, to the founder, Baraem el yasmin is divided up into sections, each section include a set of children.

The total number of children is 58, and the nursery is divided into sections as follow:

- From three months to 1year  $\Rightarrow$  3 children
- 2 years  $\Rightarrow$  5 children
- 3 years  $\Rightarrow$  23 children
- 4 years  $\Rightarrow$  10 children
- 5 years  $\Rightarrow$  17 children

It is worth to be mentioned that nurseries in Algeria are constituted under a ministerial decision in the Algerian law “published in the Official Gazette” , thus nurseries are meant to be a social and educational setting where children are kept saved and protected, its main aim is to take care of children and to contribute to their development and welfare.

## 2.3 Research Design

The current research aims to clear up the process of socialization and its affect on the child language acquisition, i.e. the child's social and linguistic growth. Additionally, this work will collect data from the answers of the questionnaire that is addressed to the caregivers; in addition, to the founder interview, to test the stated hypothesis, the researcher has chosen also another instrument which is an observation to investigate the role of socialization and how it can affect the child growth and development,

### 2.3.1 Sample of Population

The population investigated in this case study is the children who their ages are three 3 years, at Baraem EL Yasmin Nursery in Mecheria, The main reason behind choosing them is that, they meet our requirements, i.e. they start speaking and they have already been through the stages.

And due to the fact that, they are in a social place where they interact with each other So, we can easily investigate the role of socialization and its impact on their acquisition and how could it be helpful in shaping their personalities and preparing them to be a competent member in their speech communities and to participate effectively in the social life.

### 2.3.2 The Founder Profile

The founder of Baraem El Yasmin Nursery is a teacher (55 years old), she spent 20 years teaching Arabic, and then she achieved her dream by establishing a nursery.

### 2.3.3 Caregivers' Profile.

The main sample of informants introduced in the present study includes 6 workers in Baraem El yasmin Nursery, it is noticeable that the caregivers are all women; their ages range in between 24 to 50, their experience in the nursery domain varies from 3 months to 8 years.

However, for more reliability and credibility, the researcher opts for another nursery (EL Riyadh nursery) and distributes the same questionnaire for 4 nurses; in the sake of enlarging the sample of population; so that, we can have valid andvaluable answers and consolidate the research credibility.

## 2.4 Data Collection

The instruments used in this investigation are: classroom observation, an interview and a questionnaire.

When collecting data the researcher has faced many difficulties; especially, when doing a classroom observation, we were not allowed to enter and attend many classes.

### 2.4.1 Classroom Observation

The researcher opts for a classroom observation in order to have a wealth of information concerning the topic in hand, the researcher choose to be a non participant observer.

The first session within the chosen group was in the morning at (9Am), there were only 21 children, and the others were absent, the classroom is wide, the wall all covered by pink color and toys.

Most of children were calm, the babysitter starts with warming up. Afterwards, she checks if the children are feeling good or not. They interact with her in a positive way and then they launch the class with what they called (Spirituality) the latter which is an opening session, she begins with Surat AL Fatiha then with a morning prayers and all the children repeated with her the “Duaa”. What was noticeable is that there were some children who were really silent, subsequently, she starts arranging pictures of alphabet, and the children were excited; then, they start repeating alphabets. The nurse says the alphabet and asked them to repeat. They react positively and repeated in groups, most of them were memorizing the alphabet correctly, except of some alphabet that they were uttered in a wrong way like; /t/ and /ə/, /d/ and /ð/, /ḍ/ and /q/.she corrects some students, then, she asks a girl called Fatima to reread the alphabets, and the girl memorize most of the alphabet in a correct way.

And once they finished the activity, they were moving around the class, some playing, others sitting. Afterwards, the nanny called them to join her, and they seated all together and start playing, there was many type of games, puzzles, cube games and colored pictures. It was noticeable that children learn from each other while playing , such as words of praise and apologies, once someone made a mistake, they directly correct him/her.

The most remarkable status is that most of children were involved in all activities, they were acting freely as if they are in their home, but there were 2 cases that were somehow isolated and shy.

It is worthy to mention that, there are two cases (Djawed and Abdel Djalil) who are suffering from speech delay, the 2 cases react and participate in every activity, but, when it comes to speaking they only use gestures and signs, if they are hungry or need something, they come to teacher, and she understands directly their needs. After a long period of playing, children were gathered in a place where they actually have lunch, she helps them to eat, then, 6 children went to their home, while the others stayed the whole day, (they come back home at 5pm) and then they move to take a nap. In the afternoon, they take the snacks, then the caregiver tells a story for them. After that, she takes them to the garden, and then most of parents come to take their children.

#### **2.4.2 Description of the Founder Interview**

The founder of Baraeh El Yasmin Nursery was approached through a structured interview; she was asked a series of pre-prepared questions, which are mostly related to the administrative side.

Twelve questions were asked as follows (see appendix I)

**The first Questions:** (one, two and three) were set to have personal information about the founder, her age, qualification and the period of work.

**Questions Four:** is concerned with the reasons behind the establishment of the nursery

**Question Five:** asks if there is certain training or studies about dealing with children.

**Question Six:** asks about her goals behind establishing the nursery

**Question Seven:** aims to know the reasons behind choosing the nurses

**Question Eight:** examines if there is a psychologist or a social guider in the nursery, and his role.

**Question Nine:** asks about the program followed in the nursery.

**Question Ten:** is a multiple choice question that aims to know the awareness toward the role of nursery.

**Question Eleven:** an open question that seeks out to define the term socialization.

**Question Twelve:** the last question was addressed to measure the main scientific and educational tools used to develop the child linguistically and socially.

### 2.4.3 Description of the Caregivers' Questionnaire

This questionnaire consists of 20 questions which are organized in a logical way. These questions are a mixture between the close/open ended and mixed questions (See appendix II)

Each question has a significant aim which can be detailed as follows:

**Question One and Two:** these two questions include information about the gender and the age (which is an important independent variable) of the participants.

**Question Three:** aims at knowing the caregivers' levels and diplomas.

**Question Four:** The aim of this question is to figure out the duration of work.

**Question Five:** the objective of this question is to know the caregivers' training and experience to work at the nursery.

**Question Six:** this question aimed to know the effect of nurseries on children.

**Question Seven:** this question is divided up into two questions, the main question's aim is to discover to what extent the programs are supervised (legal), the other sub question aims to discover if the caregivers have insight and ideas about the international norms.

**Question Eight:** is set to know if there are any isolated children and how to deal with them.

**Question Nine:** this is a multiple choice question that aims to know to what extent parents are aware of their child's development.

**Question Ten:** this close ended question is set to discover if the caregiver loves the child or not.

**Question Eleven:** is set out to know the role of interaction between children in developing them linguistically.

**Question Twelve:** this question is designed to discover the major changes that influence the child's speech and behavior.

**Question Thirteen:** An open ended question that tackles the strategies and the techniques used by caregivers to treat children.

**Question Fourteen:** In this question, the aim is not only to define the term socialization, but, it also implicitly tries to know to what extent they are aware of socialization.

**Question Fifteen and Sixteen:** the objective of this open ended question is to know the best ways to socialize the child linguistically and socially.

**Question Seventeen:** this open question was set out to figure out the main reasons behind isolation; in other words why do children feel shy or uncomfortable.

**Question Eighteen:** is set out the role of the nurseries in the enhancement of the linguistic repertoire of the child.

**Question Nineteen:** the objective of this open ended question is to figure out the main educational and the scientific tools and activities that are followed in this nursery to develop the child linguistically and socially.

**Question Twenty:** this is an open ended question that is formed to shed light to the most remarkable changes in the child's speech

## 2.5 Data Analysis and Interpretation

### 2.5.1 Analysis of the Founder Interview

Data was collected from answers of the manager's interview, the information gathered from her will be presented as follows:

- **The Founder Interview**
- **The founder age and experience**

| Age      | Specialty      | Experience |
|----------|----------------|------------|
| 55 years | Arabic Teacher | 17 years   |

**Table 1 The Founder Age and Experience**

The table so far, summarizes the first three questions that were addressed to the founder, the age, speciality and period of work

**Question Four:** How does the idea of making a nursery start?

The teacher reported that there was no nursery in the province of Naama, and due to the fact that she likes children, and she spent a long period of time dealing with children, so that , she decided to establish this nursery.

**Question Five** Do you have any kind of training before working at the nursery? And what kind of training you had?

The teacher answered that she had an experience of dealing with children, beside that; she also had training on a private school that is specialized on childhood education.

**Question Six:** What is your goal behind opening a nursery?

When she was asked about the goal behind establishing the nursery, the founder stated that she wants to create a safety space for children, where they can feel freedom and independence. She also said that the new social requirements imposed the role of nursery; so, she believed that the nursery helps both parents and children.

**Question Seven:** What are the reasons behind choosing the nurses and caregivers?

The founder reported that nurses must have a certain level of education, and they must have experience as well.

**Question Eight:**Is there any psychologist orsocial specialist in the nursery, if yes, what is his/her role?

The founder responds that there is a psychologist, and his role is to check some cases if needed.

**Question Nine:** Is there any programme from the competent authorities?

In answering this question, she declared that there is a planner from the ministry.

**Question Ten:** In your opinion, is there any consciousness toward the role of nurseries in well preparing children, in our society?

When she was asked about the level of awareness toward the nurseries, she claimed that before people were unaware of the real role of nurseries, and nowadays the level somehow increased.

**Question Eleven:** What does socialization mean to you?

The founder reported that socialization is creating an opportunities for the child, to grow socially, psychologically, and linguistically.

**Question Twelve:** What are the main educational and the scientific tools that are followed in this nursery to develop the child linguistically and socially?

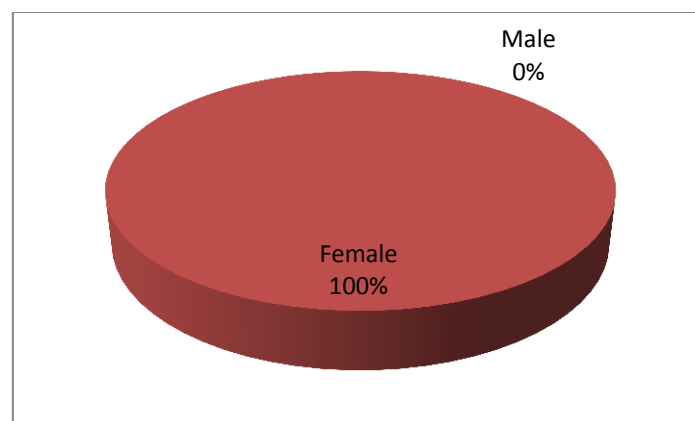
The founder replies that all children are equal and the focus is on their abilities; thus, they start with alphabets moving to plays, letting the child express his ideas and feeling is the main focus that contribute to their development

### 2.5.2 Analysis of the Caregiver's Questionnaire

#### ❖ The Caregivers' Questionnaire

Ten (10) caregivers were asked 20 questions, the questionnaire will be analyzed both quantitatively and qualitatively respectively.

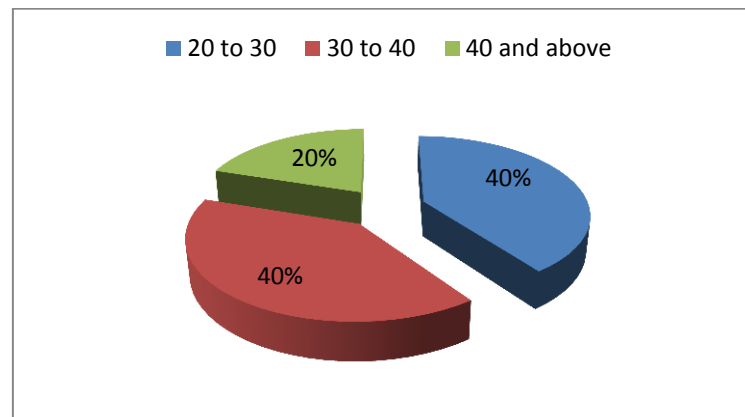
#### ❖ The Caregivers' Gender



**Pie-Chart1 Caregivers' Gender**

As it is shown, the sample population contains (10) caregivers, 00% represents male and 100% represents female, so, all the workers are women

## ❖ The caregivers' age

**Pie-Chart2 Caregivers' Age**

As the pie chart shows, one may notice the diversity in the caregivers' age, 40% of participant's age range between 20 years to 30 (23,24,24,27 years) and 40% as well between 30 and 40 years (30,35,37), while only 20% are above the 40 years (42,43)

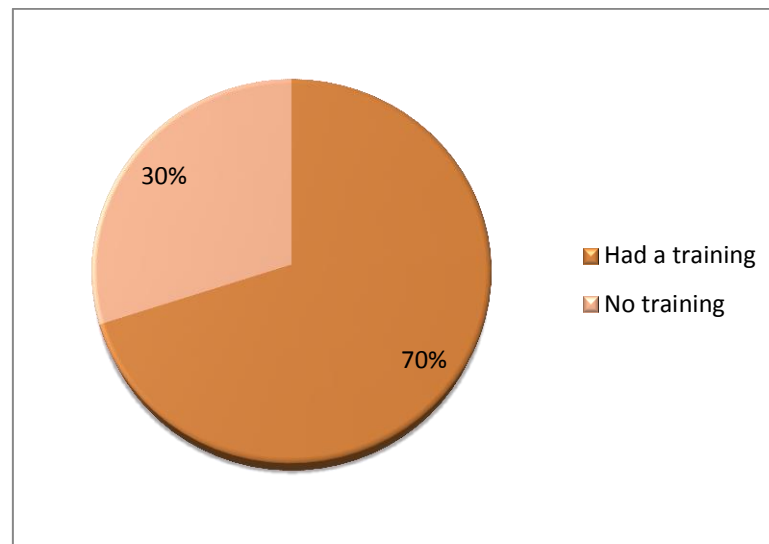
## ❖ The caregivers' Qualifications and Period of Work

| qualification                      | Respondents | Percentages | Duration of work |
|------------------------------------|-------------|-------------|------------------|
| Master Political science           | 01          | 10%         | 8 years          |
| Masterin Sociology                 | 01          | 10%         | 3 months         |
| License in English                 | 01          | 10%         | 1 year           |
| License in Arabic                  | 02          | 20%         | 1year            |
|                                    |             |             | 9months          |
| Childhood educator                 | 02          | 20%         | 12 years         |
|                                    |             |             | 10 years         |
| 3 <sup>rd</sup> year high school   | 02          | 20%         | 9years           |
|                                    |             |             | 1 year           |
| 4 <sup>th</sup> year middle school | 01          | 10%         | 4years           |
| <b>Total</b>                       | <b>10</b>   | <b>100%</b> |                  |

**Table 2 Educational Background and Experience**

As this table summarizes the caregivers' qualifications and duration of work, the diplomas they hold differ from one to another; 2 nurses have a master degree (20%) one in sociology and the other in political science; similarly, 20% have a license degree; speciality of Arabic language, in addition 20% of the whole sample are holding a childhood educator diploma. the rest of participants 20% stopped their studies in 3<sup>rd</sup> year high school, and the other 10% at 4<sup>th</sup> grade middle school. However, the duration of work varies considerably as it is illustrated above; it ranges from 3months to 10 years.

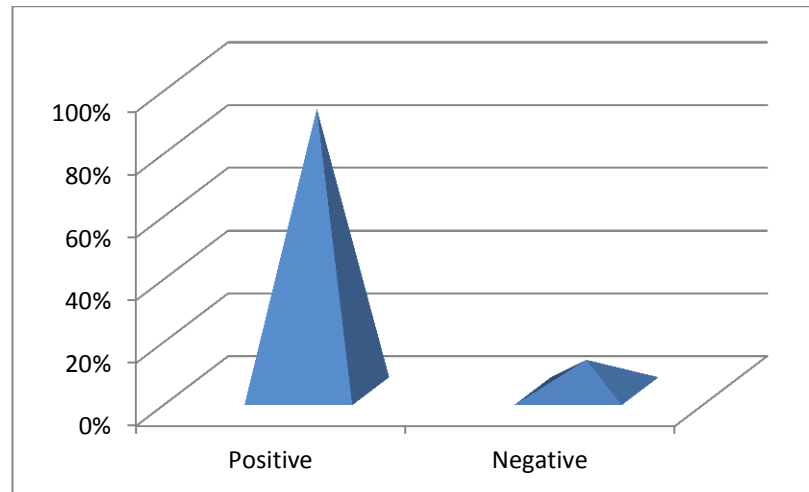
❖ **Do you have any kind of training before working at the nursery? A. If yes what kind of training you had?**

**Pie-Chart3 Caregiver's Formation and Training**

As the pie chart represents 70% of the participant had no training or formation before working at the nursery, while, 30% had a sort of training, thus most are of the participant are novice and they did not receive any professional training .

The 30% of the participant who answered with yes mentioned that the training they had was only an experience taken from the old caregivers, i.e. they are trained from the interaction with the experienced nurses.

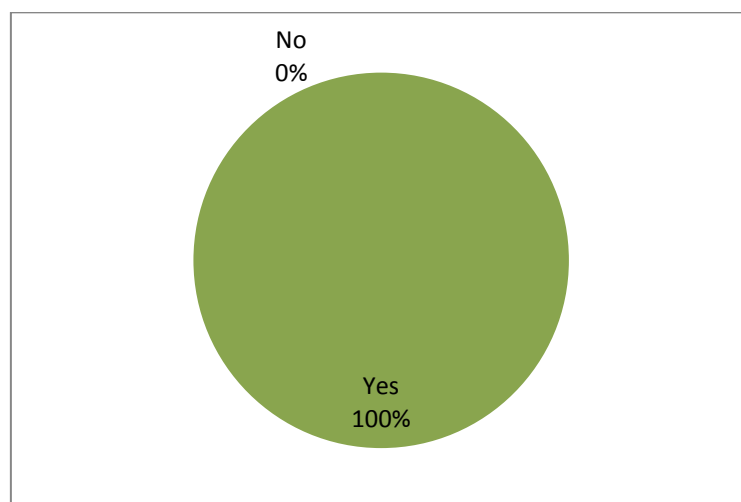
❖ **The affect of nurseries on the child's socialization**



**Bar Graph 1 The effect of nurseries**

As The histogram shows, a high proportion 90% agree on the fact the nursery have a positive effect on the child, while 10% do not support this claim, and they clarify their choice by saying that the best place for the child is his/her home surrounded by his/her family and relatives

❖ **Is the followed program is supervised by any responsible? And does it follow the international norms?**

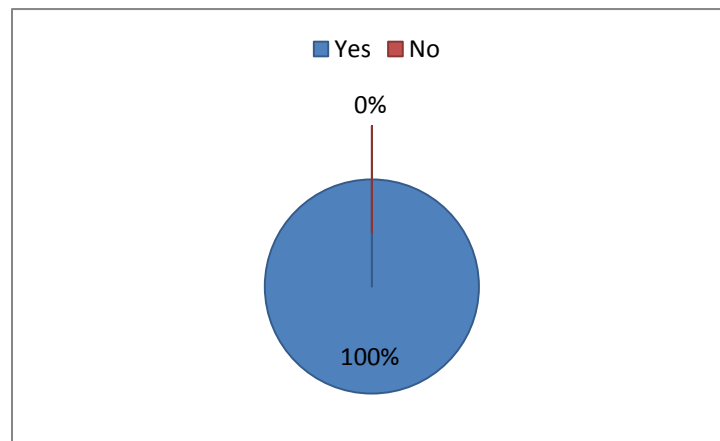


**Pie-Chart 4 The Legality of The Nursery**

As the pie chart reveals, all the workers agree on the fact that the nursery is working under supervision and in a legal way, in addition to that they claim that they follow the international norms.

When they were asked about the international standards, the majority suggested that these standards can be labeled as: standards and norms of safety, hygiene, healthy food, green spaces, and useful games that contribute to their linguistic and intellectual development.

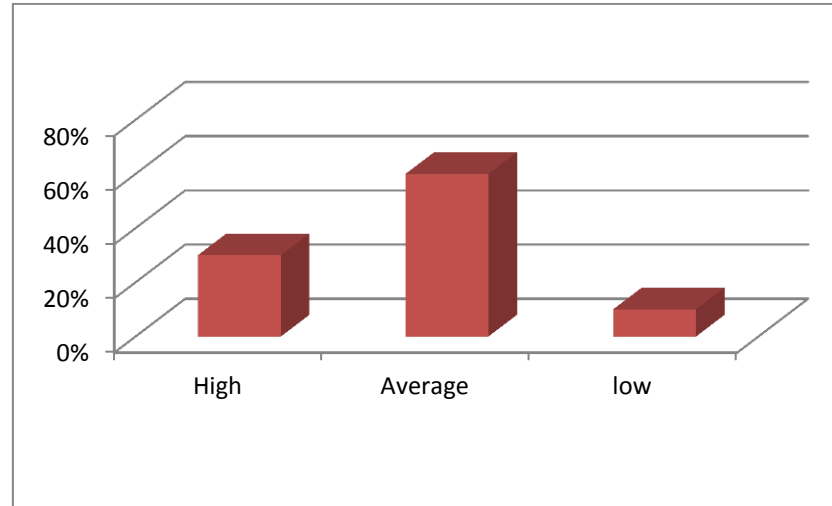
❖ **According to your experience, do you ever face any isolated children, if yes, how do you treat them?**



**Pie-Chart 5 The Isolated Children**

As the pie chart illustrates, it was unanimously agreed that all the caregivers, during the period of work have faced a case of an isolated or shy child. The majority answered that they encourage and integrate them in groups; while, the minority stated that they build good relationships with them, and they get closer to, so that the child feels comfortable and then he/she feels at ease.

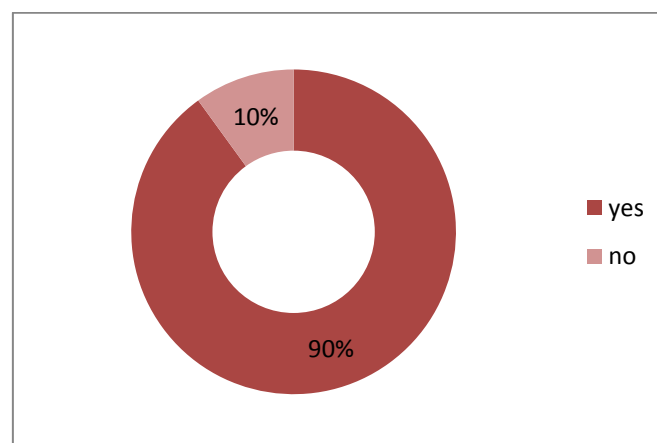
❖ **To what extent, families are aware of their children's development?**



**Bar Graph 2 the awareness of families toward their children development**

The bar graph shows diversity in answers, a large portion of participants 60% saw that parents' awareness toward their children development is intermediate, whereas, 30% rated the level as high, and only 10% estimated the proportion as low.

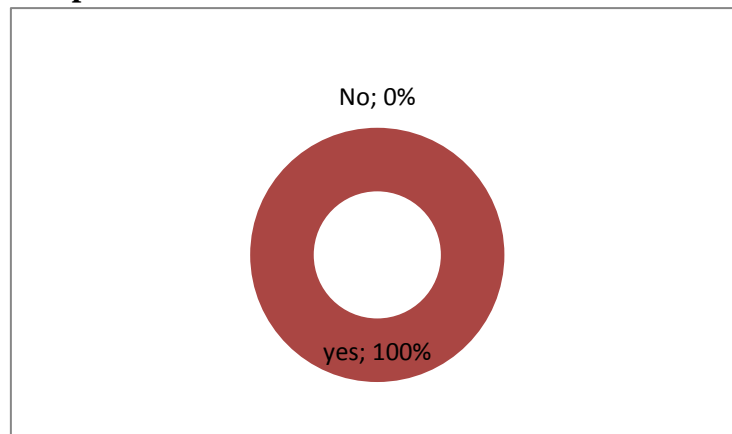
❖ **Do you love children?**



**Pie-Chart 6The Proportion Of Caregivers Love Towards Children**

As it was expected most of the participants have a positive feeling toward children, 90% expressed their love, in the other hand, and 10% admit that they did not like children at the very beginning but now they love them.

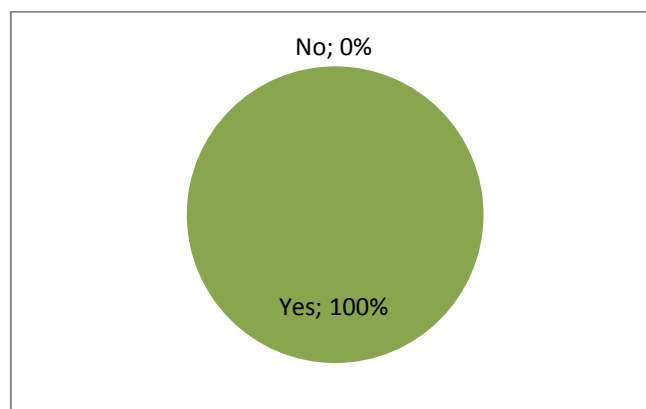
❖ **Do you think that interaction between children enables them to develop their linguistic repertoire?**



**Pie-Chart 7 The role of Interaction in Developing The child's Linguistic Repertoire**

As the pie chart demonstrates 100% of the participants agree with the idea stated so far, that interaction plays a vital role in developing the child's linguistic repertoire, when they were asked about the manner how interaction helps, they mentioned that working in groups (social interaction), helps the child to express his thought and ideas freely, and give him opportunities to share his ideas through language.

❖ **Is there any remarkable change in behavior and speech when the child joins the nursery! If yes what kind of change you remark most?**



**Pie-Chart 8 The Most Remarkable Changes**

As it is shown in the pie chart, none of all the participants denied the remarkable change in speech and behavior when the child enters the nursery. The most common shared answer was that the most remarkable change relies on behavior, since children become more sociable with others, and they started to interact, speak and become an affective member in the group

❖ **What are the techniques that you used to deal with your children?**

This is an open question, the answers were somehow different from one respondent to another, however, most of the participant claimed that these criteria rely on the child himself, i.e. each child is different from the other, so that, they treat them according to their needs and requirements, other participants answered that they surround the child with love and affection, since they consider themselves as a second mother to the child. Two respondents declared that they motivate and reward the child whenever possible.

❖ **What does socialization mean to you?**

The results obtained from this open question, was similar to most of the participants; who accord that socialization is well training the child; from different aspects (socially, psychologically and linguistically) Most of them agree that socialization is preparing the child for his/her future social roles.

❖ **the best way to socialize the child linguistically and socially**

The participants were asked about the best way to socialize the child linguistically, most of them emphasize on the role of group work, teaching using games, songs and fun instruments. Others see that repetition is an effective learning strategy, and the rest focused on the need of the child by answering all his/her questions and wonders.

Additionally, when they were asked about the best way to raise the child socially, the majority highlighted the importance of the integration and the incorporation in the groups; others see that there must be a coordinator between the caregivers and parents, because both of them have a great impact on the child.

❖ **What are the main educational, scientific tools and activities that are followed in this nursery to develop the child linguistically and socially?**

When the caregivers were asked about the scientific and the educational tools to develop children linguistically and socially, most of them reported that they follow an educational programme which held many activities, like plays, songs, dialogues and stories, besides, using visual aids. Others suggested that they let children free to express themselves.

Additionally, they mentioned that the most common activities that focus on the child language and linguistic achievements are songs, hymns, and alphabets, in addition to intellectual games.

❖ **And what are the reasons of isolation?**

When they were asked about the reasons, the most common shared answers were that the reasons can be traced back to the lack of contact with parents or/and the problems between parents, watching too much TV, or sometimes psychological problems.

❖ **What is the role of the nurseries in the enhancement of the linguistic repertoire of the child?**

The participants involved unanimously supported the claim that nurseries enhance children linguistically, in a way it provides situational opportunities for communication and participation, most of them believe that the nursery prepare the child for school.

❖ **Is there any remarkable change in the child's speech? That is to say, does the child develop linguistically?**

When the participants were asked about the changes that occur in the linguistic level, a high portions of them agree that there are many changes that happen to child, most of the cases they faced were shy and isolated, and once they join the nursery, their language develop, and they interact and expressing their needs.

### **2.5.3 Interpretation of the Results**

The results of the interview have shown that the founder was already a teacher of a long standing experience, so she was a seasoned professional. The results has revealed also that she established this nursery for a reason that she likes raising

children, and her dream is to educate children on the right way, which is an important factor for the success for the nursery.

Furthermore, the founder demonstrates that nurses are chosen according to their experience; this fact indicates that there are no real standards when it comes to choosing the caregivers which can have an effect on the child, she also emphasizes on the fact that the child in the nursery is free to express his ideas and thoughts, yet, in a formal organized way, which will prepare him for school.

The interview has shown also that there is a psychologist; his main role is to help children to overcome some problems on a small scale, like shyness or social isolation. However, once she noticed that there an intractable case, parents are contacted to handle the situation of their child.

It has been noticed that the founder emphasizes on teaching alphabets through some fun instruments; like songs and games. In fact, this is an important tool that helps students to learn language easily and successfully, due to the fact that the child mind at this level is flexible; this is what justifies the success of some students in primary schools.

The interviewee shows that there is an average level of awareness from the part of the parents toward nurseries; however, Parents should be aware that the nursery plays a vital role in the child life. Thus, they must choose well the appropriate nursery for their children.

The results of the last instruments, shows that all caregivers are female, and their ages range from 23 to 43 years old.

The results have revealed that all workers are educated and have diplomas; however, only 20% have diplomas that are really related to the domain of child care. Consistently with the data extracted from the caregivers, there were no real official or academic training, only 30% who claimed that they had a sort of training which was just assistance from old caregivers.

Additionally, 90% of caregivers acknowledge the positive role of nurseries for well socializing the child; those think that the child's speech and behavior has increased and improved, they saw the nursery as a social safe environment, where the child feel free to express himself and learn new things; in addition to that the nursery

helps the child to get his own social identity, which proved the stated hypothesis (socialization contributes to the child's social and linguistic growth). While 10% believe that home is the best place for the child. Alongside with that, there was a total agreement that the nursery works under legality and international norms, the latter which they have showed a relatively deep understanding of the international norms and standards, and they meant by that, standards and norms of health, safety and hygiene.

From the previous results, all caregivers during their period of work face at least one case of isolated children, they asserted that causes can be traced back to the child's home, and the social problems that may affect the child negatively.

Moreover, most the participants believe that families and parents have an average attitude toward their children's development.

The collected data has also revealed the scientific and the educational standards and norms that are used to deal with children; there was no specific criteria, except for some who believe that there is no one way to deal with children; but rather, each child must be treated differently according to his/her needs.

The analysis of data in relation to the participants' understanding of socialization revealed that most of caregivers define socialization as the way or methods used to socialize the child and prepare him for social roles.

#### **2.5.4 Suggestions and Recommendations**

In this part, the researcher tries to give some suggestions that may contribute to the improvement of nurseries, due to the fact that the kindergarten phase is the first step in the long journey of education.

The first five years of the child's life, are the most important and sensitive stages that any person passes through his life; due to the fact that the child have a high portability of flexibility and accessibility to learn and to interact positively toward the environment.

- ❖ Government must pay attention to the real role of nurseries; they must follow and provide the nursery with official programmes.

- ❖ The caregivers' selection is a very important part for the success of nurseries; as we daily see many cases of child abuse by caregivers, thus, a psychologist should interview them before hiring.
- ❖ Educating the caregivers about child care methods since they have a big impact on the changes that happen to children.
- ❖ As one of the aspects of growth that the nursery seeks to develop is the linguistic growth due to the important role that language performs, much of interests should be given to language activities.
- ❖ Caregivers should use short stories and books that suit the age of children, These stories and books aim to provide children with the following experiences:
  - ✓ Linguistic development
  - ✓ Development of visual observation.
  - ✓ Development of hearing capacity.
  - ✓ The enjoyment of literature poetry and prose.
  - ✓ Developing the capacity for dialogue.
- ❖ The need to hold training courses for caregivers to inform them of the latest developments and educational methods in the field of child care.
- ❖ To enrich the kindergarten environment with the means and equipments for children evaluation.
- ❖ Suitable games should be adopted to enhance the child's language development.
- ❖ Providing the nurseries with a psychologist and a sociologist to help when needed.

## 2.6 Conclusion

This chapter has presented the practical part of the research; which is devoted to the quantitative and qualitative analyses of data which was collected through several instruments from different sources; classroom observation, questionnaire and interview. At the end, some suggestions and recommendations were offered to enhance the role of nurseries; therefore, the child will benefit more.

**General Conclusion**

## **General Conclusion**

Child language acquisition and socialization are two interrelated disciplines; this work attempts to identify to what extent socialization plays a role and contribute to the child linguistic and social growth. Hence, this investigation is conducted on a sample of 21 children at Baraeh El yasmin Nursery in Mecheria, in order to reveal the role of socialization on their growth.

Accordingly, the research is composed of two parts; the first one provides definitions and illustrations to the main concepts which are; child language acquisition and socialization, in order to allow the reader to have a relevant literature about the topic in hand. Additionally, chapter two was devoted to the methodology underlying the case study in order to test the suggested hypothesis, for that reason, three instruments were used, namely, classroom observation, Interview and a questionnaire, in order to meet the research norms.

This is an exploratory research which helps us to have an in-depth insight about the subject under investigation. Thus, Data was collected through an in depth quantitative and qualitative analysis. The founder interview and the caregivers' questionnaire were analyzed respectively. Afterwards, they were followed by an interpretation of the findings, in the same vein, some practical suggestions and recommendations were proposed

Moreover, the results reveal that nurseries contribute positively on the child growth, and they develop social and linguistic skills together when they enter the nursery. This confirm the stated hypothesis "Maybe children acquire their native language and social skills together when interacting with others, which enable the child to socialize himself as a member of his speech community"

In a nutshell, it is worthy to mention that the researcher while doing this work, has encountered some shortcomings and limitations; first of all, all nurseries were private, that's why the researcher was not allowed to enter and observe. Another obstacle, is that, the shortage and the insufficient number of caregivers in each nursery, which unable the research to gather reliable and valid data,. As a result the researcher opt to another nursery to have wealthy information from caregivers, Finally, this

research remains limited, and it requires further research on this area, and this piece of work may pave the way for other investigations.

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## **Appendix I**

### **The Founder's Interview (Translated Version)**

I am presently conducting an investigation in order to figure out the role of socialization in the child's social and linguistic development, I would be thankful if you could answer the following questions

1. Age .....
2. How long have you been working in the nursery
3. How does the idea of making a nursery starts ?
4. What is your speciality?
5. Do you have any kind of training before working at the nursery? And what kind of training you had?
6. What is your goal behind opening a nursery?
7. What are the reasons behind choosing the nurses and caregivers?
8. Is there any psychologist or sociologist in the nursery, if yes, what is his/her role?
9. Is there any programme from the competent authorities?
10. In your opinion, is there any consciousness towards the role of nurseries in well preparing children, in our society?
11. What does socialization mean to you?
12. What are the main educational and the scientific tools that are followed in this nursery to develop the child linguistically and socially?

**Thank you**

## The Founder Interview (Original Version)

أقوم حاليا بدراسة لمعرفة مدى تأثير التنشئة الاجتماعية على التطور اللغوي والاجتماعي للطفل .سأكون ممتنة إذا قمتم بالإجابة على الأسئلة التالية.

1 السن ... .

2 ماهي مدة عملك في الروضة ؟ .....

3.كيف جاءتك فكرة انشاء الروضة؟ .....

4.ماهو التخصص الذي درسته ؟ .....

5 .هل تلقيت أي تأهيل او تدريس بخصوص كيفية التعامل مع الاطفال؟ اذا كان هناك تأهيل فما طبيعته؟ .....

6.ماهي أهدافك من وراء انشاءالروضة .....

7.على أي اساس يتم اختيار المربين والمساعدين .....

8.هل تحتوي الروضة على مختص اجتماعي ونفسي؟اذا كان موجود فماهو دوره؟ .....

9.في رايك هل هناك وعي وثقافة حول دور الروضة في تنشأة الطفل في مجتمعنا؟

10.ماهو مفهوم التنشئة الاجتماعية في نظرك .....

11.هل يخضع المنهج المتبع من قبل الحضانة الى الرقابة من الجهات المختصة ؟ .....

12.ماهي أهم الوسائل التربوية و العلمية المتبعة في الروضة لتعزيز وتنمية قدرات الطفل اللغوية والاجتماعي .....

شكرا,على تعاونكم ومشاركتكم

## Appendix II

### Caregivers' Questionnaire(Translated Version)

I am presently conducting an investigation in order to figure out the role of socialization in child's social and linguistic development, I would be thankful if you could answer the following questions

1. Male  Female
2. Age .....
3. Your qualification : .....
4. How long have you been working in a nursery?
5. Do you have any kind of training before working at the nursery? If yes, what kind of training you had?
6. Do you think that the nursery has a positive or negative effect on socialization?
7. Is the followed programmer supervised by any responsible? And, does it apply the international norms?
8. According to your experience, do you ever face any isolated children, if yes, how do you treat them?
9. To what extent, families are aware of their children's development?
  - high
  - Average
  - Low
- 10..Do you love dealing with children?  
Yes  No
- 11.Do you think that interaction between children enables them to develop their linguistic repertoire?
- 12.Is there any remarkable change in behavior and speech when the child joins the nursery? If yes, what kind of change you remarked most?
- 13.What are the educational, psychological and the scientific criteria that you follow when dealing with children?
- 14.What does socialization mean to you?

15. According to your experience in this domain, what is the best way to socialize the child in society?
16. According to you experience in this domain, what is the best way to socialize the child linguistically?
17. And what are the reasons behind isolation?
18. What is the role of the nurseries in the enhancement of the linguistic repertoire of the child?
19. What are the main educational and the scientific tools and activities that are followed in this nursery to develop the child linguistically and socially?
20. Is there any remarkable change in the child's speech? That is to say, does the child develop linguistically?

**Thank you**

## Caregivers' Questionnaire (Original Version)

أقوم حاليا بدراسة لمعرفة مدى تأثير التنشئة الاجتماعية على التطور اللغوي والاجتماعي للطفل. سأكون ممتنة إذا قمتم بالإجابة على الأسئلة التالية.

الجنس ذكر ☐ أنثى ☐ •

2. السن.....

3. ماهي مؤهلاتك الدراسية؟

.....

4. ماهي مدة عملك بالروضة؟ /

.....

5. هل تلقيت تدريب او تأهيل قبل العمل بالروضة؟ اذا كان نعم فما طبيعة التدريب

نعم ☐ لا ☐

طبيعة التدريب والتأهيل.....

6. هل ترين أن للروضة دور ايجابي ام سلبي في عملية التنشئة الاجتماعية

7. هل يخضع المنهج المتبع من قبل الحضانه الى الرقابة من الجهات المختصة ؟ وهل يطابق المعايير الدولية المتبعة؟

نعم ☐ لا ☐

.....

8. على قدر تجربتكم في الميدان المهني, هل صادفت اطفال منعزلين اجتماعيا؟ اذا كان هناك فكيف تتعامل معهم؟

9. ماهو مدى وعي الاهل بالتطور اللغوي لأطفالهم

عالي ☐

متوسط ☐

منخفض ☐

10. هل تحب الأطفال والتعامل معهم ؟

نعم ☐ لا ☐

11. هل ترى أن للتفاعل بين الأطفال دور في تطوير ذخيرتهم اللغوية؟

12. هل يوجد أي تغير ملحوظ على مستوى سلوك و الفاظ الطفل عند انضمامهم للروضة , وإذا نعم ,فيما يمثل هذا التغير

13. ماهي المقاييس والمعايير التربوية و النفسية او العلمية التي تتبعها في التعامل مع الأطفال ؟

14. ما هو مفهوم التنشئة الاجتماعية بالنسبة لك ؟

15. من خلال خبرتك في المجال ماهي أفضل وسيلة لتنشئة الطفل اجتماعيا؟.....

16. من خلال خبرتك في المجال ماهي أفضل وسيلة لتنشئة الطفل لغويا؟.....

17. ماهي اسباب الانعزال الاجتماعي حسب رأيك؟

18. كيف يتجسد دور الروضة في إثراء الرصيد اللغوي للطفل ميدانيا؟

19. هل يتم اتباع اجراءات و نشاطات تركز على قدرات الأطفال اللغوية و الاجتماعية؟.....

20 . هل يوجد أي تغيير ملحوظ في كلام الاطفال عند انضمامهم للروضة بمعنى هل يتطور الطفل لغويا ؟

شكرا,على تعاونكم ومشارككم