

<https://www.doi.org/10.31918/twejer.1923.26>

e-ISSN (2617-0752)

p-ISSN (2617-0744)



First Language Acquisition by Kurdish Children with Reference to Gender: Ruanduz District as an Example

Govan Rizgar M. Mustafa

Shorsh Ismael Najm

Soran University-Faculty of Education

Soran University-Faculty of Education

Kovan.mustafa@soran.edu.iq

shorsh.ismail123@gmail.com

Abstract

This article focuses on Language acquisition as a process which can take place at any period of one's life. In the sense of first language acquisition, however, it refers to the acquisition, unconscious learning, of one's native language during the first 12 or 24 months of age. The research also reviews current approaches to first language acquisition, arguing in favor of the theory that attributes to the child an innate knowledge of universal grammar. Further, this knowledge can accommodate the systematic nature of children's non-adult linguistic behaviors. It also analyzes the factors and other mechanisms that influence first language acquisition.

This research provides a survey composed of two key questions for parents, such as: 1. Which one of your kids acquired language earlier, daughter or son? 2. At what month of age your kid uttered the first word? The researchers used quantitative and descriptive methods. The research also reviews individual differences, specifically debates the critical period in kids' language acquisition, motivation, memory, and factors that are effective on the language acquisition process. Finally, the study discusses the methodology, language pedagogy as well as the suggestions for further understanding and considering the details in association with the first language acquisition.

Key words: L1 acquisition, language development, children, mothers, age, gender

1.Introduction

It goes without saying that children around the world master the immediate language they hear around them in their environment. At the beginning of their age ,children have to learn many things that will last them for the rest of their life, such as walking, motor skills, socializing, and for socializing they might as well learn the language that is uttered around them (Bates, 1994, p.37). Language is what distinguishes humans from other living forms (creatures) on earth, and it is extremely considerable to think how effortless it is for such young children to acquire language in all its complexity in such short time. In just a few years, children learn the elementary and simple components of their mother tongue, in which they learn the phonology, morphology, semantics and syntax of their native language (Clark, 2003, p.43). The style and rate, at which children acquire language, have universal characteristics even though there could be individual variation, to some degree, in the process of language development. These differences in language development can often be seen between one and three-year-old children, concerning the utterance of first words. According to researchers, the second year displays the most variability in the early lexicons children acquire. Research on first language acquisition is relatively recent. In the 1960's, the American linguist, Noam Chomsky, introduced the idea of an innate competence that all children have, in which he argued that the language development of a child is largely derived from an innate system. "Behaviorist learning principles could not account for the rapid acquisition of an infinitely productive language faculty" (Gleason, 1978, p.36). They claimed that children could not possibly learn all they need to know about language though hearing the speech around them only because the linguistic input to young children is very poorly structured. This is because linguistic studies on first language acquisition have mainly focused on the

psychological part of the development and much less on the social factors and individuality. First language acquisition still remains a mystery and researchers are still debating on how much of it is innate, or natural, and how much is learned by nurture. But do all children learn their native language at the same rate and style? Can all parents expect their children to go through the same regularities and continuities in their child's language development as in other children or are there some variations that can occur? Our focus is on language development and how it emerges from the early stages of linguistic development. This research includes an Introduction, focuses on the review of the literature and features a brief overview of key background of L1 acquisition and the factors like gender, culture, style, and environmental issues that leave effect on the process of language acquisition. Afterwards, the researchers look into the early articulation and words combination; it also focuses on the stages of word-uttering through which children go which is an overview of the regular patterns of development in language acquisition of children from birth to two-year-old. Finally, the researchers concluded the research by developing a clear and succinct methodology, results, and conclusion.

2.1. Review of Literature

Theoretical Background

According to Chomsky (1957, p.13), "language contains a group of limited sentences and each sentence was limited by its length, so each of them includes several restricted rules". Chomsky believes that children are programmed genetically to walk when they reach a certain stage of development; they are programmed to talk and own innate ability to acquire language. The mentalist approach contains several regular steps to acquire a language such as (babbling, one-word utterance, two-word utterance). The first

step of a child's life shows us (simple smile, crying, screaming etc.) but their signs and images could refer hundreds of meanings that they communicate and send messages to others. According to Chomsky (2009, p.101-102) "Language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditional. The form of acquisition and use of language that is acquired is largely determined by internal factors; it is because of the fundamental correspondence of all human languages, because of the fact that human beings are the same, wherever that a child can learn any language." Eric Lenneberg and Noam Chomsky for fifty years have argued this hypothesis. The child is hard-wired, and has endowment and innate language-specific abilities that control and make language learning easy. A universal grammar, hypothesized by Chomsky which is about innate linguistic knowledge, also referred to language acquisition devices to acquire language and apply it as inborn capacities. Children acquire mother tongue habits by the use of varied babblings which are similar to the words produced by the person and the members of families around them. Boysson (2001, p. 73) stated that the family is the best school or learning center for children of early age. Mothers can understand their babies when they are expressing their needs or feelings through crying, smiling, shouting, screaming etc. The language does not include just utterances or verbal words. Expressions, gestures are also parts of the language. When the child cries, it refers to pain, hungry, sleep. Their smile refers to comfortable and good health. According to Brown (1973, p.39), children acquire language through imitation of parent's surrounds or members of their families. The process of language acquisition has some basic requirements such as required interaction with other language users, cultural transmission, Physical capability of sending and receiving signals in a language. Children acquire and learn the basic elements of their native language such as (Morphology, Semantics, syntax, Questions,

negatives). In the example of developing morphology (The first inflection to appear is – **ing** (Mommy reading book), the child fixes (s) for words as (' foots' ' mans' ' feets' ' mens'), children in their first step produce the sound, then single word utterances. According to (Fromkin 1983, p.164), “children's early expressions, comprising essentially of single words, were once considered to carry the meaning of entire sentences; they were labeled holophrastic”. The newborn children communicate or create single words but each of those words comprises sentences meaning for the case when the child says (water = I need water or I'm parched). The syntax is the arrangement of sentences, clauses, phrases. Parents do not focus on how their children to learn syntax. They focus on what the child is saying, rather than on how they say it. “The remarkable features about development syntactic rules in that seem to take place almost unnoticed with no explicit instruction” (Gleason 1978, p.139).

2.2. Language Acquisition and Language Learning

According to Crystal (1985, p.437), “Language acquisition refers to the learning of a linguistic rule”, i.e., the rule of grammar, phonology or semantics. And language development implies further use of this rule in an increasingly wide range of linguistic and social situations. Petrarch (2015, p.58) argued that language acquisition is an unconscious process during which children are unaware of grammatical rules. Many scholars, theorists and researchers make distinction between “language acquisition” and “language learning”. Language acquisition deals with acquiring language as a mother tongue or the first language. Hyde (1988, p.7) believed that “language acquisition is a subconscious process of a gradual development of ability through use in natural communicative situations with other speakers.” According to Corder (1973, p.109), “Language acquisition takes place during the

period when the infant is maturing physically and mentally”. In other words, language learning refers to learning a second language which generally starts at a later stage when language performance has already become established and when many other physical and mental processes of maturation are complete or near completion (Gleason, 1978, p.82). Learning a second language is different in many respects from the acquisition of the mother tongue. Firstly, the conditions under which acquisition and learning take place are different. Language acquisition takes place in childhood when a child grows physically and mentally, and language learning occurs at a later stage after the first language or mother tongue has been mastered. Secondly, the motivation and spur for the processes of acquisition and learning are also different. Language acquisition comes quite naturally, while language learning occurs “as a result of the discovery of its practical utility” (Corder, 1973, p.110). Thirdly, the language learning also differs from language acquisition on the basis of data. A child acquiring his/her native language is exposed to a different kind of data which are unorganized, ungraded and unsystematic. These are not “carefully planned or logically ordered set of data” (Corder, 1973, p.110). Moreover, these cannot be treated as “teaching syllabus” in any sense of the word. Fourthly, the second language learning in many cases occurs formally, that is, through formal instructions for which the instructional materials are “carefully planned and logically ordered”.

2.3. Home Environment and Language Development

Robin, (2012, p.19) declares that home literacy environments impact on developing language and reading. (HLE) (The home literacy environments are composed of materials and expressions such as child opportunities for verbal interaction, parental literacy teaching activities and habits). The home environment consists of

the parents, and close people who live surrounded or relatives. A child is an infant of between 3 and 5 years in pre-nursery or nursery school. Influence means changing something or speaking by the power or action. Teaching storybook or telling a story. That is, narrating a story for children by parents especially grandparents have great influence on the child's mental and language development. The infants can repeat the words which they heard during telling a story. They believe that everything is a reality in the story. Mulet (2008, p.51) believed that when children are learning crawl or babbling and produce band sounds, during this time, the parents and surroundings are supporting them by smiling, kissing, cuddling, taming and any other actions that motivate children to repeat the utterances. Carol (2015, p. 27) declared that parents try to provide words, combine words, or sentences, asking questions from parents to infants are an appropriate way of developing their children's ability to talk. For example (Mom: Do you want milk? Do you want to sleep?) If the child didn't reply even one word of the questions, but it helps them to remind the questions in their minds which asked by their parents so the heard words or questions are being familiar gradually.

2.4. Gender Differences

According to Crawford (2001, p.61), Lifelong is reproducing both males and females in families, societies, nations, countries all over the world. The domesticity comprises parents and children foster. The parents make abide for our damndest to confine both male and females babies. As we know everything is not the same, every people differ, in face, eyes, color, behavior, and vocalization. Macaulay (1978, p. 353) observed that "little girls on the average learn to talk earlier and more quickly than boys; they outstrip them in talking correctly; their pronunciation is not spoilt by many bad habits and awkwardness so often found in boys." That is, mean

girls are smarter than boys to talk. Females' concentration is better than males. The inclusive review of thousands of psychological studies show that there is sex variation. Maccoby and Jacklin (1974, p.46) concluded that there are only four psychological areas consistently been found “males appear to be more aggressive than females, to excel in visual-spatial ability and to excel in mathematics, while females excel in verbal ability.” The findings of many studies show that girls begin to talk earlier than boys. Females have greater smoothness in such things as spelling, writing, and the essay in the learning of foreign language. There is a lack of difference in early ages or birth, while this notice is bigger and different in adults. Many cases and studies verify that girls are faster to acquire language than boys.

Fromkin and Rodman (2007, p.83) examined the acquisition of vocabulary by eighteen children between the ages of one and two. The case showed that all the boys fell in the group with the slower and later acquisition but the girls have got the vocabulary faster. That is, the vocabularies were fifty words, so the boys at twenty-two months but the girls at eighteen months old. Irena (2007, p.198) stated that “the capacity to acquire knowledge relates to mind and cognitive development, even though the boys were older than girls but their ability for acquisition quitter and least.” It does not mean that every female is smarter or faster to talk and learn than males. It comprises of many factors such as (environment, culture, age, hereditary, health, etc... The priority capacity and responsibility begin with parents or families who support their children to talk more in order to learn more (Golombok & Fivush, 1994).

2.5. The Relationship between Culture and Language Acquisition

Natali (2017, p.17) argued that culture is a large field which comprises language, cuisine, social habits, music, and art etc... Language is a part of the culture, as it is known, it has many nations with different languages in dissimilar cultures or cultural differences in the world. Do children acquire language in other culture that is not their own? How can they be familiar with cultural differences? People use language in different societies or situations. For example, in a specific area or family, a child of this domain acquires the parents environmental utterances, behavior, habits, etc., so if the same child is isolated in that family and is taken to another different family in different area and culture, for a limited time, so a different lucid happens on this child. She/ he could be familiar with two different cultures and different utterances .Another example, the employees in a specific area, the language that they use will reflect or depict their thoughts or feelings which are influenced by their workplace atmosphere. According to Boysson (2001, p.43), French mothers are more comfortable than the American mothers when it happens to their children acquire their native language. Many American learners have a better ability to speak in their native language than others since the quick advancement of the lexicon in American children is associated with the choice of monosyllabic targets.

2.7. Caregiver Importance and Its Effects on Children's Development

A caregiver is a person who provides direct attention for children, elderly or any other members that need to take service into consideration. Language improvement or development in children, especially, in early age, hinges on some of their linguistic

experience and capability of speaking. Richard (2003, p.92) comments it is difficult for every child to improve his/her language or acquire and communicate without caregivers or parental members and home environment. All of these can develop a language through communication, and the carelessness by parents or caregivers towards children affects their talking and language evolution (Kalmar, 1993, p. 37). Taking care of children provides them great effects in their survival, development, and growth. Precociousness refers to practices, behavior or duties of caregivers such as providing or preparing food, health, food, etc. with emotional and stimulation supports. It is not only the practices themselves, but also the way they are performing to help infants' growth with responsiveness and attention. The conversation between caregivers and children includes many characteristics and concepts mentioned above (Bruner, 1978)

3.1. Early Articulation and Word combinations

According to Clark (2003, p.51), child's early age includes some steps for talking as mentioned before; this process starts after birth so the infants cannot produce utterances before a very early age, especially elementary months. There are good experimental substantiation of language like behaviors which occur when a child voices during the first three months. Their first hums are naught more than, crying, shouting, screaming, cooing. Yule (2012, p.173-174) believed that infants word production in early ages need support and motivation by their parents, adults, family members or home environment since it will have a great role in developing infants talking. The caregivers are the first aid helpers for providing and progressing their baby's articulation. After cooing and babbling, children often produce the first-word utterance as (Daa, Baa, and Maa). The caregivers can **input** and involve to help children produce words as soon as possible, repeat words more and

more in order to make infants imitate them and focus on word voicing. Mothers communicating with infants, in early age, mainly, includes single word utterances. As children add something to their first words, they add specific features to how they prompt what they need and what they are keen on. This all initials comprising more information and hence more difficulty in each word. Clark in (2003, p.166) argued that the newborns in one-year-old do not state very frequently, they usually say one word at a time and produce their words at prolonged intermissions, with long pauses between utterances.

Fletcher & Garman (1988, p. 97) announced that children produce two-word mixtures as they make requirements, define positions and activities as they deny some state of affairs. What do children do with first multiword utterances? They tie them to preceding utterances and they use them to add new information. They are relying on common ground with the adults in conversation. When the adults do not possess the pertinent information to considerate what the child is talking about, they may flop to find the necessary common ground. Children usually pay attention to their parents or care givers' mouth movements when they articulate words. Newborns usually depend on their mothers rather than other members of the family enclosed them. According to Kalmar (1993, p.82), when an unknown person communicates with a child and asked him some questions, the child might not reply to the questions, but if the same question is asked by the child's mother, he or she replies the question and will start to communicate because infants know their mothers' voice and there is a strong relationship between them. Bollinger (2002, p.29) and Corder (1973, p.64) argued that it is difficult to understand babies sound when they are producing words because they usually change letter sounds; in any case, mothers can understand their babies better than others.

3.2. Stages of Language Acquisition

Language acquisition is regarded as one of the most considerable aspects of human development. Children acquire knowledge of the language or languages spoken around them in a relatively short time with little apparent or purposive efforts, "This could not be possible without two crucial ingredients: a biologically based predisposition to acquire language, and experience with language in the environment" (Frenandez & Cairns, 2011, p.97). Further, "Studies of linguistic development have revealed that children pass through a series of recognizable stages as they master their native language. Although the age at which children will pass through a given stage can vary significantly from child to child, the particular sequence of stages seems to be the same for all children acquiring a given language" (Akmajian, 1995, p.456). The case reported traces the language development of the child Anwar from an Arabic-speaking home, from her first vocal sounds to the first sentences since her birth, the study was carried out in the form of "diary" and the traditional method of phonetic transcription was used to record utterances. It was found that she had acquired Arabic by the time she was age five.

3.2.1. Early Vocalizations

Crying "Birth cry" was the first vocal response the child Anwar made. Later, crying was used to convey the basic physiological needs, such as hunger and thirst. Crying sounds were also produced when she was in pain, discomfort, or when frightened. After a couple of months, the crying started diminishing and developed "cooing".

3.2.2. Cooing

Cooing is the next stage of vocalization. It refers to the production of non- crying sounds. In case of Anwar, the period of cooing continued up to the seventh month. During this period her vocalization mainly consisted of the following: (1) Long vowels, such as a:, u:, i:. (She went on lengthening these vowels). (2) Short vowels /a/ and /u/ (combined with /m/, such as “am”. At this stage, she also used to make gurgling sounds. Cooing normally conveyed her being comfortable and contented.

3.2.3. Babbling

When she became around seven months, the quality of her vocalization changed and she started babbling. Babbling, compared with cooing, includes a wider variety of sounds richer in both consonants and vowels. The www.ccsenet.org/ells English Language and Literature Studies Vol. 4, No. 4; 2014 20, voiced bilabial plosive /b/ was the first consonant uttered by Anwar. It is worth mentioning that the voiceless counterpart is missing from Arabic. Then acquired another consonant /m/, the bilabial nasal. After these two consonants, she also acquired the alveolar nasal /n/. During the babbling period, she acquired the front consonants /t/ and /d/. These consonants were uttered forming syllables, such as, “ba”, “ma”, “ima”, “mama”, “ta”, “da”, “ida”, “iba”, “ita”, “taa”, etc. This actually started around the eighth month of her age. It was found that though these were meaningless utterances and seemed to serve no communicative function, they resembled her first meaningful words of the holophrastic stage. Fromkin (1983) & Hazim (2010) regarded babbling as a necessary step in language development. Babbling occurs because the child is innately disposed or programmed to babbling”.

3.2.4. The One Word-Stage:

According to Fernandez & Cairns (2011, p.32), the child starts to talk individual or single words, the words that are acquired are usually names of important people, greeting, foods, objects within a daily routine, and these words are used to change their environment such as "telegraphing speech" ,for example, **give, open, go**, etc. It mainly occurs around age nine to eighteen months, so here in holophrastic stage child's mind has little developed and she has the capability to produce single words. The infant is growing ability to record the sounds and then control vocal productions that occurred in the late stage of babbling, but at this point, s/he has better regularity. Hazim (2010, p.14) and Thiede (2014, p.27) believed that when a single word stands for a phrase in a sentence, it is referred to as a holophrastic stage. This talent appears to be based on a strategy of selecting the most educational word that applies to the situation being remarked upon. A child who wanted candy, for example, candy rather than want since the former word is more instructive in this situation. Similarly, a child who signs a new toy would be more likely to say toy than see.

Briefly, in this stage, children focus on more things mentally, but produce just single words verbally.

3.2.5. The Two Word-Stage

Children typically start this stage by juxtaposing two words with equal intonation on both and a pause between them as if each were a word being pronounced in isolation ' Mommy...sit; Daddy ..Go... Typically children start to combine words when they are between eighteen and 24 months of age (Akmajian, 1995, p.87). Around thirty months, their utterances become more complex as they add additional words and also affixes and other grammatical morphemes. The transition of two-word utterances have been seen

as, perhaps, the single most uncertain issue in the study of language development (Bloom, 1998, p.92).

The final organization of dialect securing is called the transmitted organize. This stage is named because it is comparative to what is seen in a telegram, and it includes fair sufficient data for the sentence to make sense, for illustration, "Mommy eat" "Daddy goes" etc. Child's lexicon increments is from 50 words to up to 13,000 words. At the conclusion of this stage, the child starts to combine plurals, join words and endeavor to induce or hold of tenses (Yule, 2012, p.175) and Bollinger (2002, p.87).

3.1. Methodology

This research was conducted via using a quantitative survey and a descriptive method which included basic demographic questions about a child's first-word articulation in different months of age with reference to gender differences in first language acquisition. The questions were directed to twenty-five mothers in Ruanduz district by the researchers. All mothers have brought up infants with different genders males and females. All of them have a good experience of bringing up and raising infants. The main purpose of this survey is to find out and be familiar with child's gender differences in acquiring first language earlier.

Research Questions

This study aims at answering two main questions:

1. Which of your children (son or daughter) learned the first word-combination earlier?

2. At what month of age he/she uttered the first word or the first word-combination?

Participants

In order to collect the data from the participants, the researchers chose twenty-five mothers who were residents in Ruanduz district, and all of them have reared children in both genders, male and female. They had a good experience of raising up infants. The age of the parents ranged from 25 to 50, the total number of infants who their mothers talked about was (51), the range of their age was around twenty months to over thirty months. The Participants replied both questions appropriately and succinctly.

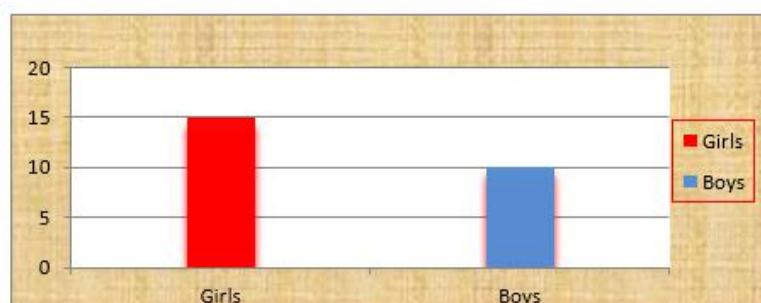
Instruments and Procedures

The instrument of the research was a survey that included two main questions. The questions were (Which of your kids learned the first word-combination earlier, daughter or son? At what month of age your kid uttered the first word?). In fact, the researchers interviewed mothers by asking them the same two questions used in the quantitative model. Some of the parents were not able to read and write. Therefore, the researchers interviewed them and completed the survey accordingly. The mothers provided the real evidence about their infants in the process of producing and acquiring words; also they indicated some factors which influenced infants in the process of articulation; however, we could not mention the whole extra verbal-information and factors the parents provided since our research was associated with quantitative method. The researchers visited parent's homes gradually in an appropriate circumstance. (See Appendices A & B)

Data analysis and Results

The data of the research collected from parents using quantitative and descriptive methods. The responses were given the number and then calculated and concluded out of percentage. The researchers used **SPSS** program for scoring data.

The result of the question (Which of your kids learned earlier, daughter or son?) showed that girls learned earlier than boys. 15 of mothers said that their daughters learnt sooner, which is 60%. However, 10 mothers said that their boys learnt sooner which is 40 % the percentage contradistinction was 20%. (See the chart below)



Girls	15	%60
Boys	10	%40
Variance		% 20
Total	25	%100

(Chart A)

When the participants were asked the second question (At what month of age your children uttered the first word?), they indicated that 8 children vocalized first word in 10 months of age; 3 boys which is 37. 5% and 5 girls which is 62.5%. Also, in eleven months of age were 13 children. 7 boys, which is 53.84% and 6 girls which is 46.15%. Moreover, 21 infants showed their first

گوفاری توئژمر / بهرگی ۲ / ژماره ۳ / هاوینی ۲۰۱۹
۱۰۳۰

utterance at twelve months of age; 10 girls, 47.6% and 11 boys, 52.38%. However, over twelve months of age were 9 kids. 5 boys, equal 55.6% and 4 girls, equal 44.4%. (See chart B, below):

At what month of age your kids learned uttered the first word-combination?



Months of age	Boys		Girls	
	Count	per	count	per
Ten months	3	37.5%	5	62.5%
Eleven months	7	53.84%	6	46.15%
Twelve months	10	47.6%	11	52.38%
Over twelve months	5	55.6%	4	44.4%
Total	25		26	

(Chart B)

The researcher's interview showed that the item included some factors which leave effect on kids to produce words earlier or later. Some mothers said that some of their children who had articulated earlier are those who grew in an extended family where several members had been talking with them frequently. Some other

parents said that the infants who learned earlier were owing their siblings in the same family whose age was close to them. That is, the age difference between them was just one to two years.

Discussion and Pedagogy

First language acquisition and child's language development is a complex item. So many psychologists have glimpsed and mentioned varieties of ideas, believes, thoughts etc. They have tried to proof it through their theories such as Behaviorism, innateness, Cognitive etc. which are indicated in previously in this research. They argued about infants first language acquisition, and some of them have supported others idea, and some others have criticized each other. For example, Skinner and Chomsky. Skinner believes that the children acquire and learn through imitation, habit, practice and coping from parents while Chomsky controverts Skinner. Chomsky believes that language is innate, pre-programmed. According to him, children have born with ability to learn and they are developing their language through practice and home environment role. The factors which influence first language acquisition have been explained before such as gender, environment, and age, and also indicated the stages of language acquisition.

The mothers indicated some important information about their infants' language acquisition stages, some of them said "A child can affect another child to develop language and talking, two children can learn from each other easier, especially if their average age is near to each other". Some other mothers said "talking more with children can progress the capacity of talking." Also, others believed that motivating infants have a great influence on talking, such as smiling, playing games, singing a song, and embracing

when a child vocalizes new word or repeat your words again and again.

Conclusion and Recommendation

Research on child language development continues and many questions have yet to be answered. Exploration of similarities and the regular patterns of child language development are easy to find, but study on the linguistic variations, in the early stages, are not easy to find. The problem is how hard and complex it is when children acquire their native language, but young children seem to make it so easy. Typical evolvement in newborns looks pretty straight-forward in their first year where their first word should be uttered around their first birthday, but after that things become unclear. The next stage is somewhere around eighteen months old where the child should have around fifty words in their vocabulary, but according to research that is not always the case. The age at which young children articulate their first words and acquire their fifty words of vocabulary can change just as the development of motor skills can differ, such as crawling and walking. The ones that have a vocabulary of fifty words around twenty-four months old are considered late-talkers. Normally though, by the time they are three years old, they should have caught up to their peers. This gap in environmental influences can have impact on the vocabulary development noticeably when keeping in mind that no child has the exact same education.

Home environment and caregiver's speech affects developing a child's language acquisition. Language acquisition is an implicit process. Infants acquire language mainly through their parents via imitation. Parents do not focus on a child's grammar and word or sentences arrangement, they mostly focus on how their

children talk and produce words. Gender differences and many other factors which are mentioned above can have impacts on language acquisition. The survey of the research indicated that girls acquire language and learn earlier than boys. Language acquisition process immediately starts after birth and passes through some stages such as babbling, one word-stage, two word-stage, and telegraphing speech. Each of these steps includes its own characteristics. The survey also focused on the one-word stage. The result showed that not all children vocalize the first word in the same age or in a specific time. It depends on a child's capability and a parent's role in developing infants for talking. According to the mothers' responds, in the survey, it is shown that newborns usually produce the first word around ten months of age. We suggest that other researchers cope with the same case expansively with reference to second language acquisition and its factors that influence the L2 acquisition process.

Appendix A

A perception of first language acquisition

Dear participant

This questionnaire aims at identifying a perception of first language acquisition. Your answers are valuable and important as parents, please answer honestly.

Thank you

Mother ☐

Father ☐

Which of your kids leant earlier, Daughter or son?

1/ Boy ☐	Girl ☐
2/ Boy ☐	Girl ☐
3/ Boy ☐	Girl ☐
4/ Boy ☐	Girl ☐
5/ Boy ☐	Girl ☐
6/ Boy ☐	Girl ☐
7/ Boy ☐	Girl ☐
8/ Boy ☐	Girl ☐
9/ Boy ☐	Girl ☐
10/ Boy ☐	Girl ☐
11/ Boy ☐	Girl ☐
12/ Boy ☐	Girl ☐
13/ Boy ☐	Girl ☐
14/ Boy ☐	Girl ☐
15/ Boy ☐	Girl ☐
16/ Boy ☐	Girl ☐
17/ Boy ☐	Girl ☐

Total ☐

Boys: 40%

☐

Girls: 60%

Appendix B

A perception of first language acquisition

Dear participant

This questionnaire aims at identifying a perception of first language acquisition. Your answers are valuable and important as parents, please answer honestly.

Thank you

Mother

Father

At what age your kids uttered the first word?

Ten months			Eleven months			Twelve months			over twelve months		
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl
Boy		Girl	Boy		Girl	Boy		Girl	Boy		Girl

References

- Akmajian, A., Demers, R., Farmer, A., & Harnish, R. (1995). *Linguistics: An Introduction to Language and Communication*. The MIT Press.
- Bates, E. (1994). *Modularity, Domain Specificity and the Development of Language*. Elsevier Science: Geneva-Switzerland.
- Bloom, J. (1998). *Language acquisition in its developmental context*. Retrieved from <https://academiccommons.columbia.edu/doi/10.7916/D8PG20B9>.
- Bollinger, (2002). *Children first Language Acquisition at age 1-3 Years old*. Retrieved from *Science*, v 20, Issue & ver. V (Aug 2015, p 52-53).
- Brown, R. (1973). *A first language: The early stages*. Oxford, England: Harvard U. Press.
- Boysson-Bardies, B. D. (2001). *How language comes to children: From birth to two years*. Cambridge, MA: MIT.
- Boysson (1999). *The Universal Structure of Babbling*. *Nature*: Retrieved from <https://www.nature.com/articles/23619>.
- Bruner, J. (1978). *The role of dialogue in Language acquisition*. New York
- Carol. Griffiths. (2004). *Language Learning Strategies*. The acquisition of gender-differentiated language CORE.

- Corder, S. P. (1973). *Introducing Applied Linguistics*. Harmond-Sworth, Middlesex: Penguin Books
- Chomsky, N (2009). *Cartesian Linguistics*. 3rd edition: Cambridge University Press- New York
- Chomsky (2004). *Chomsky on MisEducation*. Rowman & Littlefield- New York
- Chomsky, N. (1957). *Syntactic Structure*. 2nd edition: The Hague-Berlin
- Clark (2003). *First Language Acquisition*. 2nd edition: Cambridge University Press- New York.
- Crawford, M. (2001). *Gender and language*. In R. K. Unger (Ed.), *Psychology of women and gender*. New York: John Wiley and Sons, Inc.
- Crystal, D. (1985). *A Dictionary of Linguistics and Phonetics*. Oxford: Basil Blackwell.
- Fernandez, E. M., & Cairns, H. (2011). *Fundamentals of Psycholinguistics*. Wiley-Blackwell Publication.
- Fletcher, P. & Garman, M. (1988). *Language acquisition: Studies in first language development*.
- Fromkin, V., & Rodman, R. (2007). *An Introduction to Language*. (8th ed.). Thomson Higher Education: Boston-USA.
- Fromkin, (1983) *Children first language Acquisition Retrieved from Journal of Humanities and Social Science , v 20, Issue &ver. V (Aug 2015, p 51-52)*.

- Gleason (1978). Perspectives in Neurolinguistics and Psycholinguistics. Retrieved from <https://www.sciencedirect.com/science/article/pii/B9780127463049500112>
- Golombok, S., & Fivush, R. (1994). Gender development. Cambridge: Cambridge University Press.
- Hazim Al Dilaimy, (2010) what's the difference between Learning and Acquisition. Retrieved from [Https/ w.w.w.researchgate.com](https://www.researchgate.com)
- Hyde, J. S., & Linn, M. C. (1988). Gender differences in verbal ability: A metaanalysis. *Psychological Bulletin*, 104(1), 53–69.
- Irena, M, (2005,). Gender difference in children's language Retrieved from [Http// w.w.w. research gate.](http://w.w.w.researchgate.com)
- Kalmar, V. (1993). Caregiver-Child Interactions and Their Impact on Children ... Retrieved from 2018. "*Linguistic and Literature.*" *Journal of Language*, vol. 1, ser. 2, 2015, p. 30
- Maccoby, E. E., & Jacklin, C. N. (1974). The Psychology of Sex Differences. Stanford, CA: Stanford University Press.
- Mulet, R. G., (2008). Learning and language supporting group work. So group work supports learning. Retrieved from [http://jutlp .uow.au/2005-vo2, Muletoo4.htm](http://jutlp.uow.au/2005-vo2,Muletoo4.htm).
- Natali, R., (2017). Language acquisition and cultural Dimension: Vygotskian Theory *Asian Pacific Journal. Asia Pacific Journal of Contemporary Education and*

Communication Technology (APJCECT) Year: 2017, Volume: 3, Issue: 1.

- Petrarch, H. S. (2015). Children first language acquisition at age 1-3 years old. Journal of Humanities and Science (ISOR, JHSS). Retrieved from w.w.w. jousrjournals.org.
- Richard, A. (2003). The Effect of Music on Second Language Acquisition. Retrieved from paper (The effect music on language Acquisition) Juniper Stokes, Asia University.
- Robin (2012). First Language Acquisition. Retrieved from <http://language.worldofcomputing.net/linguistics/introduction/first-language-acquisition.html>
- Thiede, R. (2019). Children's book, Brain Development, and Language Acquisition. Routledge- New York.
- Wallentin, M. (2008). Putative sex differences in verbal abilities and language cortex: A critical review. Brain & Language, 108(3), 175–183.
- Yule G, (2011). The Study of Language. 4th edition. New York: Cambridge University Press.

پوخته:

ئەم توۋىژىنەۋەيە جەخت دەكاته سەر وەرگرتنى زمان وەك
پرۇسەيىك كە دەكرىت لە ھەر قۇناغىكى ژيانى كەسىك پروبىدات.
پرۇسەي وەرگرتنى زمانى يەكەم ئاماژە دەكات بە فېربوونى زمانى دايك
بە شىۋەيىكى خۇرسكى و بەبى ئاگايى لە ماۋەي نىوان ۱۲ بۇ ۲۴ مانگى.
ئەم توۋىژىنەۋەيە پىداچوونەۋە دەكات بەو تىروانىنانەي كە دراۋنەتە پال
وەرگرتن و فېربوونى زمان و ئەو بىردۆزانەي كە دەلەين فېربوونى زمان
سىستەمىكى خۇرسكى و گشتگىريە. ئەو سىستەمە ھاۋكارى لايەنى
زمانەۋانى مندال دەكات. لىرەدا ئەو ھۆكار و مىكانىزمەي كارىگەرى ھەيە
لەسەر وەرگرتنى زمانى يەكەم شىدەكرىنەۋە.

لەم توۋىژىنەۋەيە دا پرسىيارنامەيىك "رپرسى" بەكارھاتوۋە كە دوو
پرسىيارى سەرەكى لەخۇ گرتوۋە، وەك ۱. كامە لە مندالەكانت زووتر
زمانى دايكى فېربو، كچ يان كور؟ ۲. لە چ مانگىكى تەمەنىدا يەكەم وشە
يان دەستەۋاژەي گووت؟ توۋىژەرانى ئەم توۋىژىنەۋەيە شىۋازى چەندىتى و
رېبازى وەسفى و شىكارىيان بەكارھىناۋە. توۋىژىنەۋەكە لە كۆتايدا
دەپرژىتە سەر لايەنى مەيدانى و ئەنجام و پىشنىارە فىركارىەكان بۇ
باشتر تىگەيشتن لە بوارى فېربوون و وەرگرتنى زمانى يەكەم.

ۋوشە كلىلەكان: وەرگرتنى زمانى يەكەم، بەرەۋپىشچوونى زمان،
مندالان، دايكان، تەمەن، پەگەن.

ملخص:

تتركز هذه البحث على اكتساب اللغة كعملية يمكن أن تحدث في أي مرحلة من مراحل حياة الفرد. ومع ذلك ، بمعنى تنتج اكتساب اللغة في البداية إلى اكتساب لغة الام وهو التعلم اللاواعي و ذلك من خلال ١٢ الى ٢٤ شهراً الأولى من العمر. يستعرض البحث أيضاً الأساليب الحالية لاكتساب اللغة الأولى ، ويدافع لصالح النظرية التي تنسب للطفل معرفة فطرية بال نحو الشامل. هذه المعرفة يمكن أن تستوعب الطبيعة المنهجية للسلوكيات اللغوية للأطفال غير البالغين.

كما يحلل العوامل والآليات الأخرى التي تؤثر على اكتساب اللغة الام . تقدم هذه المقالة دراسة استقصائية تتألف من سؤالين رئيسيين للآباء ، مثل: ١. أي من أطفالك اكتسب اللغة الام في وقت مسبق ، ابنة أو ابن؟ ٢. في أي شهر من عمره نطق ابنك بالكلمة الاولى او المصطلح الاول ؟ استخدم الباحثون الأساليب الكمية والوصفية و التحليلي للوصول الى نتائج و التوصيات البحث , و اي من الاساليب افضل للتعليم و اكتساب اللغة الام .

الكلمات الرئيسية: اكتساب لغة الام ، التقدم الغه ، الأطفال ، الأمهات ، العمر ، الجنس.