

## Problems and Approaches in Children First Language Acquisition at Age 1-3 Years Old in Yemen

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### ABSTRACT

This study argues the problems and approaches in acquiring the first language at age 1-3 years by children in Yemen. Some stages like pre-production, early production, stage of the first-word stage, beginning fluency in its beginning intermediate, and advanced level are treated in this study. To solve the problem, theories relating to acquiring the first language are employed. This study is carried out by employing descriptive qualitative research. The target children are from Yemen, aged 1-3 years old. The researcher's daughter and son are taken as a subject for this study. He then observed them for a long time and recorded them by using video aids that help him collect data. After collecting the data, the researcher notices some problems regarding acquiring the first language. These problems include errors in speech sounds, incorrect words, reproduction, duplication, rectification, specifying the question, naming by experience, single-word response. The research results indicate a number of approaches regarding acquiring the first language like pre-production, early production, first word, beginning fluency stage, intermediate fluency stage, and advanced fluency stage. Finally, Children's first language acquisition can be arisen by exposing it to their parents and others surrounding them.

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### INTRODUCTION

It is known that all human beings speak at least one language. The process of language acquisition functions alongside the child's growth and maturing. The process by which children learn to communicate in the mother tongue is a natural one. The child picks up language from the environment without any plain form of teaching. This is termed acquisition to distinguish it from learning, which is characterized by instruction in a formal set-up. This is the way in which a language other than one's mother tongue is a second language. Language teaching specialists have tried to understand how the first language is acquired first as a language of the home environment and how children by time, have obtained a level of vocabulary and syntax that enables them to attain their immediate demands (Schütz, 2007).

Language acquisition, therefore, indicates the emergence of language in children. It is generally the natural process by which children obtain a well-spoken mastery of their

native language and learn their first language (Crystal, 2011). A language is learned by children not since they are exposed to a comparable affecting operation, but since they have innate propensities that allow them to get a language naturally. This device is generic. Children have an inborn capacity for acquiring language. They learn languages when they are exposed to them in their environments and by unconscious hypotheses regarding languages. Children do not use a low form of adult language, but they use a type of language, including the group of grammatical rules acquired at the acquisition period. Therefore, children go on building an inborn grammar, working more general rules. This innateness for picking up languages is noticeable for some purposes (Langacker, 1967). It is first because of its register during the human race. Thus, all normal children born without corporal disability will be impelled to pick up a language. There are individual variations in the age that children pick up their first language and the children's capability in their young age to construct complex grammatical rules, to form the rules of sign and spoken languages, and to do in such a comparatively brief time is remarkable. Such emergence of language in children's language, according to Fromkin et al. (2018), can be remarkable in the stages through which children pick up a language and that interesting features of the process regarding acquiring language. In such a case, the language acquisition process is developed alongside the needs of children that they want to fulfill through language, which cannot be suddenly emerged but from one stage to another. In addition, the native language can be acquired in certain stages. These stages are namely: the speechless period, the stage of creating sounds with blunders, the first-word period, the stage of talking sentences joined with considerable words, and the stage indicates the children's ability to acquire language and exceed the stage of the telegraph to the infinity. Fromkin et al. (2018) state that children's language, including rules of grammar and social interaction, is not acquired in a short sudden period but is acquired by stages. Every stage of these is suggested to be very close to adult language grammar. He also states that observing a child in several regions of language exposes that the periods of picking up the first mother tongue are very identical, probably global. Though the change between stages has been momentarily observed, certain periods may extend for a short time. For the sake of developing children's language, such a change in their language is always accompanied by some problems that emerged in every stage.

As a result, the researcher is very interested in writing this research to investigate the problems and know how the children acquire mother tongue (Arabic) based on linguistic characteristics, they are syntax, semantics, and pragmatics. The researcher conducts this study by taking his daughter and his son aged between 1-3 years old as a subject of this study. The researcher then employs observation and video recording as suitable tools for collecting data. The scope of the study is concentrated on two Yemeni children. In this way, children's language acquisition requires awareness of the problems and approaches in their first language acquisition; therefore, this study is more significant for both readers and parents. Theoretically, Readers can benefit from this study. It is knowledge prepared for readers about acquiring language to understand how children can master the complexities of human languages in a few short years. This knowledge also provides readers with a brief overview of the progress and research strategies that have been made and achieved by linguists and psychologists in this area of study. Also, practically, parents can benefit from this study. Each parent can understand how their children's language acquisition is developed. Besides, this study will open the field to other future studies in the same field. This research is conducted depending on several related theories like (Steinberg et al., 2013), (Bolinger & SEARS, 2005) (Traxler & Gernsbacher, 2011), (Swingley, 2012), (Lyons, 1981), (Bochner & Jones, 2008), (Chomsky, 2009), (Crystal, 2011).

## **THEORY AND METHODS**

### **Language Acquisition**

Language acquisition is a process that happens in the child's brain where his mother tongue (first language) is acquired. Chaer (2003) differentiates the principles of acquisition and learning. Language acquisition, which deals with the mechanisms that occur when a child masters his first language. However, a second language is taught. Thus, it can be assumed that language acquisition applies to the first language, while language learning relates to the second language.

During first language acquisition, the mechanism of maturity and success occurs. Each of these technologies has its own conditions. competence refers to knowledge of the rules that align with the subconscious, while performance applies to linguistic abilities that use the ability to interpret and the ability to create a new vocabulary. (Sumarlam et al., 2016).

According to Crystal (2011), the process that runs beside the children's maturation and growth is known as language Acquisition. In this process, the child naturally learns to communicate and control his/her mother tongue. Here, the child acquires language from the environment that he/she lives in without any absolute form of instruction, and this is what it makes the term acquisition distinguishable from learning which is done by the way of instruction in teaching settings.

Chomsky (2009), also states that acquiring language is a process that occurs alongside growth and maturation under proper extrinsic conditions. In such a case a child can naturally pick any language due to the reality that "humans are the same where they may be" which proves that acquiring language is a part of the children's growth and development. A four-year child can let out a fully grammatical sentence in his/her without any need to know such rules by the way of formal instruction. The child learns to communicate fruitfully through language.

In addition to the above, acquiring language at early stages takes place naturally when children begin uttering the language for communication. Acquiring the language before a 5-year age is considered a golden age. This stage shows how language is progressed from one period to another (Bolinger, 2002, p. 3).

### **Is Language an Innate or Acquiring Through Environment Interaction?**

The differences between nurture and nature are argued by several theories regarding language acquisition. In this regard, theorists argued such issues that lead to the dichotomy between their views regarding Language Acquisition. Whether a language is a God-given device or learned by the interaction with the surroundings is the primary result of such arguments. These diverse views, according to Gleason & Ratner (1998), were the primary issue among psycholinguistics theorists. Steinberg et al. (2013) language is a device given by God, so everyone is born with a language faculty which assists them to grasp language. Based on these diverse views, several researchers appreciate both views that play major roles in the domain of acquiring language. On the contrary, a number of researchers indicate the importance and the effect of learning on acquiring languages whereas others indicate the importance of the biological innate in acquiring language.

### **Theory of Cognition**

Cognitive scholars accept that dialect is a subordinate portion of cognitive advancement, subordinate to the achievement of different concepts (Gleason & Ratner, 1998). Based on this say, children learn almost the world to begin with, and after that, outline language onto that earlier encounter. Furthermore, cognitive scholars accept that language is only one viewpoint of human cognition. Agreeing to Piaget and his adherents (Gleason & Ratner, 1998), newborn children must learn approximately the world around them, which they do through dynamic experimentation and development. For illustration,

the newborn child grovels around the floor, watches things, and gradually creates a sensorimotor understanding of the space in which he/she lives.

### **First Language Acquisition Stages**

There is an ability for any child, and one of them is the power of language. Normal children will acquire the mother tongue in the first years of their life. This method lasts for five years. Then, the infant will also learn the language during puberty (about 2-14 years) and after being an adult (about 18-20 years) (Subyakto-Nababan, 1992).

The development and acquisition of a children's first language cannot be distinguished from the mechanism of development related to the child's ability to use appropriate grammar. However, grammar does not generally offer a different meaning to spoken phrases that are spoken in a child's language. When any major elements contribute to the child's mental or cognitive development, a child can be advised to acquire his first language. In the growth of a child's cognitive mastery of the first language, innovations such as the space, perception of time, causation, and modality, are essential components (Sumarlam et al., 2016). The stages of first language acquisition for children can be illustrated by the following:

#### **Pre-production Stage:**

This period can be called "the speechless period. The period of this phase takes some time recently, six months, or longer, depending on the person. In this period, babies are exactly so newborn. They just make the sound crying and cooing; they cannot express their feeling by talking. Just what they can do is making diverse sounds like crying. In any case, indeed, if babies cannot make conversation, they can react to the human voice by utilizing eyes (Bolinger & SEARS, 2005).

#### **1. Early production stage**

According to Steinberg et al. (2013), this period begins around six months to eight. Babies begin to chatter by creating sounds with blunders. They cannot make clear words, but instead of this, they can deliver caught on words like baba, mamma, boo, which clear from these words that they allude to father, mother, and drink. Deaf children or non-speaking deaf parents are also able to chatter in this stage. Besides, babies in that period cannot deliver a clear word or a sentence. Occasionally, a few babies have a delay in talking; in this manner, they may make conversation after eight months because of numerous components.

#### **2. First-word stage**

This period keeps going from nine months to eighteen months. A few scholars call it "Holophrastic," which implies (holo from "complete" or "undivided" plus "phrase" or "sentence"). In this period, babies begin creating more obviously understood words. The words that have a few mistakes in the chattering and babbling stage in this period will be more precise, and mistakes will diminish. On the other hand, the number of vocabulary will grow. A few children in this stage can say two words at once that rely on the parents or guardians and the abilities that they afford to their children (Fromkin et al., 2018).

#### **3. The two-word stage**

According to Fromkin et al. (2018), this period commonly begins from eighteen months to twenty-four months. At present, children are able to talk sentences joined with considerable words. However, the rules of grammar are not utilized well and also connected words. For instance, children say me eat instead of I ate, mother sandals instead of my mother's sandals, car garage instead of the car is in the garage ...etc. Furthermore, they can call their parents mistakenly. There are still mistakes in articulating some sounds like "sh" and "r" parents ought to work on these mistakes, or a child may have speech issues.

#### 4. From the telegraph to the infinity stage

This period ordinarily begins from twenty-four months to limitlessness. A few researchers separate this period into two stages; the first is "intermediate fluency" that begins from twenty-four months to thirty months, and they call it intermediate fluency, and the second begins from thirty months to limitlessness, and they call it "proceeding pureness."

In the intermediate fluency period, children have fewer mistakes and more pureness. They can illustrate higher-order thinking skills. They can say more exact sentences with fundamental grammar rules, i.e., I am eating, I am happy... etc. After that period, there is a proceeding pureness period. The child can communicate clearly; he is fully understood (Fromkin et al., 2018).

#### Children Language Development

According to Fromkin et al. (2018), Semantics is the scientific study of the meaning conveyed by words, phrases, and sentences. While children are uttering in their early ages, their single words usually convey the whole sentence, meaning; their expressions were identified as holophrastic. It was believed that children purposed the more expanded implications of older individuals but non-semantic components. Gleason (2005) explains that this position was troublesome to back since it required attributing intent and semantic information to youthful children on the premise a small proof. It is presently accepted that youthful children come as they were continuing to get and then encode in their words grown-up implications. Gleason (2005) explains that the forms of concepts learning and lexicalization, or connection of words and meaning, may happen at changing rates and interfering in time. At times children's concepts right to coordinate those of grown-ups, but the children might utilize flawed and, as it were, mostly fitting words since they need superior words to express themselves. For serving their communication wants, children may choose to utilize words in an analogous fashion or as semantic standing for the words they do not understand. And after, Nelson at all in Gleason (2005) recommended that youthful children are effectively taking part in the "classification and of characteristics of objects and events" and utilize their single words analogically to comment upon likenesses they have noted extra proof that children are employing similarity comes from the truth that they are rarely watched to utilize words in this design regularly they secure sentence structure and can clarify what they imply. If the language does not convey a meaning, it becomes senseless (Fromkin et al., 2018).

#### Acquisition of Syntax

Gleason (2005)) states that creating a well-formed sentence in a language requires the arrangement of words and phrases. Such a scientific science of language is known as Syntax. According to him, Syntax is a set of rules needed for the morphemes. The exceptional highlights about advancement syntactic rules in that appear to occur nearly unnoted, with no outright instruction. Guardians and parents who instruct their children on concepts and words never assume to instruct syntax. They concentrate on what children are saying instead of how children say it (Gleason, 2005). According to Bochner & Jones (2008), much information known around the improvement of language structure results from considering what a child really says. For all intents, all articulated grammatical sentences are for speakers and listeners, a new one. However, it happens within the set of organizational essentials for that language. Hence, for all intents and purposes, each discussion is all together for the members; however, it takes place within the set of essentials for fitting and socially interpretable communication. Every talk is completely new for the participants, but it takes place within the organizations' group and consecutive arrange familiar to the members.

## Acquisition of Pragmatics

Language is often employed as a tool for social interaction. By using it, we exchange information, ideas, and thoughts. Gleason & Ratner (1998) states that language is employed to achieve many purposes like requesting, informing, promising...etc. Chomsky (2009) and Fromkin et al. (2018) also mention how language is utilized to fulfill diverse goals in the world in the area of pragmatics. Pragmatics states the meaning as conveyed by the speakers and interpreted by the hearers in diverse situations.

## Method

This study is carried out by descriptive qualitative research since the researcher attempts to describe the problems encountered by Yemeni children aged 1-3 years old while acquiring their first language (Arabic). For that, the researcher conducts a cross-sectional study and selects his daughter aged one year, and his son aged two years as a subject of this study. The researcher then started his observation and recorded children's conversation with their parents starting from making certain noise until communicating clearly. After collecting data, the researcher analyzed, transcribed the data, and utilized it to achieve this study's objectives.

## FINDINGS AND DISCUSSION

### Findings

- 1. Pronunciation errors:** It is noticed that Yemeni children remove one or two letters of the word and substitute the letters of the word with other letters. Here are some examples:

Table 1: Yemeni Children's Pronunciation Error

Utterances in the Arabic Language	Child's Utterance	Explanation	Translation
ساعة [sææ]	Thaa	The substitution of the alveolar fricative /s/ to the dental fricative /θ/	A watch
دكان [dukæn]	Dutan	The substitution of the velar plosive /k/ to the alveolar plosive /t/	shop
الماء [almæ]	Na	The omission of the first part (al) then the substitution of the bilabial nasal /m/ to the alveolar nasal /n/	water
مدرسة [mædræsæ]	Madrasa	The substitution of the postalveolar /r/ to the alveolar lateral /l/	school

It is shown in table 1 that in the first Arabic word, ساعة [sææ] the first sound /s/ is substituted by the sound /θ/. The substitution of the /k/ to the sound /t/ is noticed in the second word. Next, the sound /m/ is changed into /n/ while pronouncing the Arabic word

الماء [almæ] by Yemeni children. Then the sound /r/ is mistakenly pronounced as /l/ while pronouncing the Arabic word مدرسة [mædræsæ]. All this occurs when these words are pronounced by Yemeni selected children at age (1-3) years old, which proves that children at this stage, while acquiring their first language, always commit phonological errors by substitute sounds with the nearest sounds in their point of articulation. This is indicated by many studies in this domain, like the studies conducted by (Hutauruk 2015 & Fitriana & Agustina 2019).

2. **Pronouncing incorrect words:** children commit errors by uttering some words incorrectly, and their parents do not rectify these utterances, but they say the words as children say. Therefore, children continue committing the same errors and do not pronounce correctly.

Table 2: Yemeni Children's Utterances and Their Parents' Incorrect Words

Utterances in the Arabic Language	Child's Utterance	Child's parents' repetition	Explanation	Translation
قلم [gælæm]	Dalam	Dalam	The Child pronounces the words incorrectly, and their parents repeat their child's utterance without modification or correction	A pen

Table 2 shows that Yemeni children at age (1-3) years old commit errors when mispronouncing words. In such a case, they do not substitute sounds with the nearest ones, but they pronounce words inaccurately by misdistribution of sounds. For example, they replace the velar sound /g/ with the alveolar sound /d/, whose articulation points are not closed. This occurs when pronouncing the Arabic word قلم [gælæm], which means in English "A pen." Children usually continue making the same errors at this age since they do not get any help from their parents, who still repeat the child's utterances without correction. Like Ratnaningsih (2017) and Foulkes & Vihman (2015), some studies discussed these factors and others.

3. **Imitating:** children in this stage are prone to imitate the speech of those with whom they live. They also imitate people in media like television.

Table 3: Yemeni Children's Imitation

The utterance in the Arabic Language	Child's Utterance	Child's imitation	Explanation	Translation
ساعة [sææ]	Thaa	Thaa	The child pronounces the word by imitating those who are surrounding him	A watch

It is observed in Table 3 that the selected children in this study continue to produce some utterances incorrectly. This occurs under the effects of those with whom they live. In such a case, the child will continue making such incorrect utterances since he/she tries to imitate others who do not encourage him/her to produce his/her utterances accurately. In the example shown in table 3, the children give the Arabic word ساعة [sææ], that literally means in English "A watch" incorrectly. The children pronounce the word by imitating those who are surrounding them. Such phoneme omissions usually occur while acquiring children's first language and are shown by the findings of specific studies such as (Wati 2016)& Hutaaruk 2015&No & Semaki, 2019).

- 4. Repeating utterances:** to indicate their needs, children always repeat the words that indicate their requests.

Table 4: Yemeni Children's Repetition

The utterance in the Arabic Language	Child's Utterance	Child's repetition	Explanation	Translation
حلوى [hælwæ]	Halawa	Halawa	The child repeats the word to indicate his/her need	A sweet

Some studies like (Bortfeld 2001& Hutaaruk 2015) indicate that children usually repeat the words that reveal their requests. Similar conditions prevailed in this study when the observed Yemeni children repeat some utterances to show their needs while acquiring their first language. Here, children repeat the Arabic word حلوى [hælwæ], which means in English "A sweet" to indicate their need, and this naturally occurred while occurring their first language.

- 5. Correcting words:** In such a case, children feel frustrated if their parents do not understand their speech

Table 5: Yemeni Children's Utterances and Their Parents' Correction

The utterance in the Arabic Language	Child's Utterance	Child's parents' correction	Explanation	Translation
كيك [ki:k]	Teet	What?	Child's parents try to correct and understand what their child wants	A cake

It is observed in Table 5 that Yemeni children in this study feel frustrated when their parents do not understand what their children need. As a result, children are compelled to repeat utterances incorrectly at this stage of their life (1-3) years old. If their



parents understand their children's needs, they feel comfortable listening to their parents when they try to correct their children's inaccuracies. In this study, Yemeni children feel uncomfortable when their parents do not understand their needs. Here, children try to indicate their needs by incorrectly repeating the Arabic utterance, for example, كيك [kr:k] as "Teet," which means in English "A cake." If their parents understand what their children mean, children will be willing to correct their incorrect utterances. This comes with the findings of some studies conducted in this domain, like (Hutauruk 2015 & Ratnaningsih 2017 & Clark, 2000).

- 6. Pointing to the question:** children usually use the word "hah?" to ask about something unclear, so they still repeat it.

Table 6: Yemeni Children's Utterances and Their Parents' Offer

The utterance in the Arabic Language	Child's Utterance	Child's parents' offer	Explanation	Translation
ماذا؟ [mæðæ]	Hah?	Would you like juice?	Child's parents ask his/her child if he/she likes juice	What?

Sudartinah (2008) indicates that children's first language should be developed with the help of their parents. Parents should help their children to produce words correctly while trying to ask about something unclear. In this study, Yemeni children at age (1-3) years old usually use the word "hah?" which means in English (what?) to ask about something unclear, so they still repeat it. This occurs if their parents offer something unknown to their children, so the child still asks by using "hah?" as a part of question.

- 7. Naming objects:** children name things they see depending on their experience.

Table 7: Yemeni Children's Utterances to Name Objects (E. V Clark, 2009)

The utterance in the Arabic Language	Child's Utterance	Explanation	Translation
كتاب [kitæb]	Tetab	The child names objects according to his/her experience	A book

Based on the data shown above, E. V Clark (2009) & Hutauruk (2015) explain that children, while acquiring their first language, learn to name objects existed in their environment based on their experiences about these things. As a result, they can start naming things that they see every day. The findings of this study showed that Yemeni children while acquiring their first language, try to name particular objects which are existed in their homes such as كتاب [kitæb], which means in English "book" based on their previous experiences.

8. **Giving a single word to indicate the whole sentence:** children in these situations usually give a single word to indicate the whole sentence that they want to use while responding.

Table 8: Yemeni Children's Single Words to Indicate the Whole Sentence

The utterance in the Arabic Language	Child's Utterance	Explanation	Translation
هل أنت بخير؟ [hæl æntæ bikair]	Bukhail?	If the child wants to ask about something, he/she uses or gives a single word instead of a complete sentence	Are you ok/fine?

It is noticed in Table 8 that children give responses by single words to clarify their answers. This is indicated by Halldórsdóttir (2014), who states that children in their early ages are able to give a single word to show the whole sentence. Similar conditions prevailed by Yemeni children in their early ages (1-3) years old. Based on the data above, Yemeni children use the word Bukhail? Which means fine/ok? instead of using the whole sentence هل أنت بخير؟ [hæl æntæ bikair] which means "Are you ok/fine?" and this has naturally occurred while acquiring first languages by children.

Based on the previous related theories regarding first language acquisition and the findings of this study, it is observed that Yemeni children can develop their first language acquisition through these stages:

1. **Pre-production stage:** in this period, children can make the sound crying and cooing, such as "eh" and "heh." They can also react to the human voice by utilizing eyes.
2. **Early production stage:** in this stage, children can deliver caught on single words like baba, mamma, boo, which clear from these words that they allude to father, mother, and drink.
3. **First-word stage:** in this period, babies begin creating more obviously understood words with a few mistakes. A few children in this stage can say two words at once that rely on the parents or guardians. Here their mistakes diminish, and vocabularies grow.
4. **The two-word stage:** children in this period are able to talk sentences joined with considerable words. However, grammar rules are not utilized well and connected words; for instance, children say me eat instead of I ate.
5. **From the telegraph to infinity stage:** in this stage, children can communicate clearly, since he is fully understood.

## DISCUSSION

Depending on this study's findings, it is noticed that children's first language in Yemen is affected by their parents and others surrounding them. As a result, they usually have problems in acquiring their first language (Arabic). These problems can be noticed in

children's phonological errors, pronouncing incorrect words, Imitating, repeating utterances, correcting words, Pointing the question, Naming objects, and Giving a single word to indicate the whole sentence. Such problems can be avoided through a continuous correction in certain stages like pre-production, early production, first word, beginning fluency stage, intermediate fluency stage, and advanced fluency stage.

In this way, this study's findings agree with a number of studies conducted in the domain of children's first language acquisition. They come with the findings of the study conducted by Hutaurok (2015), which indicated that children usually face problems while acquiring their first language. Nine problems are observed in first language acquisition, namely phonological errors, laziness, incorrective utterances, grammatical errors, learning by experience, indicating the question repetition errors, correction, and imitation. Furthermore, the first language acquisition approaches, such as cooing, holophrastic, telegraphic, and multiword stage, were mentioned too. Another study conducted by Fitriana & Agustina (2019) proved that a child from Indonesia faces some phonological problems in the Indonesian language at age 4. However, when he/she reaches 4 years old, he/she will get most of the phonemes in Indonesian. Ratnaningsih (2017) also performed a study on two Years girl First Language Acquisition. The observation was done in this study when examining the phonology, syntax, and pragmatic terms of first language acquisition for children. In addition, the factors affecting the first-language learning process are addressed for the object observed, which agrees with the findings of this study. Rahimi (2017) conducted his study, whose results are following this study's findings. In his analysis, the topic was speech acts spoken by Kholosi-Persian children between 25-26 months of age. It was finally reached that 25-26 children uttered such acts of speech and employed them to order, imitate, name things, mark places, challenge, assert, and complain. To find how children first language acquisition develop in certain stages, Wati (2016) conducted his study to explain the syntactic aspects acquired at 20-21 months of a child. The results showed that the child's language has been developed through stages of two words in the month 20 and three words in the month 21, and that agrees with the findings of this study.

## CONCLUSION

It is noticed that Yemeni children encounter many problems while acquiring their first language (Arabic). These problems can be apparent in their disabilities to pronounce certain speech sounds or producing correct utterances. They also face problems when imitating, repeating, correcting, indicating their needs, learning new experiences by themselves, and finally being lazy in producing some utterances. It is also observed that their abilities to develop their native language can be in certain stages like pre-production, early production, first word, beginning fluency stage, intermediate fluency stage, and advanced fluency stage. Here, Children's first language acquisition can be arisen by exposing it to their parents and others surrounding them, which means parents' responsibility is to encourage their children to acquire and use their first language well. Parents are also responsible for selecting TV programs suitable for their children's needs in their early stages and correct their mispronunciation directly. They finally should pay attention to their children when they express their experiences, especially those experienced at schools.

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