FIRST LANGUAGE ACQUISITION ON A THREE-YEAR-OLD CHILD

Yuliana Friska[1] , Moh. Thoyib Syafi'i[1]

[1]Universitas Pamulang

Email: dosen01381@unpam.ac.id

ABSTRACT

Studying children's language acquisition is quite fascinating to be conducted because as we know that the astonishing advancement of their language obtaining from 0 to 3 years or more. The aim of the study is to obtain deep understanding about language acquisition on a three-year old child "Gadis Mardhiyah" and to observe language development of her. Besides, this study uses qualitative approach. In this case, researcher observed and recorded her daily conversation in her surrounding in order to get the natural result in natural setting. This study was conducted at her house in Bintaro sector 9 Pd. Pucung Tangerang Selatan. Regarding this, the study was conducted for four weeks and preliminary study was done for a month before the researcher doing her observation and took recording. Data analysis was carried stage by stage in accordance prior to the focus of the problems. After the data obtained through observation and recording, then the next step is to define the meaning on the basis of phonological analysis, morphological analysis, syntactical analysis, and discourse analysis. Based on the analysis, the subject acquired her first language mainly through biology (nature). Besides, Gadis was also able to communicate properly and appropriately because of the environment which is helped to activate her innate capacity to acquire the language. Therefore, both nature and environment play an important role in children's first language acquisition and development.

Keywords: First language acquisition, case study, language development.

1. INTRODUCTION

1.1 Introduction

Any language is extremely complicated, but it is surprising how young children (0-5 years old) can acquire or master it on their own. The process of investigating someone's acquisition of language is language acquisition (Ellis, 2002). Language children (age one to five years old) subconsciously perform the following complex jobs: conjunctions, questioning, using appropriate pronouns, negating sentences, forming relative clauses, and deforming verbs and nouns (Siepman, 2005). Although there are sometimes mistakes or errors, they can answer questions verbally as they participate in dialogues or debates. Some smart kids can also tell adults whether they are lying. This situation makes anyone who is

particularly interested in language learning wants to know how young children who have not gone to school or received any formal instruction learn the complex structure and function of this language.

There are many linguists trying to clarify this overwhelming human phenomenon, such as Lenneberg, Chomsky and McNeill in (Brown, 2007.; Carmel & Bentin, 2002; Obi, 2019; Liotti & Gilbert, 2011; Meniado, 2016; Varela, 2003) For example, it is generally believed that language may be a behavior of a "specified species", it is an inherent behavior of everyone. On the other hand, Skinner, Fries, Bloomfield, Halliday, Hymes, and Oller in (Jhonson, 2004; Brown, 2000.; Ipek, 2009; Islam, 2013; Tahriri, 2012) believes that language is a behaviour obtained through regulation and reinforcement, and it is best to learn through interaction in various situations and applications. According to these opposing views, language acquisition is influenced and dominated by two factors: heredity (natural) and environment (nurturing). The underlying question is which one is more influential on the opposite side.

The question "how to learn/learn a language?" has caused countless answers and criticisms over the years. In order to reveal this seemingly mysterious problem, several theories have emerged, but some doubts and branch problems have not been completely eliminated. Although theories usually prescribe explanations of phenomena, they cannot be attributed to or take into account individual changes and circumstances. Theories of linguistic scientist, Skinner, etc. might even be trustworthy some however they will not be trustworthy all people altogether circumstances, hence, this study, though with a singular deed to answer some a lot of specific queries on language acquisition throughout a lot of specific scenario, had a main purpose of confirming or testing many language acquisition theories and principles using a case of a three-year kid learning Indonesian as her first language.

1.2 Research questions

Based on the explanation outlined above, this study primarily tried to answer these questions:

1) How does Gadis Mardhiyah acquire her first language?

2) How is her language development?

1.3 Significance of the study

Answers to those queries square measure expected to contribute to the prevailing body of knowledge on language acquisition and learning throughout a selected context. Further, results are also expected to help academics, educators, and programmed developers style a lot of comprehensive teaching programs responsive to broader desires and natures of language learners. Lastly, this study will facilitate oldsters develop a lot of understanding and

awareness of their children's desires and interests so as that they will lead them towards higher and a lot of productive learning.

How is First Language acquired?

This section tries to have an effect on the question "How is mother tongue (L1) learned or acquired?" will a personal learn a language biologically or through environmental input and reinforcement? By reviewing previous theories and researches inside the sector, the conception and method of tongue acquisition area unit explained. (Jhonson, 2004; Brown, 2007; Tahriri, 2012) printed many theories on the character of a language that indirectly imply however a language (L1 & L2) is non-inheritable. Bloomfield, B. F. Skinner, and Charles Fries' Behaviorist / philosopher Theory claims that language is learned by acquisition and reinforcement. Supported this theory, kids learn language from the acquisition and reinforcement of their atmosphere that involve relations, peers, teachers, and thus the society as a whole. Moreover, it considers learning to be the merchandise of imitation, practice, performance feedback, and habit forming (Brown, 2000).

On the other hand, Chomsky's cognitivist, rationalist and mentalistic theory assure that language is the process of cognition with rules universally established in grammatical structure (Brown, 2000; Green & Piel, 2016; Islam, 2013; Tahriri, 2012; Wang et al., 2014). Chomsky's theory was supported by (Brown, 2000; Wang et al., 2014). Nativist theory holds that language is inherent to humans. She can learn the language herself without circle interference. Furthermore, the theory declares that humans own a Language Acquisition Device (LAD) permitting them to acquire language in a native manner (Brown, 2000; Wang et al., 2014). Other assertion of the theory reveals that language development is in accordance with sequential and biological program suggesting that some grammatical attributes are achieved consistent with program (Wang et al., 2014).

Hymes and Halliday's sociolinguistic theories focus on language usability and applicability in divers environments (Ma, 2009; Wang et al., 2014). Otherwise, in other literature it is also frequently so-called the Functional Theory or Interactionist Model asserting that language growth goes alongside the dynamic interaction of psychological feature development and atmosphere (Brown, 2000; Wardhaugh, 2006). This suggests that communication or interaction with grown up people under child's cognitive capacities give various inputs contributing to language development. Based on this theory, there's unification between views of cognitivist and behaviourist on language acquisition.

The case study with investigation was anchored on the assumption that maternal language acquisition could also be a posh development that it involves psychological feature processes, overt behaviour and habit formation. Though, psychological feature processes

cannot be determined totally, they're going to be manifested through frames of thinking and overt behaviours; so, the study determined the subject's language acquisition method through his attitudes and behaviours. Whereas, there are some theories explaining however maternal language acquisition happens, there are also alternative behaviouristic language acquisition mechanisms that any shed light-weight on however learning precisely happens. In acquisition, what precisely are the functions of imitation, correction and reinforcement, comparison, and formal input?

Can a kid learn through imitation? In line with (Fromkin et.al., 2010), imitation plays an important role. They addressed, if kids adapt fundamentally through imitation, for what reason do a few kids who are presented to address words, elocutions or sentences actually have mistakenly articulated words and ungrammatical sentences? Regardless of the very truth that occasionally parents talk gradually to allow their children mimic the correct word or sentences, actually kids talk the erroneous ones.

On the job of remedy and support in learning, behaviourists believe that youngsters figure out how to provide right (syntactic) sentences whenever they are commended or revised. Youngster trust it's the legitimate thing once adults show some approval or acknowledgment (encouraging feedback) on effectively expressed sentences. Additionally, they will likewise realize once adults build a few amendments (negative support) on their ungrammatical sentences.

Amendments are frequently cleared out numerous positive ways like recast to keep away from shame with respect to the young people. Within the investigation of (Whitehurst, 1988), they recognized that youths increment jargon, appreciation, and profitable abilities exhibitions once they are differentially built up. During a connected investigation of (Goldstein, 2016), he recognized that remedied rehearses upgrade learning.

Do kids learn language through analogy? In accordance with (Fromkin et.al., 2010), similarity will facilitate in specific cases yet very little of the time. Kids frequently hear their folks' utter expressions or sentences and that they utilize these as their models in making their own. They substitute a few words inside the expressions or sentences. In any case, now and again this makes major issues in light of the fact that the implications can likewise change. This happens particularly once the adolescents don't have a clue about the standards overseeing the correct course of action of words in sentences. In the investigation of (Hoyos & Gentner, 2017), they uncovered that there's a strong proof that similarity assists in language acquisition.

With regard to learning by means of composed input, do toddlers learn their best when grown up people talk to them with a very specific and simple manner so-called "motherese"

or "baby talk"? Studies indicate that even though infants prefer to hear parentese rather than typical grown-up speech, making use of parentese doesn't prominently influence their language growth (Whyatt, 1994). In the practice, many grown up persons don't apply parentese, but children are still capable of talking like children all over the world do. Impersonation, emendation and revision, comparison, and formal feedback are the examples of measurable actions that highlight the importance of the circle in language learning. This present study applied observation to subject's behaviours because it is relevant and essential to conduct.

Process and stages of language acquisition

After having theories and mechanisms getting involved in language acquisition, there comes subsequent question. The question is "Do children of various backgrounds and cultures worldwide undergo an equivalent pattern or stages of language acquisition?" In accordance with the innateness hypothesis, everyone is born with a language acquisition system or language acquisition device in brain which is related to language sections (Brown, 2000; Grady, 2008; Wang et al., 2014). This comprises Broca area liable for speech mechanisms, Wernicke's area accountable for accepting, choosing, and understanding words, and the Angular gyrus responsible for reading and writing. Owning these language devices enables an individual to accumulate a language at particular levels and structures (Wang et al., 2014). The phases concerned are Sensori-motor stage which occurs from nascence up to age two, pre-operational stage which occurs from age two until age seven, and operational stage which occurs from age seven up to age sixteen.

(Fromkin et.al., 2010) claim that toddler's mother tongue acquisition occurs in fast performance but it does not exist at a particular instant. In common stage of acquiring mother language, children make murmuring sound. Then, they are able to produce a word. Furthermore, they can produce more words and arrange the words in sentence order until they achieve their actual grown-up competence commonly taking three up to five years. They also declare that the stages passed through by children to acquire language competence are similar or probably universal.

In his research, (Suwandi, 2010) states that the extraordinary phase of children to learn language begins from zero age up to three or over. He also reveals that one of wonderful respects related to toddlers' mother tongue acquisition is that they have something in common to do in the early period of their language performance, namely incorporating gurgling, cooing, and crying. Furthermore, infants differentiate subtle distinctions of nearly similar word like "ma' and "pa." In the top of year one, they comprehend frequently repetitive words and they are prepared to yield utterance consisting of one word or two

words. In year two, most youngsters can say leastwise fifty distinct words and begin making uncomplicated sentences – telegraphic sentences for that matter, specifically omitting inessential word function (Lightbown in (Suwandi, 2010).

Toddler's gold period to acquire language competence with extraordinary cognition and development occurs at the age of one until five. In year four and five, majority of youngsters will have achieved articulation which is almost similar to adult's, basic structure of grammar, formation of word, expression of various pragmatic intent (semantics and syntax) and understanding of adult's remarks. In other word, in these years a toddler learns to comprehend several linguistic competences such as syntax, morphology, phonology, and discourse (Suwandi, 2010).

Numerous studies have been conducted regarding first language acquisition. Most of the research is case studies in various countries and regions discussing how children acquire their first language in four language skills; phonology, morphology, syntax and discourse. Therefore, this study will fill in the gap by investigating how a three-year old child, Gadis Mardiyah acquire her native language and observe her language development.

2. METHOD

2.1 Research design

This study used descriptive method. The design of the research was outlined in the following steps.

The steps include:

a. Stage of the pre-field preparations prior to the field / research site

b. Determining the field / research site

c. Manage licensing

d. Exploring / down to the field / research site

e. Gather preliminary information

f. Setting up research equipment such as stationery, camcorders, and another necessary on-site research.

g. Collecting the data

h. Data reduction

i. Analysis of data

j. Discussing the results of the data analysis is based on the theory of perspective

k. Develop and write results.

2.2 Sample/participants

Gadis is the subject of the research and she is main focus of this investigation. Gadis Mardiyah is her full name. She was three years old at the time. She is the daughter of a Tangerang Selatan couple who live in Bintaro. Gadis comes from a family of similar values. Her mother is a Betawinese woman, and her father is a Betawinese man. Bahasa Indonesia is her first language. She is the youngest of two mothers. She is a good girl in terms of her physical, emotional, and social well-being. She enjoys singing, playing cat dolls, and running around the yard. Gadis' parents were the other participants in this study and Gadis' house was the site of this investigation. The data for this study were gathered by observing and recording conversation among Gadis and her parents as well as her sister. Gadis' data were collected while she was doing things at home, such as singing in the living room with her father and chatting in the kitchen with her mother and sisters.

According to Spradley's viewpoint, researchers attempt to describe what people do, what they know, and what they make and use (Spradley, 2016). Researcher as an observer do observations on her related to her first language acquisition and the language development in her daily life without any artificial situation. Therefore, researcher observes her daily conversation in her surrounding in order to get the natural result without any setting.

2.3 Instruments

Data Collection and Recording

Data collection was carried out by observation, and recording. This sequence was not a fixed procedure because the implementation based on the needs. For example, observations were conducted firstly then later on recording or on the contrary recording was conducted firstly then it was followed by field observations. This was aimed to follow the actual background research. Research data collection focused on two sources; recording and observation. Data collection was conducted by the researcher as a first research instrument as required in qualitative research. As we know that in qualitative research, researcher is the main instrument. Besides researchers, the data collection process is also aided by people around Gadis' family and supporting instruments such as mobile phone and stationery. During data collection, the researcher used the guidelines or manual observations and recording. The guidelines were served as a controller of researchers in collecting data so that the data could be appropriately collected with research focus. These guidelines are also used in integrating two data collection techniques, such as observation and recording.

2.4 Data analysis

Procedure

The following qualitative analysis techniques are used in this study: (1) choosing a social situation, (2) conducting participant evaluation, and (3) taking field notes. (4)

conducting a descriptive observation, (5) creating a domain analysis, (6) conducting oriented observations, (7) conducting a taxonomic analysis, (8) selective observation, (9) conducting a variable analysis, (10) making theme analysis (11) creates a note theory, and (12) creates a qualitative theory. From the twelve stages mentioned above, the researcher began analysing step 4 (descriptive observations) through the tenth step (theme analysis). Prior to the attention of the issues, data analysis was carried out step by stage. Following the inductive processing of data obtained through observation and recording, the next step is to define the context using analysis of domain, taxonomy, component, and theme.

Triangulation

Checking validity of the data is carried out through confrontation, credibility, conformability, and dependability.

1. Analysis of confrontation

Checking validity of the data analysis is done in two ways confronts one data source obtained to another data source and from one method to another method. This study conducted by comparing different views from several scholars in term of language acquisition. Skinner's view point compared to Vygotsky and Chomsky view point. This is done through providing information related to the scholars' opinion.

2. Analysis of credibility

An extension of the findings, increased caution in testing, triangulation, conversations with colleagues, negative case analysis, and member tests can all be used to verify the credibility of research data (degree of confidence). Only three methods are used in this study: extended participation, persistent observation, and a review of key details.

a. extension of participation

Implementation of data collection is planned for a month, but because data collection is not completed during that time period then it is further extended. Extension participation whenever possible both to reduce distortions of data derived from study subjects and of the researchers themselves. Researchers in this case can be more familiar with the subject of research as well as to build confidence in the subject. Besides, it is also the extension of time, researchers can trace back the data that may be incomplete and enables new data received in connection with research problems.

b. persistence of observations

It is done with detailed field observations, diligently and continuously in accordance with the factors related to the research focus. This is done by focusing on sequential steps beginning from the preparations up to the end of the observation based on the guidelines.

c. Review of key details

To avoid misinterpretation of data researcher conducted review to the data which has been gained either through observation or recording. It is applied to make sure that data required has been gained for further analysis so that the process of data analysis to answer the research question can be done well. Consequently the researcher can interprate the data as needed in the research.

3. Analysis of dependability

Checking the data with dependability aims to explore the overall research process in the field. This is done to ensure that the data collection process was actually done in the field. This study employs a supervisor to oversee the entire research process, from defining the problem/focus and sub-focus to entering the field, specifying data sources, performing data analysis, testing the data's validity, and drawing conclusions.

4. Analysis of conformability

Conformability is the process of examining the results of research associated with the study conducted by researchers in the field. So, confirmability questioning whether the research is really a result of the research conducted is not fictitious. Confirmability in this study was also carried out by the supervisor to determine whether the results of the study actually gained from the research process. Because the goal in line with the objectives confirmability dependability the implementation process performed simultaneously.

3. FINDINGS AND DISCUSSION

This research focused on the growth of a three-year-old child's language acquisition. The subject of study happened to be the author's cousin. As a result, she was able to track her fully, day by day, beginning with a preliminary analysis about two months ago and continuing for four weeks to see how her language learning progressed. She documented the sounds, phrases, and sentences she made, whether or not they were meaningful, so that it could be seen if she was eventually able to construct meaningful utterances.

How does Gadis acquire her first language?

In this section, the author presented the findings of her research on her niece's language acquisition. Gadis Mardhiyah is the name of her niece who is the topic of this research. Gadis' father is a businessman, and her mother is an educator. The phonological growth of her language is examined first, followed by the morphological, syntactical, and discourse level. Gadis' acquisition of her mother language is mostly intrinsic or biological in character, according to the findings made (Chomsky's Innateness Theory), language acquisition occurs as a person grows or matures (Meniado, 2016). Her ability to realize linguistic inputs and

make communicative outputs is enabled by her existence of a normal and working human brain.

How is Gadis' language development?

Children can construct larger phrases at the age of three, referred to as the telegraphic stage. They also occasionally invent new words to cover gaps in their lexicon. The following is a transcript of the family conversation with the subject.

Transcript 1

Mother: *Gadis, mama ke pasar ya*.

Gadis: *Gadis ikut.*

Mother: *Ikut kemana?*

Gadis: *Ikut ke pasar.*

Mother: *Mau beli apa?*

Gadis: *Mau beli jajan.*

Mother: *Pakai sandal ya.*

Gadis: *Mana sandalnya?*

Mother: *Lha dimana?*

Gadis: *Nggak tahu.*

Transcript 2

Gadis: *Ma makan.*

Mother: *Mau makan apa?*

Gadis: *Bihun.*

Mother: *Bihunnya habis tu.*

Gadis: *Beli bihun ma.*

Mother: *Gadis yang beli bihun ya?*

Gadis: *Nggak mau.*

Transcript 3

Gadis: *Bebeknya mana?*

Father: *Tuh, di sana.*

Gadis: *Bebeknya banyak ya.*

Father: *Berapa, coba dihitung*

Gadis: *satu, dua, tiga, empat, lima. Banyak ya.*

Father: *Kamu mau?*

Gadis: *Mau, mau. Ambil yah. Ambil.*

Transcript 4.

Gadis: *Kakak beli apa?*

Sister: *Beli jajan.*

Gadis: *jajan apa?*

Sister: *jajan kacang*

Gadis: *Untuk siapa?*

Sister: *Untuk kakak.*

Gadis: *untuk Gadis juga ya.*

Phonological development

Gadis had mastered vowels [a], [I], [u], [e], [o] and certain consonants such as [b], [d], [h], [j], [k], [m], [n], [t] based on phonological analysis, particularly in phonemes acquisition. Because of the increasing canine teeth, the quantity of phonemes was still not complete and faultless. It supported Suwandi's (2010) hypothesis that by the age of three, most of youngsters could pronounce at least fifty distinct words and began to compose short sentences and Gadis was proficient at this. At this age, children could pronounce [k] clearly in "ikut" (report 1) and "kakak" (report 4). The rolling sound [r] was also clearly uttered in "pasar" (Note 1). In transcript 2, the [n] in "mana" (transcript 2) and the [g] in "tiga" (transcript 3) were also clearly pronounced. Therefore, three-year-old children had clear pronunciation of sounds that were difficult to pronounce at the age of two.

Morphological development.

At this stage, Gadis could construct the article "–nya" for "bebeknya" (ducks) and the quantifier "banyak" in "Bebeknya banyak". It shows that she is able to acquire words and string words with quantifier. It is in line with (Trexler, 2012), children will learn words from the smallest unit, such as one word or two words, and they will start to string words at the age of two. It is also affected by the specific experience of almost all words that children have that are directly related to the experiences that occur every day, especially with regard to the main needs of children.

Syntactical development

At this age, the formation of sentences produced by children was longer and consisted of the complete sentence with elliptical structure on subject (ø (ellipsis) + V + O) such as in this statement "(Saya) Mau beli jajan". In addition, she could also generate request sentences in "Ambil yah" and rejection sentences in "Nggak mau". Transcript 4 showed her rapid development in syntax, in which she could correctly use question words such as "apa" and "siapa" in "Beli apa?", "jajan apa?", "Untuk siapa"? It is showed that Gadis are able to communicate properly, correct in the placement of subject and verb. It supported Suwandi (2010) hypothesis that by the age of three, children could start to form relative clauses.

Discourse development

At this period, Gadis could understand an indirect problem, such as "Lha di mana?" She answered "Nngak tahu" and could also respond her mother's utterance by asking her to buy "bihun" as in "Beli bihun ma". In transcript 4, she could correctly use the question words "apa" (what) and "untuk siapa" (for whom) to ask questions, and could answer the question provided by her sister very well.

At this age, Gadis' cognition was developing well. As the child's language matured, the language she had acquired became more perfect. She could say sounds that were previously difficult to pronounce, and could even construct words into more complex sentences. As she was in this age, her cognition also developed well and her language improvement was excellent. It is line with Suwandi (2010) theory that children could give response towards questions given and their cognition develops very well as they are at the age of three.

4. CONCLUSION

4.1 Conclusion

Although not all children have the same difficulties, they all follow the same fundamental phonological norms to facilitate difficult sound to say. At the age of three up to five, however, the challenge is diminishing. However, as she matures morphologically, she will be able to generate more than two-word utterances and even a word that conveys the concept of ownership, for instance in "Bebeknya banyak ya". In this case there is interdependent development in all domains of phonology, morphology, and syntax. Phonological development, for example, will affect morpheme acquisition, which will have an impact on syntax domain. The process of language acquisition is methodical and needs input from surroundings as well as a child's increasing ability to understand language. As a result, youngsters should be exposed to increase language use in order to receive more information from their circle.

4.2 Suggestion

This research investigated the little girl with age three. The research studied her language development covering phonological development, morphological development, syntactical development, and discourse development. From this research it can be developed to conduct further research by having the subject of the research with the age older than age three, so that the further development can be found out.

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