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**Exploring the Impact of school and Home
Environments on Foreign Language Skills of
Preschoolers**

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Dedication

First and foremost, I thank God for His guidance and support.

I dedicate this modest work to my heaven on earth—the closest person to my heart and the source of my strength—my mother. This work is a reflection of your endless encouragement and inspiration.

I wish my father were here today to see his daughter reach this milestone. I hope he would be proud.

To my beloved sister Aya, who has always stood by me during the most challenging times.

To my dear aunt Mina, whose support has contributed to my success.

To my brothers, Miloud, Aymen, and Rami.

And to all my loved ones, and everyone who inspired and motivated me throughout my academic journey.

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List of Abbreviations

PCK : Pedagogical content knowledge

BSL : Baby sign language

FL : Foreign language

Lge : language

TPR : Total Physical Response

SM : silent method

Apps : applications

Abstract

This study investigates the impact of home and school environments on preschoolers' language acquisition. It aims to explore the role of the home setting, examine the influence of the school environment, assess whether technology supports preschoolers in acquiring new language skills, and consider how both environments contribute to foreign language development during early childhood. A mixed-methods approach was employed, using a questionnaire—comprising both open-ended and closed questions—and interviews to collect the necessary quantitative and qualitative data. The research sample included kindergarten teachers, parents, and doctors from Sidi Aïed Hospital in Algeria. The findings, based on both descriptive and thematic analysis, indicate that home and school environments significantly affect children's language acquisition. These results highlight the importance of both settings in supporting early language development.

Keywords: home, school environments, preschoolers, language acquisition, technology, foreign language

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Chapter one:
Introduction and Background

Introduction

Language is a complex and essential aspect of human communication that plays a fundamental role in everyday life (Wardhaugh and Fuller). As a social tool, language enables human interaction (Dörnyei).

In the context of language acquisition, the child is central—an active participant who brings a unique set of experiences. Among the most significant factors influencing this process are the home and school environments. Both settings play a vital role in language development, especially when the child is exposed to meaningful communication, considered the foundation of language acquisition. The home environment is the first space where the child observes and interacts with the world. It acts as a window through which the child begins to absorb language. When the home is rich in interaction, clear communication, and family engagement, it naturally supports vocabulary growth.

Parents play a critical role in creating this nurturing environment. Providing a space where children are encouraged to communicate helps shape strong cognitive and social skills. Since early childhood is a sensitive period for development, parental attention can foster positive behaviour, strong personalities, and solid language abilities. Language acquisition at this stage is a complex and dynamic process, especially when it involves learning a second or foreign language alongside the mother tongue.

The interaction between home and school environments greatly influences a child's fluency and confidence in language use. A supportive home environment equips the child to overcome potential learning challenges. It also offers informal yet meaningful language development opportunities, such as through daily conversations, storytelling, media, and emotional support. The language(s) spoken at home, the caregivers' literacy levels, and their

attitudes toward bilingualism or multilingualism can either reinforce or conflict with what the child experiences at school.

The school environment also plays a crucial role by offering structured and purposeful language learning. It complements the child's home experiences and helps clarify complex concepts. Children benefit greatly when they encounter committed teachers who can effectively manage the classroom and engage them in lessons. Teachers who provide encouragement and structure help spark enthusiasm and support language acquisition. Within the classroom, rich communicative settings promote vocabulary expansion, grammatical understanding, and verbal expression.

1.1. Research Questions

In light of the study's focus, the following research questions have been formulated to guide the investigation:

1. How does exposure to a language-rich environment outside the classroom affect a preschooler's foreign language proficiency?
2. To what extent does the nursery setting (including classroom layout, teaching materials, and teacher interaction) contribute to language acquisition in preschoolers?

Based on the research questions, the study proposes the following hypotheses to be tested:

1. Preschoolers who use technology outside the classroom—such as language learning apps, educational videos, and interactive games—will demonstrate higher foreign language proficiency than those with limited access.

2. A language-rich environment outside the classroom has a positive impact on the language development of preschoolers compared to those in less stimulating environments.

3. A well-structured nursery setting plays a crucial role in a child's language acquisition. Teaching aids such as pictures and comics, along with the presence of a skilled and motivating teacher, significantly enhance learning outcomes.

1.2. Importance of the Study

The significance of this study lies in its examination of how home and school environments influence language acquisition in early childhood. It highlights the need for increased awareness among parents, especially during the early months of a child's life, when developmental foundations are being formed. Parents often underestimate the importance of these formative years, focusing only on basic needs such as food and play, while overlooking the critical role of interaction and language stimulation. This research seeks to raise awareness about these factors and encourage parents to take a more active role in their children's language development.

Moreover, the study addresses educators—particularly those who may overlook the importance of nurturing language-rich environments in nursery settings. It stresses that the school environment is an extension of the home and plays a continuous role in a child's language journey.

1.3. Research Objective

The aim of this research is to investigate the role of the home environment, examine the influence of the school environment, assess the contribution of technology to preschoolers'

language acquisition, and evaluate how both home and school environments support foreign language development during early childhood.

Conclusion

To conclude, Chapter One provides a comprehensive overview of the research topic, highlighting the impact of both home and school environments on preschoolers' language acquisition. It outlines the central research questions, proposes testable hypotheses, and defines the objectives that guide this study. By establishing the significance of early language development and the roles played by family and educational settings, this chapter lays the groundwork for the following investigation. The chapter also stresses the importance of recognising and enhancing the environments where children begin their journey in acquiring a new language.

Chapter two:

Review of Literature

Introduction

Language acquisition is a crucial part of a child's development, reflecting their ability to communicate and express ideas and emotions. The kindergarten and home environments play a pivotal role in this process. These two contexts work hand in hand, each supporting the other and contributing significantly to the child's growth. They provide the primary settings where children are exposed to language and offer opportunities for interaction that develop linguistic skills.

Both home and kindergarten play important roles in preschoolers' language development. At home, children learn language through everyday conversations and interactions with caregivers, which build their vocabulary and communication skills. Kindergarten provides a social and educational setting where children practice language with peers and teachers, expanding their skills further. Together, these environments support children's language growth, making early language experiences crucial for later learning.

2.1. Early Childhood Language Acquisition

Language development in early childhood is a gradual and multi-stage process that begins at birth and evolves rapidly through the preschool years. Each phase of development builds upon the last, shaping a child's ability to understand and produce language. Understanding these stages helps educators and parents provide appropriate support during each critical period.

A- The Infant Stage (0–1 year): The Prelinguistic Stage At this stage, children cannot speak or form words but begin communicating through sounds such as "ma," "da," or "hmm." These early sounds, known as babbling, are meaningful to the child as their initial form of communication. Although they do not follow grammar rules or structured language,

these utterances are the child's way of expressing needs and emotions. Children in this stage mainly respond through smiles, cries, or physical gestures.

B- Babbling: The Beginning of Speech Babbling is the production of repetitive or varied sounds and is a key milestone in early language development. Naturally, it develops this way:

- **0–2 months:** Crying and cooing. The child uses cries to express needs or discomfort.
- **3–4 months:** Simple speech sounds (e.g., "goo"). The child begins gurgling and producing distinct sounds.
- **5 months:** Single-syllable babbling (e.g., "ba," "ma"). The child experiments with tone and volume.
- **6-7 months:** Reduplicated babbling (e.g., "baba," "nana"). Repetition of syllables indicates motor control improvement.
- **8–9 months:** Variegated babbling (e.g., "ba de da"). Syllables start to vary.
- **10–11 months:** Jargon stage. Complex, speech-like babbling with emotional tones.
- **12 months:** First words begin to appear alongside babbling.

Children begin to imitate conversational rhythm by taking turns in vocalisation, even if their words lack meaning at this point.

C- The Holophrastic Stage (12–18 months) Also known as the one-word stage, children begin to use single words to express full ideas. For instance, saying "Papa" could

mean "Papa, help me" or "Papa is here." While these utterances are not grammatically complete sentences, they convey complex meanings.

D- The Two-Word Stage (18–24 months) Children start to combine two words, often to form basic statements or requests. Examples include "No bed" or "More milk." They begin to associate words with specific objects or actions and develop understanding of simple adjectives and phrases.

E- The Telegraphic Stage (24–30 months) Speech becomes more structured, although still missing function words like articles and auxiliary verbs. Examples include "Baby sleep bed" or "Mama buys a toy." The meaning is clear despite the simplicity.

F- Early Multi-Word Stage (30+ months) Children now use longer and more grammatically correct sentences. Vocabulary grows rapidly, and they begin using verbs, adjectives, and pronouns more accurately. For example: "The baby is sleeping in the bed."

G- Later Multi-Word Stage (3–4 years) At this stage, children form complete sentences and use tenses, prepositions, and conjunctions. They can engage in dialogue and share short stories. For instance:

Parent: What did you do today?

Child: I had a good time with my sister.

H- The Mature Stage (5 years) By age five, most children speak fluently and can express their ideas clearly and confidently. They use proper sentence structure, demonstrate a good grasp of grammar, and participate in complex interactions. Examples:

– Home: "I want to wear my favourite dress, please."

- School: "Miss, I finished my drawing. Could you please see it?"
- With peers: "You be the teacher and I'll be the student."

2.2. Definition of Language

Several linguists have proposed definitions of language that inform our understanding of its acquisition:

Edward Sapir (1921): "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols." He emphasises language as learned behaviour shaped by the environment.

Ferdinand de Saussure (1959): Language is "a system of signs that express ideas." He likens language to writing and gestures, asserting that communication extends beyond spoken words to include symbolic representation.

Examples of non-verbal language include:

- Pointing to oneself to indicate "me" or "I."
- Saluting to express greetings.

2.3. Factors Influencing Language Development

Understanding the various factors that influence language development can assist parents and caregivers in effectively supporting a child's linguistic growth.

- **Biological Factors:** Genetics play a noteworthy role in the rate at which a child acquires language. Specifically, the left hemisphere of the brain, encompassing Broca's area (associated with speech production) and Wernicke's area (involved in language comprehension), is crucial for speech and language processing (Gazzaniga

and Ivry 157-162). Inherited predispositions can also have an impact on an individual's language abilities.

- **Social Interaction Factors:** Social interaction represents another critical element in language development, proving essential for effective communication, particularly during a child's interactions with others. Consistent engagement with adults can enhance a child's language proficiency and facilitate their ability to articulate needs, desires, and thoughts. Furthermore, parental involvement through activities such as engaging in conversations, storytelling, and reading aloud has been shown to significantly foster language skills (Vygotsky 56-58).
- **Cognitive Growth Factors:** Cognitive development also plays a significant part in vocabulary acquisition and aids in the comprehension of intricate language structures and meanings. As a child's cognitive abilities mature, their capacity to understand and utilise more complex language expands.

2.4. Role of the Home Environment

The home environment can be considered a child's initial educational setting. Its role is pivotal in the process of language acquisition during early childhood, a particularly sensitive developmental period. Parents should demonstrate both understanding and patience in their interactions with children, as they form the foundational influence at this stage. Parental actions significantly impact their children, especially concerning the acquisition of multiple languages, such as French or English, or any other language. This influence can be both positive and negative, given the high degree of neural plasticity in early childhood – the brain's capacity to form new connections. Parents should therefore leverage this opportunity to benefit their child's development. Prioritising dedicated care, particularly within the first five years, through activities like play, singing, and spending substantial time with their children is crucial.

George Yule (1985), in *The Study of Language*, discussing the origins of language, cites an experiment that clarified "that children living without any access to human speech in their early years, grow up with no language at all" (2). This quotation underscores that language acquisition is contingent upon a child's interaction with family members during their formative years. It suggests that without contribution from the home environment, the development of even a first language can be significantly impaired, highlighting the effective role the home plays in language acquisition.

The developing brain of a child can be likened to a blank slate, where parents have the potential to impart knowledge and introduce various languages.

2.4.1. Noisy Home or Environment

A noisy home or environment is characterised by sound levels that are disruptive and compromise the comfort of the residence. It encompasses the everyday sounds that collectively create a less than peaceful atmosphere.

The U.S. Environmental Protection Agency (EPA) indicates that repeated exposure to noise during critical developmental periods can negatively affect a child's acquisition of speech, language, and related skills such as reading and listening. This implies that a child's ability to concentrate can be impaired. Consequently, they may develop atypical language patterns, and the initial impact of such an environment can be stress, which is a significant impediment to a child's development across all domains. A further potential outcome is increased aggression in the child.

McMillan and Saffran (2016) noted in their research that "the presence of background noise in the home or at school makes it more difficult for toddlers to learn new words" (n.p.).

Research from the Waisman Center also highlights the importance of a child's physical environment for their language development. Growing up in a noisy environment can adversely affect a child's capacity to acquire language and communication skills. Language acquisition can also be hindered by family discord within the home. This can have implications for a child's future, potentially limiting their career options, and may lead to the acquisition of informal or colloquial language instead of standard forms. A noisy home often lacks the quality communication considered fundamental for a child's language learning. Increasing evidence suggests a correlation between children exposed to transport noise at school or home and a higher likelihood of experiencing certain cognitive, learning, and behavioural problems, as well as obesity (ETC HE 2024).

The impact of a noisy environment can lead to a diminished ability to concentrate and the development of atypical language. The primary consequence can be stress, a major obstacle to a child's overall development, with a secondary outcome being increased aggression.

2.4.1.1. The Effects of a Noisy Home on the Child

International Noise Awareness Day highlights several negative effects of a noisy home environment on children:

A- Stress and Irritability: Stress or anxiety are primary factors that can impede a child's development. The child may experience a reduced sense of peace, leading to an unsettled life and potentially hindering their ability to engage in play with peers in kindergarten or participate in activities that foster their capacities and skills.

B- Difficulty in Concentrating: Noise inherently leads to a lack of concentration. A child may struggle to focus while reading, which can impede their language acquisition.

C- Communication Problems: When a child lives in a noisy home characterised by conflict rather than communication, their personality development can be negatively affected. Language is primarily learned through daily conversations and peaceful discussions.

2.4.2. The Effect of Punishment on Child Language Development

Punishment can have detrimental effects on a child's language development and communication skills. Harsh or excessive punishment can negatively impact both their language acquisition and their ability to communicate effectively. Parental methods of punishment should be judicious, aiming to guide the child towards better decision-making while preserving trust and respect within the parent-child relationship. Judicious punishment involves understanding the child's behaviour and employing consequences that are instructive rather than harmful. Punishment can influence a child positively or negatively, depending on its application. Positive parental communication and clear articulation can foster a confident child with a strong vocabulary. Engaging in activities with the child can also enrich their vocabulary.

Conversely, harmful methods of punishment can impede a child's language acquisition, potentially leading to chronic stress and an inability to live comfortably or express their thoughts effectively, even if those thoughts are logical and insightful. Negative treatment from parents can stifle a child's cognitive expression, preventing them from articulating their ideas. According to Hart and Risley (1995), "With few opportunities to hear and use complex language, children in disadvantaged environments enter school with substantially smaller vocabularies and less experience in using language to express ideas and solve problems" (6). Thus, negative punishment can contribute to a child lacking both

vocabulary and the ability to articulate their feelings or needs, in contrast to a child raised in a supportive environment with positive reinforcement. Positive reinforcement can cultivate a confident child with strong language skills and clear thinking.

Furthermore, Lupien (2009) states that "Chronic exposure to stress hormones, whether it occurs during the prenatal period, infancy, childhood, adolescence, adulthood or ageing, has an impact on brain structures involved in cognition and mental health" (n.p.). Therefore, positive reinforcement can foster clear communication in a child, as stress and anxiety are detrimental to development. Scientific findings also indicate that stress leads to elevated levels of hormones like cortisol, which can interfere with brain areas responsible for learning, memory, and communication, potentially resulting in delayed language development, difficulties in processing and retaining new vocabulary, and reduced confidence in speaking.

Moreover, Hoff (2006) and Hart and Risley (1995) observe that regular discussions and meaningful conversations between parents and children provide opportunities for vocabulary acquisition, understanding word meanings, and learning how to use new words in sentences. Parental questioning can further expand a child's range of vocabulary.

2.4.3. The Impact of Bedtime Story Time Child Language Development

Bedtime storytelling plays a significant role in a child's cognitive and linguistic development. It serves as a powerful tool for language acquisition. According to Bus, van IJzendoorn, and Pellegrini (1995), "parent-child book reading is one of the strongest predictors of early literacy success" (15). They emphasised that bedtime stories are particularly beneficial, providing a structured and engaging method for introducing children to new vocabulary, sentence structures, and narrative conventions. Therefore, bedtime storytelling is an effective means of enhancing a child's vocabulary, aiding in the acquisition

of new words, the development of existing vocabulary, and the correction of any misunderstandings of word meanings. Additionally, it can help children understand that some verbs have similar meanings while others are context-dependent, ultimately contributing to robust vocabulary growth. Furthermore, bedtime stories assist in comprehending narrative structure, fostering imagination and memory, and improving listening and comprehension skills.

Bus, van IJzendoorn, and Pellegrini also suggest that "the bed story time will bond the relationship between child and parents" (1995, 12). This fosters a sense of happiness, security, and comfort for the child. Bruner (1983) posits that "When a child feels loved and safe during bedtime reading, he will be more relaxed and open to learning. This emotional security makes it easier for them to focus on the story, absorb new words, and understand language structures" (n.p.). Bedtime stories can also increase a child's motivation for learning.

An important outcome of regularly reading books and stories is that it can develop into a positive habit and hobby, enhancing a child's reading skills. Maintaining a positive and strong parent-child relationship is crucial in this process.

2.4.4. Parent-Child Interaction

According to Bornstein (2002), "Parent-child interactions are like back-and-forth exchanges where parents and children respond to each other over time. These interactions are a main way for young children to develop" (n.p.).

Parent-child interaction means how a child and parent communicate, connect, and spend time together. When a child has positive interactions with their parents, it can help their brain and learn in a good way. For example, if a child makes a mistake, the parent can guide them or encourage them to fix it. It's like a circle where each person helps the other. Parents

can show their children how to express their love and feelings, or they can choose to play games together. These interactions between parents and children are very important for building trust and emotional safety, and they help healthy development and learning. Also, it makes communication better. It's important for parents to listen carefully when their child is talking.

Parents should also try to understand baby sign language (BSL) to know what their young children want. Baby sign language is a way to teach a baby how to show their feelings or needs without crying. You can start using this method when the child is born.

Dr. Joseph Garcia (2004) describes baby sign language as using simple hand movements to help hearing parents communicate with their babies before they can talk. This way, babies can show what they need and how they feel, which can make them less frustrated and make the bond with their parents stronger.

Susan Goodwyn and Linda Acredolo (2002) explain that "Baby signs are easy hand movements that let babies and toddlers say what they need, what they see, and even how they feel before they can use words. This book includes the most common signs to help parents start 'talking' with their baby from the very beginning" (n.p.). So, they believe that gestures and signs help children communicate their needs. During this time, parents should pay attention to their children and start interacting with them to keep communicating and explain things.

According to the Mayo Clinic, "The main benefit of using baby sign language is that it can reduce frustration for both you and your baby. They can use signs to communicate their needs and wants usually around 8 months old" (2023, n.p.). So, signs are important for young

babies because at 8 months, they usually cannot talk or communicate with their parents using words. They can use signs to show what they want.

Also, children who use signs to explain what they need may become more confident and independent.

Around 3 months old, babies start making cute sounds like gurgling or cooing, or even crying. These sounds have meaning for the baby. To encourage your baby to talk and communicate, you can join in their "conversations." This can help them take small steps towards talking. Teaching sign language can have a positive impact, as it shows:

- A- **Less Crying and Fewer Tantrums:** Thompson, reported by the National Institutes of Health, found that children who learn sign language cry less and have fewer temper tantrums. Also, they may find it easier to express what they need.
- B- **Easier for Parents to Understand:** The National Institutes of Health shows that parents may feel more comfortable and confident because they can understand what their babies are trying to say or what they need.
- C- **Better Communication Skills:** Dr. Joseph Garcia says that baby sign language helps babies show their needs before they can talk, which reduces frustration and makes the parent-child relationship stronger by encouraging interaction. Teaching sign language to babies who can hear helps them communicate early (2004).

2.4.5. Technology Use at Home:

Using technology at home can actually help with language development. Hirsh-Pasek et al. (2013) said that "Children learn more from media when it lets them interact, is right for their age, and when adults are involved" (n.p.).

The American Academy of Pediatrics (2016) also says that "Using media works best when adults are actively involved, helping children connect and understand what they are seeing" (n.p.).

Using technology at home with guidance from adults or parents can be a good idea. It can give children the chance to listen to native speakers in videos on YouTube, which can improve their listening skills. They can also learn the meaning of words when used correctly. Additionally, it can help them learn more words and improve their thinking skills. They can learn about things like animals. Technology can also offer personalized learning, like apps that change the difficulty based on the child's level. This way, children can learn at their own speed and go back to things they need to learn again.

2.5. The Impact of School Environment on Child Language Development

Building upon the understanding of early language acquisition within the home, it is now important to consider the impact of the educational setting. This section will therefore turn its attention to the influence of the school environment on a child's linguistic growth, starting with an analysis of the role played by the physical setting and the educators.

2.5.1. The Role of School Setting and Teachers

Kindergarten is a very important factor in a child's language development. It offers a structured and engaging environment where children can build essential communication skills. It has a significant impact on how children learn language, depending on the teacher's skills and abilities. Lowenthal suggests that "the classroom environment can be designed to encourage children to communicate while still focusing on their individual needs" (n.p.). This means creating a space where young children feel comfortable talking to others. Therefore, when teachers provide a suitable and comfortable setting, children feel free to express

themselves, their emotions, and even ask for help, without fear of negative feedback if they make mistakes. Instead, teachers should offer support to correct errors and repeat questions. Furthermore, children should feel encouraged to share their ideas and participate in discussions. For example, a teacher might organise group activities where children need to work together and share ideas to complete a task.

The classroom environment or kindergarten plays a crucial role, continuing the work started at home. It can also help improve language skills and grammatical accuracy, as well as influence learners' motivation and involvement. Kindergarten provides a supportive, language-rich environment where children acquire basic communication skills. It aids in the development of listening and speaking skills, which are considered very important for a child learning a language. The classroom gives children the opportunity to listen to teachers and peers, which improves their understanding of spoken language.

Teachers should use thoughtful approaches when teaching children. Young children often want to create new things and can become bored if they always see the same things. This highlights the importance of a good and creative teacher who can make the classroom enjoyable for the child. Vygotsky stated that "Language development in early childhood is best supported through rich verbal interactions, engaging literacy experiences, and social communication opportunities in a structured yet playful environment" (n.p.). Therefore, teachers should be patient when teaching children aged 1 to 5, as they will make many mistakes. It is important for teachers to listen carefully and provide corrections through rich verbal interactions, talking to children using a variety of words and sentences. This helps them build their vocabulary and develop strong communication skills.

2.5.1.1. Physical Setup and Visual Aids

The physical setup and visual aids in a kindergarten classroom are important for a child's learning and development. They play a key role in helping children acquire language. These two elements work together, each complementing the other. A well-organised and welcoming classroom encourages independence, exploration, and active participation. Teachers should create a space where children feel comfortable and safe when doing activities.

In a kindergarten classroom, teaching aids are crucial for children learning language. The teacher should act as a facilitator, helping to create a successful classroom environment where children feel safe and can interact easily. Teaching aids enhance the learning experience by making lessons more interactive, engaging, and understandable for young children. Teachers might use stories or create games. These aids help children understand new ideas more easily and remember information for longer. For example, a teacher might perform actions, and the children interpret these actions as part of a story.

2.5.2. The Importance of Classroom Environment

2.5.2.1. Teacher-Child Interaction

The relationship between the teacher and the child is important for the child's sense of safety, which encourages them to make more effort and try their best to succeed. Therefore, teachers should build strong relationships with their students. For example, when a child makes a mistake, the teacher should not punish them but encourage them to correct it and pay attention next time. Positive teacher-child interaction boosts the child's confidence and willingness to participate. It also creates a trusting classroom environment where students are more likely to engage, take risks, and develop a lifelong love of learning.

2.5.2.2. Peer Interaction

Vygotsky noted that "Through interaction with peers, children internalise social norms and cognitive strategies" (n.p.). He believed that children learn best through social engagement. As children grow, interaction with peers becomes increasingly important. This happens when children engage with other children of a similar age, such as when playing together or starting conversations. Peer interaction is very important for a child's social development. Children can learn how to speak and share their thoughts. They can also develop their vocabulary and improve their communication skills.

- For Toddlers (1–3 years): Group music or story time sessions at libraries can be beneficial.
- For Preschoolers (3–5 years): Activities like pretend games with peers are valuable.

2.5.2.3. Storytelling and Reading

Language-rich environments outside the classroom also play a crucial role in supporting children's language development. Storytelling and reading are very effective tools in this context. Storytelling helps in acquiring new vocabulary, and children can learn new phrases. Reading stories to children can boost their imagination and creativity. Additionally, it can improve their listening skills. Reading aloud introduces children to different sentence structures, descriptive language, and a wide range of vocabulary. Reading with others gives children the confidence to speak and express their ideas and can build strong relationships and provide emotional security.

2.5.3. The Role of Teaching Methods

To further understand the mechanisms through which teachers influence language acquisition, it is important to consider the methodologies they employ. This section will thus focus on the role of teaching methods, beginning with an exploration of Pedagogical Content Knowledge (PCK) and its implications for teacher effectiveness.

2.5.3.1. Pedagogical Content Knowledge (PCK) and Teacher Impact

Teaching is more than just telling people information or discussing easy topics. According to Lee Shulman, who introduced the concept of pedagogical content knowledge (PCK), it is "a type of knowledge that is unique to teachers and is based on how teachers connect their teaching knowledge with what they know about the subject they are teaching" (n.p.). This means that teachers should understand what effective teaching involves, what they know about their subject, and how to teach it well.

Lee Shulman's research indicates that teachers have three types of knowledge:

1. General Pedagogical Knowledge: Understanding teaching principles and strategies, including classroom management, lesson planning, and student engagement.
2. Pedagogical Knowledge: Understanding teaching methods and strategies to help students develop and succeed in their education.
3. Pedagogical Content Knowledge: Combining teaching methods to make the subject matter easier for learners to understand.

Pedagogical content knowledge (PCK) is very important because it can help teachers simplify complex concepts and make them easier for children to understand. PCK allows teachers to integrate play into lessons to make learning enjoyable. For example, a teacher might tell a story while acting it out with the children instead of just having them memorise it.

Using PCK, teachers can use different teaching methods or educational strategies for language development among young learners, such as:

- 1- **Silent Method (SM):** Developed by Caleb Gattegno, this method focuses on student independence, with the teacher remaining as silent as possible. It is important for children's language acquisition as it gives them the opportunity to discover things for themselves and helps the teacher ensure that children actively participate and remember information. This method can help improve grammar rules and pronunciation. For example, a teacher might show a picture to students and use silent techniques to guide them in forming sentences.
- 2- **Total Physical Response (TPR):** Developed by James Asher, this kinesthetic approach relies on physical movement. TPR engages young learners through action. For example:

A- Physical Activities:

- The teacher shows a picture (e.g., a child clapping).
- The teacher asks: "What is the child doing?"
- The teacher says the action ("Clap!") and does it.
- The child repeats the word and does the action.

B- Storytelling with Actions:

- The teacher starts a short story: "One day, I saw a bird" (here, the teacher stops talking and acts it out).
- The child completes it: "The bird is flying!" (while acting it out).

- 3- **Montessori Methodology:** This educational philosophy, developed by Italian doctor Maria Montessori, is based on child-centred learning. A key principle is that the

classroom is designed to be organised, attractive, and accessible to children. For example, a child might match wooden shapes to their outlines or arrange picture cards in order to tell a simple story.

2.5.4. Curriculum Design and Language Outcomes

For a successful learning experience, a good curriculum design needs to balance structured learning with play-based activities to support children's cognitive, social, emotional, and physical development. A well-designed curriculum addresses multiple areas of development, giving appropriate attention to each topic. Play-based learning encourages creativity and curiosity and provides a good opportunity to prepare children for primary education.

- Al Zain Nursery case

Al Zain Nursery encourages children to bring their own packed snack, which provides a good chance for them to develop social skills when they interact.

Morning Session

7:30 am – 7:45 am: Arrival and Morning Exercises / 7:45 am– 8:00 am: Free Activity / 8:00 am– 8:30 am: Circle Time / 8:30 am– 8:45 am: Art Time / 8:45 am – 9:15 am: Learning Time / 9:15 am – 9:30 am: Free Activity / 9:30 am – 10:00 am: Snack Time / 10:00 am – 10:30 am: Outdoor Play / 10:30 am – 10:45 am: Free Activity / 10:45 am – 11:15 am: Circle Time / 11:15 am – 11:30 am: Art Time / 11:30 am – 12:00 pm: Learning Time / 12:00 pm – 12:30 pm: Story Time + Dance + Songs

Afternoon Session

1:00 pm: Lunch Club / 1:30 pm: Session Begins with Registration and Afternoon Circle / 1:45 pm: Free Choice Activities / 2:15 pm: Play Outside if Weather Permits / 2:45 pm: Snack / 3:00 pm: Project Work / Music and Dance / 3:30 pm: Home Time / 3:30 - 6:00 pm: After School Club Available (2017 Al Zain Nursery)

The Pennsylvania Department of Education provides a sample full-day kindergarten schedule:

8:15 a.m.: Teacher greets arriving children; children hang up backpacks and belongings; children write in journals (date, picture, word or sentence to go with picture). 8:30 a.m.: Opening (Pledge of Allegiance, Good morning song, Calendar, Weather, Counting, Songs and Fingerplays, Morning Message). 9:00-9:20 a.m.: Language Arts Instruction (Shared Reading/Read Aloud Activity, Oral Comprehension Activity related to story heard). 9:20-9:40 a.m.: Tape/CD movement activity (could be related to story read). 9:40-10:00 a.m.: Language Arts Word work (Vocabulary Development, Integrate Science or Social Studies or Health Journal writing, Response to Story). 10:00-10:30 a.m.: Recess. 10:30- 11:00 a.m.: Kid writing/ Writing Workshop (One-on-one instruction). 11:00 –11:30 a.m.: Literacy Activities Based on Student Need (Small group instruction, Phonemic Awareness, Phonics instruction). 11:30 - 12:30 p.m.: Lunch and Recess. 12:30 - 1:00 p.m.: Rest time/Quiet Time. 1:00- 1:20 p.m.: Snack Time. 1:20- 1:50 p.m.: Mathematics using manipulatives. 1:50- 2:30 p.m.: Work Time (Learning Centers – child and teacher's choice). 2:30- 2:50 p.m.: Clean up, Prepare for dismissal, Evaluation of the day - What did we do today? Dismissal.

Al Zain Nursery's day plan appears to be characterised by shorter, more frequent transitions between a wider variety of activity types, with a strong emphasis on free play and social interaction during mealtimes. The Pennsylvania Department of Education's sample kindergarten schedule presents a more structured approach with dedicated, longer blocks for

core academic instruction, alongside opportunities for play and social development within those blocks and designated times like "Work Time" and "Recess." The differences likely reflect the specific philosophies, resources, and age ranges catered to by each institution (Al Zain Nursery appears to cover a broader age range than just kindergarten).

2.5.5. Play-Based Learning and Early Experiences

Early experiences and play are crucial in a child's life. They give children the confidence to use language they have heard in everyday situations. Play is a fundamental part of childhood and learning. It actively shapes a child's ability to think, learn, and develop intelligence. According to Froebel, Piaget, and Vygotsky, play is important in a child's development. Through play, children express their thoughts and emotions and explore their world. Play also fosters imagination, creativity, and cognitive abilities. Craft (2000) defined play as an activity in which children investigate and explore sounds, colours, and shapes, seeing it as an essential part of learning where children experiment, adapt, and grow mentally and emotionally through their activities.

Children can show and improve their four language skills: listening, speaking, reading, and writing. Vygotsky stated, "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level. First, between people (interpsychological), and then inside the child (intrapsychological)" (57). Therefore, early experiences and play build a child with strong confidence in communication and self-expression and improve listening and comprehension skills. Early experiences prepare children for reading and writing.

Piaget believed that play reflects a child's mental development, such that the development of their games expresses their level of development and mental and emotional

maturity. He defined it as “a process that transforms incoming information to suit the child’s needs, and play and imitation are an integral part of the process of mental development and intelligence” (n.p.). Piaget’s perspective on play suggests that the activities a child engages in reflect their cognitive and emotional growth. As a child develops mentally, their type of play evolves, demonstrating their intelligence and maturity.

2.5.6. The Use of Technology in Early Language Learning

When teachers use technology and digital applications effectively, it can improve language acquisition. Technology should complement, not replace, traditional teaching methods. Teachers can integrate technology in various ways to enhance language acquisition and make lessons easier and more enjoyable for children.

Using technology in the classroom environment can enhance children’s listening and speaking skills, which are important for beginners. Teachers can use visual aids like pictures and videos, gestures, and interactive activities like storytelling with actions and puzzle-solving, which help children develop critical thinking and reinforce language comprehension. Technology and storytelling applications can further increase language exposure. Using technology in the classroom supports children’s language acquisition by making learning more engaging, interactive, and accessible. Hsin and Tsai support the idea that using technology in classrooms can enhance children’s language acquisition by making learning more engaging and interactive.

Conclusion

In conclusion, this chapter has explored the multifaceted influence of the kindergarten environment on a child's language development. It has highlighted the pivotal roles played by both the physical setting and the educators within it. A well-structured and stimulating

classroom, complemented by thoughtful teaching methodologies, creates a fertile ground for linguistic growth.

The significance of teacher-child interaction has been underscored, demonstrating how a supportive and encouraging relationship can foster a child's confidence and willingness to engage with language. Furthermore, peer interaction provides invaluable opportunities for children to practise communication skills, learn from one another, and internalise social norms related to language use.

The chapter also examined the impact of specific pedagogical approaches, with Pedagogical Content Knowledge (PCK) identified as a crucial element in effective language instruction. By understanding both the subject matter and how to teach it effectively, educators can simplify complex concepts and make learning more accessible and engaging for young learners. Examples such as the Silent Method, Total Physical Response, and the Montessori methodology illustrate diverse strategies that can be employed to support language acquisition.

Finally, the comparison of the daily schedules from Al Zain Nursery and the Pennsylvania Department of Education offered insights into how different educational settings structure their day to facilitate various aspects of development, including language. While approaches may vary, the underlying goal remains consistent: to provide a rich and supportive environment where children can develop strong communicative abilities.

The evidence presented in this chapter reinforces the idea that the kindergarten environment is not merely a place of instruction but an active agent in shaping a child's linguistic trajectory, working in tandem with the foundations laid within the home. The subsequent chapter will build upon this understanding by following a mixed methodology.

Chapter Three:
Research Methodology

Introduction

This chapter outlines the research methodology employed in this study, which aims to explore the experiences of parents, teachers, and doctors regarding the impact of environments on children aged one to five years. Specifically, it focuses on how home and school settings influence children's language acquisition. This chapter details the research approaches used, the selection of the research sample, the data collection instruments, the research objectives, the context of English as a foreign language in Algeria, and the challenges encountered during the research process.

3.1. Research Approach

To investigate the influence of home and kindergarten environments on children's language acquisition, this study adopts a mixed-methods approach, incorporating both quantitative and qualitative research designs.

The **quantitative research approach** was used to examine the relationship between specific features of the home and kindergarten environments and children's language acquisition. A questionnaire was administered to teachers to gather quantitative data on their perceptions and experiences regarding these influences. The purpose of the questionnaire was to determine whether factors such as parental involvement, classroom language exposure, and teacher support have a statistically significant impact on language acquisition in young children. The questionnaire primarily consisted of closed-ended questions, including yes/no options and multiple-choice selections, alongside some open-ended questions to provide additional context. These questions aimed to elicit teachers' views on the impact of the school environment on preschoolers and their strategies for managing the classroom, including the use of games and technology to create a successful learning environment. The collected data were intended for statistical analysis.

The study also employs a **qualitative research design** to gain in-depth perspectives from experts on how school and home environments influence children's language acquisition. This approach allowed for a more nuanced understanding and the flexibility to explore specific topics raised by the participants in greater detail. To explore the experiences of doctors, semi-structured interviews were conducted. These interviews included open-ended questions focusing on the role of the home environment in a child's language acquisition and the impact of a positive parent-child relationship on mental development. The interviews, lasting approximately 15 to 20 minutes, were audio-recorded with the participants' consent.

Furthermore, a **qualitative approach** was used to explore parents' perspectives on the influence of home and school environments on their children's language acquisition. This method was chosen to capture personal experiences, beliefs, and insights that may not be evident through quantitative methods alone. The interview questions for parents focused on areas such as the effect of parental interaction, parental involvement, the support and collaboration between home and school, and observed progress or challenges in the child's language skills, particularly in relation to technology use.

3.2. The Study Sample

According to Mujere (2016), a sample is a subset of a larger population used for measurement, and it should be representative to ensure the generalisability of research findings. The sample for this study included parents, kindergarten teachers, and doctors. Parents were selected based on their direct experiences raising young children and navigating the daily aspects of their development. Teachers were chosen due to their professional contribution to children's language development within the educational setting. Doctors, including a psychologist and a paediatrician from Sidi Aide Hospital, were included for their

expert views and experiences with a diverse range of cases, allowing them to observe patterns and note specific influences on child development.

This study employed a mixed-methods approach (both qualitative and quantitative) to investigate the impact of school and home environments on children's language acquisition. The target population was preschoolers aged one to five. The qualitative data collection involved interviews with two doctors (a psychologist and a paediatrician) at Sidi Aide Hospital and interviews with parents. The quantitative data was gathered from a total population of 14 kindergarten teachers, with approximately [insert number if known, e.g., twelve] teachers voluntarily responding to the questionnaire distributed via email and Facebook groups. Additionally, ten parents participated in the qualitative interviews. The teacher participants were randomly selected to respond to the questionnaire.

3.3. Research Objectives

The primary objectives of this research are:

- To investigate the role of the home environment in children's language acquisition.
- To examine the influence of the school environment on children's language acquisition.
- To explore the potential assistance of technology in foreign language acquisition for preschoolers.
- To assess the contribution of home and school environments in enhancing foreign language acquisition during early childhood.

3.4. Teaching Foreign Languages (FL) to Preschoolers in Algeria

In recent years, Algeria has seen a notable shift in its approach to foreign language instruction, particularly in the area of English language learning.

- **Cultural and Linguistic Background:** Children in Algeria typically grow up in a rich multilingual environment shaped by historical, cultural, and social factors.
- **Home Languages:** The primary spoken languages are Algerian Arabic (Darija) and Tamazight, or a combination, depending on the region and ethnic background.
- **French Exposure:** Due to Algeria's history, French is often introduced early through media and preschool, leading to basic comprehension before formal schooling.
- **English and Other Foreign Languages:** English has gained popularity as a desirable third language, particularly among urban middle- and upper-class families for its international and career benefits. Some interest also exists in languages like Spanish, Turkish, or German, often influenced by the media.

3.5. Challenges to Foreign Language Teaching in Algeria

Several challenges exist in the context of early language development and foreign language teaching in Algeria:

- **Lack of Specialized Teachers:** Many early childhood educators lack specific training in multilingual pedagogy.
- **Over-reliance on Screens:** Some parents mistakenly believe that passive screen time alone is sufficient for language learning, neglecting the need for interaction.
- **Limited Access in Rural Areas:** Programs and resources are often concentrated in urban centres, limiting access in rural areas.
- **Parental Expectations:** Some parents have unrealistic expectations for rapid results or focus on grammar instruction, which is developmentally inappropriate for young children.

- **Research Access:** Personal challenges included reluctance from some parents to share information, private doctors requiring payment for participation, and difficulties in accessing kindergartens for observation, particularly those teaching foreign languages.

3.6. Methods of Data Collection

Data collection instruments are the tools researchers use to gather information for their study. These can include observation, tests, questionnaires, and interviews. For this research, questionnaires and interviews were selected as the primary data collection tools to address the research objectives.

3.6.1. The Questionnaire

This section provides an overview of the questionnaire and the types of questions it included in this study.

A questionnaire allows researchers to collect quantitative data in a standardised way, ensuring consistency for analysis. It is essential that the questionnaire has a clear purpose aligned with the research objectives.

This questionnaire utilised both closed-ended and open-ended questions.

- A- **Closed-ended questions:** These questions offer a limited set of predetermined response options, such as yes/no or multiple-choice (Bachman & Schutt, 2016).
- B- **Open-ended questions:** These questions allow respondents to answer in their own words, providing more detailed and elaborated responses without predefined limitations (Bachman & Schutt, 2016).

The questionnaire was distributed in several stages. First, it was reviewed and revised based on feedback from the research supervisor. Then, it was sent to the target population on

March 5, 2025, along with an explanation of the research's purpose. Responses were automatically stored for analysis, and participants were prompted to complete all questions to ensure comprehensive data collection.

3.6.1.1. Difficulties Encountered

During the application of these data collection tools, several personal obstacles and difficulties were encountered:

- **Teachers:** Teachers often had limited time to provide detailed answers. Additionally, there was a lack of kindergartens specifically teaching foreign languages, and some institutions were unwilling to allow classroom observations.

3.6.2. The Interviews

By using interviews with doctors and parents the researcher can collect qualitative data in depth insights into people's experiences, views, perceptions.

Kvale (1996) confirms that an interview is a conversation that has a structure and a purpose. It goes beyond the spontaneous exchange of views as in everyday conversation, and it involves a specific approach to gaining knowledge. For Best & Kahn (2006): "An interview is a face-to-face oral exchange in which one person (the interviewer) attempts to elicit information or expressions of opinion or belief from another person (the interview)."

-Types of questions in interview :

- Open ended questions : Kvale and Brinkmann (2009) In Interviews: Learning the Craft of Qualitative Research Interviewing, they explain: "Open-ended questions invite longer

responses and are useful for exploring complex issues in depth. They allow the subject to bring out aspects the interviewer may not have considered.

The interviews were conducted between March and April 2025 either face to face and via messenger groups. For the parent's interview, I used the messenger groups and asked the parents outside, to collect their views. The questions are open ended questions, kvale,S (1996) believes that this type of questions in interviews allow participants to express themselves freely. I chose the descriptive questions to understand the parent's views. On the other hand, the questions of the doctor's interview are both Comparative and descriptive questions. Each interview took approximately 10-30 minutes and was audio -recorded with the doctor's consent. According to the interview analysis I used thematic analysis.

3.6.2.1. Difficulties encountered

Personally, I faced a several obstacles and difficulties when I applied those tools in the reality:

Parents: Some parents were hesitant to share personal or sensitive information and directly refused to participate, while others did not complete the entire questionnaire.

Doctors: Private doctors generally required payment for a consultation before agreeing to an interview.

Chapter Four: Discussion and Findings

Introduction

This chapter details the analysis of the data collected to test the research questions and objectives outlined in the previous chapter. It will present the findings derived from the teacher questionnaires, focusing on the research approaches, methods, data collection processes, sampling strategies, and the methods of analysis applied.

4.1. The Questionnaire: Results and Analysis

4.1.1. Description of the Questionnaire

The questionnaire (Appendix A) administered to teachers comprised five sections designed to gather information relevant to the study's aims:

Section One: Professional Information (Questions 1–2): This initial section aimed to collect background information about the teachers' professional experiences and to identify the challenges they perceive in supporting children's language development. The two multiple-choice questions in this section were designed to provide an overview of the teachers' perspectives on these aspects.

Section Two: Classroom Habits (Questions 3–6): This section focused on the classroom environment and the tools and creative strategies employed by teachers. The questions included both multiple-choice and open-ended formats to gather a range of responses regarding classroom practices.

Section Three: Importance of Structured Curriculum Design (Question 7): This section specifically addressed the role of curriculum design and its potential impact on classroom management and language development.

Section Four: Home and School Contribution (Question 8): This section explored the perceived contributions of both the home and school environments to children's language acquisition and the potential synergy between them.

Section Five: Important Activities for Language Development (Question 9): This final section investigated the activities that teachers believe are most effective in fostering children's language development, also inviting suggestions for additional strategies.

4.1.2. Analysis of the Teacher’s Questionnaire

Question 01:

1.How often do you introduce new vocabulary intentionally in your lessons?
14 réponses

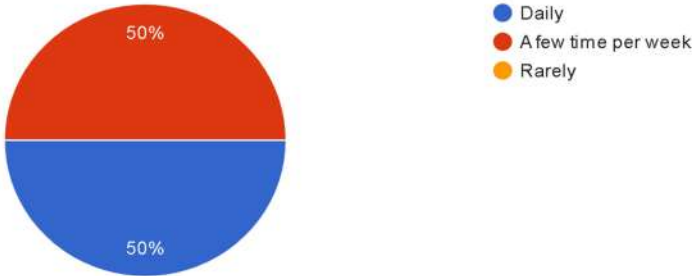


Figure 4.1 Professional Experiences

As illustrated in the pie chart in Figure 4.1, titled “Professional Experiences,” the distribution of responses across the categories is equal.

Question 02:

2.What is the biggest challenge in developing language skills in Young children at school?
14 réponses

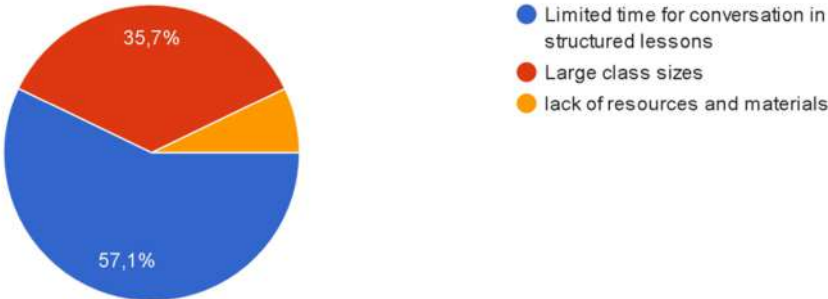


Figure 4.2 The Challenges Which Prevent Language Development

The pie chart in Figure 4.2, titled “The Challenges Which Prevent Language Development,” indicates that 35.7% of teachers identified limited time for conversation in structured lessons as the most significant challenge in developing children's language skills. A larger proportion, 57.1%, cited large class sizes as the primary obstacle, while 7.1% (one respondent) reported a lack of resources and materials as the main challenge.

Question 03: how can storytelling in the classroom affect the child’s language acquisition?

In response to this open-ended question, teachers offered various perspectives on the role of storytelling in language acquisition. Several teachers noted that storytelling helps children acquire new vocabulary and become familiar with word pronunciation, thereby developing their listening and reading skills. They also highlighted the engaging and interesting nature of stories for learners, which aids in vocabulary retention. Some teachers specifically mentioned that listening to stories exposes children to a wide range of new vocabulary and enhances their listening and speaking skills, improving their attention spans and reliance on auditory comprehension.

Furthermore, teachers recognized that stories introduce new words within meaningful contexts, facilitating better understanding and recall. They observed that storytelling helps children develop narrative comprehension, understand cause and effect, and infer meaning – all crucial for overall comprehension. The repeated exposure to new vocabulary within a narrative structure was also seen as beneficial. Some teachers explicitly stated that storytelling is more engaging for children compared to traditional teaching methods, leading to increased attention and questions about specific words. Additionally, some observed that this method can improve pronunciation and accent. While acknowledging its benefits in enriching vocabulary and forming linguistic connections, one teacher noted the limitation of classroom time in fully utilising storytelling. Overall, the teachers agreed that storytelling positively

impacts language acquisition by providing a rich vocabulary knowledge base and supporting the overall language learning process through contextual learning.

Question 04: How do you support children to speak and practice a language?

Teachers described a range of strategies to support children's speaking and language practice, primarily focusing on creating a positive, engaging, and language-rich environment.

Key strategies included:

- **Creating a Safe and Encouraging Environment:** Emphasising comfort and confidence, praising effort over accuracy, and prioritising communication over excessive correction.
- **Allowing Freedom to Make Mistakes:** Viewing errors as learning opportunities.
- **Utilising Interactive Activities:** Including debates, group work, and role-playing to encourage dialogue.
- **Using Real-Life Situations:** Integrating language practice into everyday contexts and activities.
- **Learning Through Play (Montessori Principles):** Providing hands-on and engaging activities.
- **Positive Reinforcement:** Using rewards and verbal encouragement (giving good marks) to boost confidence.
- **Providing Space for Expression:** Allowing children to speak freely without constant interruption or correction, with feedback provided after they finish speaking.

Overall, the teachers' responses highlighted the importance of fostering a supportive atmosphere where children feel motivated and confident to communicate, actively engaging in language use through various interactive and play-based methods.

Question 05: How important is peer interaction for language development at this age?

Teachers overwhelmingly recognised peer interaction as crucial for language development in early childhood (ages 3–5). They highlighted several key benefits:

- **Exchange of Ideas and Error Correction:** Children learn from each other by sharing thoughts and sometimes correcting each other's mistakes.
- **Natural and Effective Language Use:** Interacting with peers encourages the use of language in a more natural and spontaneous way.
- **Casual Learning Environment:** Children often feel more at ease and less pressured when interacting with their peers compared to adults.
- **Vocabulary Expansion and Creativity:** Peer interaction introduces new vocabulary and can stimulate creative language use.
- **Development of Social Language Skills:** Children learn essential social communication skills such as turn-taking, using polite forms, and expressing agreement or disagreement appropriately.
- **Rapid Skill Acquisition:** Some teachers believe that children at this age learn quickly from their peers, acting like "sponges."

However, one teacher noted that for children aged 3-4-5, engaging in peer conversation independently can be challenging, suggesting the need for facilitated opportunities to speak freely. Generally, the teachers agreed that peer interaction is vital for both language acquisition and social development in young children.

Question 06: How do you check for understanding when introducing new words or concepts?

Teachers employed a variety of effective strategies to check children's understanding of new words or concepts:

- **Asking Learners to Use Words in Sentences:** Requiring children to apply the new vocabulary in context.
- **Using Gestures, Games, and Contextual Clues:** Employing non-verbal cues and interactive activities to reinforce meaning.
- **Direct Questioning:** Asking explicitly if children understand.
- **Sounds/Acting/Mimicking:** Using auditory and kinesthetic methods to convey meaning.
- **Asking for Examples:** Encouraging children to provide their own illustrations or applications of the new word or concept.
- **Repetition and Pronunciation Practice:** Ensuring children can both say and understand the new vocabulary.
- **Visual Aids:** Using drawings, matching tasks, word-picture cards, and flashcards to create visual connections.
- **Real-World Application:** Asking children to identify or describe things using the new vocabulary.
- **Simple Tests or Tasks:** Assessing comprehension through basic exercises.

The teachers emphasised the importance of ensuring that children not only hear new words but also genuinely grasp their meaning and know how to use them appropriately. Employing multiple methods caters to different learning styles and helps solidify understanding.

Question7:

7. does the structured curriculum shape language acquisition over time?
14 réponses

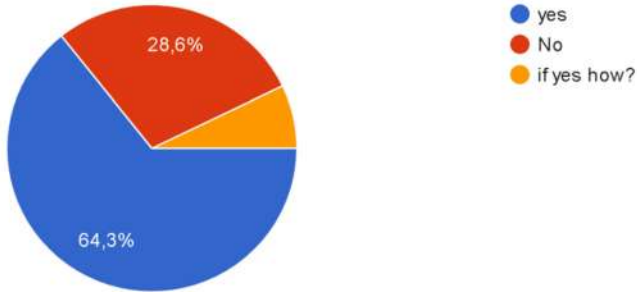


Figure 4.3 The Importance of Curriculum Design

The data presented in Figure 4.3, titled “The Importance of Curriculum Design,” indicates that 64.3% of teachers responded “YES,” affirming the importance of a structured curriculum design, while 28.6% responded “NO.” and 7.1% were unsure.

Question 8:

8. How much do you think school contributes to a child's language development compared to the home environment?
14 réponses



Figure 4.4 Home and School Contribution

As shown in the pie chart in Figure 4.4, titled “Home and School Contribution,” 28.6% of teachers believed that school has a greater influence on a child's language

development than home, while 14.3% felt that home has a greater influence than school. A majority, 57.1%, considered both school and home to be equally important in this regard.

Question 9:

9. Which school activity do you think has the most impact on language development?

14 réponses

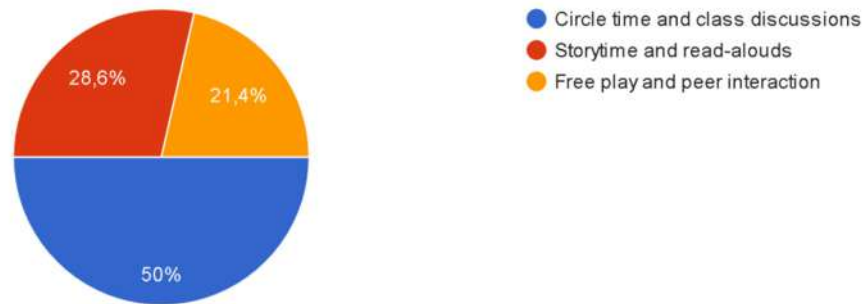


Figure 4.5 The School Activity

The pie chart in Figure 4.5, titled “The School Activity,” reveals that 28.6% of teachers identified “Storytime and read-alouds” as key activities for language development, 50% favoured “Circle time and class discussions,” and 21.4% highlighted “Free play and peer interaction.”

The questionnaire, comprising nine questions and receiving fourteen responses, yielded several important insights from the teachers' perspectives:

- Introducing new vocabulary effectively involves ensuring understanding, use, and retention, often through repetition and contextualisation, rather than simply presenting many words frequently.
- A significant challenge in language development is the limited time for conversation during structured lessons, particularly for children lacking interaction at home.
- Reading stories is a valuable tool for building a rich linguistic foundation, supporting comprehension, expression, memory, and overall skills.

- Supporting children's speaking involves creating a safe space for mistakes, encouraging interaction, and providing positive reinforcement.
- Peer interaction is crucial for natural language use, social skill development, and vocabulary expansion.
- Checking for understanding requires diverse strategies such as contextual application, visual aids, and direct questioning.
- A structured curriculum design is generally seen as important for facilitating language development by providing structure, progression, and support for teacher planning.
- A majority of teachers believe that both home and school environments are equally important for a child's language development, highlighting the need for collaboration.
- Key school activities for language development include storytelling, read-alouds, circle time, class discussions, free play, and peer interaction.

These findings suggest that a holistic approach, considering both the school and home environments and employing engaging and interactive teaching methods, is essential for fostering robust language development in young children. The subsequent sections will further discuss these findings in relation to the research objectives and the broader literature.

4.2. The Interviews: Results and Analysis

4.2.1. Analysis of the Interviews

According to Kvale (1996), "An interview is a conversation that possesses a structure and a defined purpose. It transcends the spontaneous exchange of viewpoints characteristic of everyday conversation, involving a specific methodology for acquiring knowledge."

Best and Kahn (2006) define an interview as "a direct, oral interaction where one individual (the interviewer) seeks to obtain information or expressions of opinion or belief from another individual (the interviewee)."

In this research, interviews were conducted with two distinct groups: doctors (Appendix B) and parents (Appendix C). The interviews with parents aimed to explore their perspectives on their children's development and their approaches to interacting with them. The interviews with doctors, drawing on their professional experiences and exposure to numerous child-related cases, sought to gather their expert insights and opinions. The goal of these interviews was to gain a deeper understanding of the research topic through their unique viewpoints.

The duration of each interview ranged between 10 and 15 minutes and took place at Sedi Aied Hospital in Hammam Bouhadjar. It was anticipated that some common themes might emerge across the participants' responses. The interview process typically began with an informal exchange of ideas, allowing the participants to provide additional context and information relevant to the research. Subsequently, the focus shifted to the core questions, with a particular emphasis on the nature and impact of the relationship between parents and their children.

4.2.1.1. Thematic Analysis of the Interview with Doctors

Following a thorough familiarization with the interview data, which involved transcribing and reading the responses multiple times, the subsequent step involved generating initial codes and identifying overarching themes within the doctors' narratives, (see Appendix D).

This thematic analysis report explores the insights shared by doctors regarding the influence of home and school environments on children's language acquisition. By examining their responses to open-ended interview questions, this analysis aims to identify recurring themes that illuminate the roles of these two crucial settings. The findings presented here

contribute to a deeper understanding of the factors impacting early language development and directly address the study's research questions and objectives.

Theme 1: The Foundational Role of Family Structure and Healthy Relationships

This overarching theme underscores the critical impact of a stable family structure and positive parent-child relationships on a child's overall development, including language acquisition. As one doctor aptly stated, "Effective communication within the family boosts the child's confidence. The more communication and interaction that exists within the family, the safer the child feels, which in turn encourages language development and social skills." This highlights how a secure and communicative family environment fosters a sense of safety and trust, which are foundational for a child's willingness to explore and engage with language. A well-structured family provides a consistent and predictable environment, reducing anxiety and allowing the child to focus on learning and development. Furthermore, healthy parent-child relationships, characterized by warmth, responsiveness, and open communication, provide the essential social and emotional scaffolding for linguistic growth.

Theme 2: The Significance of Early Communication and Developmental Stages

This theme emphasizes the importance of communication from the earliest stages of development, beginning even during pregnancy, and considers the distinct linguistic milestones of early childhood. One doctor noted, "The pregnancy period is the most important phase, especially for the child. Here, the mother must prioritize her well-being and happiness because this significantly affects the child's mental health. Many mothers are unaware of how much their baby perceives." This highlights the nascent connection between maternal well-being and the child's prenatal development.

The analysis further identifies key developmental stages and their implications for language acquisition:

Around 6 Months: Doctors pointed out that babies begin to babble and coo during this phase, accompanied by the crucial development of eye contact. This early pre-linguistic communication signals the infant's growing awareness of and interaction with their environment, laying the groundwork for later language development. Consistent and responsive caregiving during this period is vital to nurture these early communicative attempts.

Around 1 Year: This stage is characterized by children starting to store and memorize words they hear from their families. Doctors cautioned against the use of incorrect or babyish names for objects, stating, "Parents should avoid using incorrect names for objects; for example, instead of saying 'go to sleep,' they might say 'nini,' or 'mami' for eating. This is a significant error because children at this stage are actively learning vocabulary and beginning to correctly associate names with items." Using accurate terminology from the outset supports the child's correct lexical development.

Around 2 Years: This period is identified as a critical window for language acquisition, where children readily absorb the language they are most exposed to. Doctors emphasized that mothers, as primary caregivers in many contexts, have a significant opportunity to enrich their child's linguistic environment during this time.

Around 3 Years: This milestone marks the typical emergence of a child's first words. Doctors recommended that parents utilize educational and engaging games to further stimulate both language and cognitive development during this period of rapid linguistic growth.

Theme 3: The Power of Repetition and Consistent Interaction

This theme underscores the fundamental role of repetition and consistent daily interaction in facilitating language learning and retention. One doctor stated, "Repetition and

continuous communication help the child to absorb and retain language and social cues." Hearing the same words and phrases repeatedly reinforces their meaning and aids in memory consolidation. Through consistent interaction, children begin to connect words with their corresponding objects, actions, and emotions, solidifying their understanding of language within meaningful contexts.

Theme 4: The Detrimental Impact of Violence on Language Development

This theme highlights the negative consequences of both verbal and physical violence on a child's linguistic progress. As one doctor noted, "Verbal and physical violence lead to a loss of concentration and negatively affect the child's development." Exposure to violence, whether direct or indirect, can create a stressful and insecure environment that hinders cognitive development, including language acquisition. The resulting anxiety and fear can impair a child's ability to focus, process information, and interact verbally, ultimately affecting both the speed and quality of their language development.

Theme 5: The Multifaceted Benefits of Storytelling

This theme emphasizes the significant advantages of reading stories to children for their language acquisition and overall development. One doctor stated, "Listening to stories helps children learn new words and expressive skills, aiding in communication." Beyond vocabulary enrichment, storytelling exposes children to diverse sentence structures, narrative patterns, and expressive language, fostering their own communication abilities. Furthermore, engaging with stories stimulates imagination, enhances visualization skills, and can impart important moral lessons and an understanding of values and ethics.

Theme 6: The Influence of Genetic Factors in Language Acquisition

This theme acknowledges the inherent biological predispositions that can influence a child's capacity for language learning. One doctor pointed out, "Genetic factors can influence

a child's capacity to learn foreign languages." While environmental factors play a crucial role, genetics can affect a child's aptitude for language, potentially influencing the ease and speed with which they acquire linguistic skills. This suggests that some children may have a natural advantage in language learning due to their genetic makeup.

Theme 7: The Enriching Role of Multilingual Family Environments

This theme highlights the positive impact of exposure to multiple languages within the family context. One doctor stated, "Growing up in a large family with grandparents who speak multiple languages provides valuable exposure to various languages." When children are regularly exposed to different languages from an early age, particularly within their familial environment, it creates a rich linguistic landscape that can significantly enhance their language learning abilities. This early exposure can foster greater linguistic flexibility, cognitive advantages, and a more positive attitude towards language learning.

Theme 8: The Supportive Function of the Socio-Cultural Environment

This theme underscores the role of kindergarten as a structured social and educational environment that contributes to a child's language development. As one doctor noted, "Kindergarten provides structured social and educational environments." Kindergarten offers opportunities for social interaction, structured learning activities, and exposure to language in a formal setting. These experiences complement the language input received at home and provide a broader context for linguistic growth. Notably, the doctor mentioned imitation as an effective learning method at this age, highlighting the importance of language-rich interactions with both teachers and peers in the kindergarten setting.

Additionally, this theme emphasizes the necessity of collaboration between the home and school environments to optimize a child's development, particularly in language acquisition. One doctor stated, "The relationship between family and school is described as

complementary, meaning both must work together and put hand in hand to ensure the child's full development in language and expression development." A strong partnership between parents and educators creates a consistent and supportive learning environment for the child. When the language and learning approaches are aligned between home and school, it can facilitate the child's acquisition process, making new concepts and vocabulary encountered at school more accessible due to prior exposure or reinforcement at home.

Theme 9: The Effectiveness of Engaging Methods, Particularly Visual Learning

This theme highlights the importance of using engaging teaching methods, with a specific focus on visual learning, to support children's language acquisition. One doctor noted, "Children are attracted to bright and colorful things, so using these kinds of tools makes learning more fun and interesting. For example, teaching letters using colorful flashcards or drawings helps keep the child engaged." The use of visual aids, such as images, videos, diagrams, symbols, and gestures, can make learning more interactive and memorable for young learners. Visuals can bridge language barriers, aid comprehension, and cater to different learning styles, ultimately enhancing language acquisition, especially for those learning their first or multiple languages.

In conclusion, the doctors' insights underscore the multifaceted influences of both home and school environments on a child's language acquisition. The themes identified highlight the foundational role of family dynamics and early communication, the importance of consistent interaction and positive experiences, the potential impact of genetic and multilingual contexts, and the supportive functions of formal education and engaging teaching methodologies. These findings emphasize the interconnectedness of various environmental factors in shaping a child's linguistic journey.

4.2.1.2. Thematic Analysis of the Interview with Parents

This interview (Appendix E) aims to gather insights from parents about their children's early language experiences and the influence of the home environment. The questions are designed to explore several key aspects related to language development in young children.

The interview begins by establishing a profile of the child, asking parents about the number and ages of their children. It further seeks to understand the child's individual character and typical communication style within the family.

The second question delves into the child's exposure to multiple languages, identifying the specific languages involved and the child's preferred language. It also explores the contexts in which the child uses each language, providing information about their functional language use. The interview then investigates the frequency of daily conversations between parents and their child about the child's day. This aims to understand the level of verbal interaction and engagement within the home.

Questions four and five focus on specific activities and social interactions. Parents are asked about reading stories to their child, their child's reactions during and after these activities, and how often their child interacts with other children outside of the home environment, with response options ranging from "rarely" to "daily."

The interview also explores parental responses to children's speaking errors, seeking to understand the strategies used when a child makes a mistake.

The seventh question investigates the child's effort in expressing their ideas, prompting parents to reflect on the child's motivation and the ways in which they communicate their thoughts.

Finally, the interview directly addresses the parents' perspectives on the importance of the home environment, including factors like television, books, and conversations, in supporting their children's language learning.

The overall goal of these interview questions is to gain a comprehensive understanding of the various factors within the home environment that may influence a child's language acquisition and development, as perceived by the parents themselves.

This thematic analysis report explores the underlying reasoning within parental discussions by examining their responses to open-ended interview questions concerning the impact of home and school environments on children's language acquisition. By identifying recurring themes that shed light on the function of these two settings, the researchers aim to address the study's central questions and objectives through a detailed analysis of these parental perspectives.

Theme 1: The Impact of Communication on Language Acquisition

This primary theme highlights the perceived crucial role of communication in fostering children's language development. As one parent articulated, "The daily communication builds a strong child with a strong vocabularies because the communication is the pillar of language acquisition." This statement underscores the belief that regular verbal interaction serves as a fundamental building block for linguistic growth, contributing significantly to the development of a robust vocabulary. Parents view communication not merely as a means of conveying information, but as an essential tool that directly supports and drives the process of language acquisition in their children.

Theme 2: The Significance of a Supportive Environment and Parental Interaction for Language Development

This theme focuses on the importance of creating a conducive atmosphere where children feel empowered to express themselves freely, facilitated by positive parental engagement. One parent stated, "The parents must offer the perfect environment for children to feel free, comfortable to express what they think, because the parents interaction play an effective role in the child language development." This suggests that parents recognise their active role in shaping their child's linguistic landscape. By providing a safe and encouraging space for verbal expression, parents believe they can significantly influence and enhance their child's language development. The emphasis here is on the interactive and supportive nature of the parent-child relationship as a key driver of linguistic growth.

Theme 3: The Impact of Story Reading on Vocabulary and Cognitive Development

This theme explores the perceived benefits of reading stories to children in terms of vocabulary acquisition and broader cognitive development. As one parent reflected, "The reading of stories is an effective method, which helps the children in memorizing and enriching his vocabulary." Parents view storytelling as a powerful tool that not only aids in the memorisation of words but also serves to expand the child's overall vocabulary. Furthermore, the parent's observation that "Stories open the door of the child 's brain and give him the chance to learn and to educate" suggests a broader understanding of the cognitive benefits of narrative exposure, extending beyond mere vocabulary acquisition to encompass general learning and intellectual stimulation.

Theme 4: The Link Between Positive Parent-Child Relationships and Social Interaction

This theme examines the observed connection between positive family relationships, fostered through communication and interaction, and the child's social skills and peer

relationships. One parent believed, "Many parents observe that when they communicate with their children and interact with them this will affect on the social interaction and his relationship with friends." This highlights the understanding that the interpersonal skills developed within the family unit have a direct bearing on a child's ability to navigate social situations and form positive relationships with their peers. The provided research corroborates this view, noting that children with strong family relationships tend to exhibit better interpersonal skills and more positive behaviours, leading to greater social acceptance. This underscores the far-reaching impact of positive parent-child dynamics, extending beyond language development to influence social competence.

In conclusion, this thematic analysis of parental interviews reveals key parental perspectives on the environmental factors influencing their children's language acquisition. The themes of communication, a supportive environment facilitated by parental interaction, the benefits of story reading, and the link between family relationships and social skills collectively underscore the significant role parents perceive themselves and the home environment playing in their children's linguistic and social development. These insights provide valuable qualitative data for understanding the parental perspective on early language learning.

Conclusion

This chapter presented a comprehensive analysis of the data collected through questionnaires administered to teachers and interviews conducted with both doctors and parents. The aim was to gather diverse perspectives on the impact of school and home environments on child language acquisition . The findings from these distinct but interconnected sources provide a multi-faceted understanding of the subject under investigation.

The teacher questionnaires revealed the importance of the classroom environment and the teacher's tools or creativity, as well as the effect of collaboration between school and home in building a child with strong skills. Specifically, their responses highlighted the growing emphasis on individualized learning plans to cater to diverse student needs and the increased use of interactive learning materials, such as educational games and digital tools, to enhance the child engagement.

Interviews with medical professionals offered insights into the critical role of parents during this phase, emphasizing that their presence significantly influences the development of the child's personality. Additionally, they highlighted the pregnancy period as the most crucial stage for laying the foundation of the child's physical and emotional well-being, their expert opinions emphasized specifically, professionals pointed to the growing trend of prenatal bonding activities, such as talking to the baby or playing music during pregnancy, and the importance of parental mental health, noting that stress or anxiety in expectant mothers can impact fetal development.

At the same time, the parent interviews provided valuable qualitative data reflecting the importance of positive and open communication between parents and children, especially as part of a daily routine , also, the impact of story reading for child language development and the impact of positive relationship between parents and children social interaction .These discussions underscored that parents reported that regular “talk time” during dinner or bedtime helped children feel more secure and willing to express their emotions. Additionally, the interviews highlighted the impact of daily story reading on language development, with many parents noting improvements in their child's vocabulary and storytelling skills. A common trend was that children with strong parent-child bonds were more confident and cooperative during peer interactions in social settings like playgroups or preschool.

In synthesis, the data from all three participant groups converged on several key themes, notably the necessity of collaborative efforts between home, school, and healthcare. While each group offered unique insights shaped by their respective roles and experiences, the collective findings reinforce the complexity of the impact of home and school environments on child language acquisition and The findings point towards the necessity of both home and school environments for children's language acquisition, as well as the significant impact of ongoing collaboration between these two settings. This triangulation of data strengthens the validity of the conclusions drawn and lays the groundwork for the discussions and recommendations presented in subsequent chapters.

Chapter Five:

Conclusion and Recommendations

General Conclusion

The home and kindergarten environments emerge as two pivotal factors significantly shaping a child's language development, possessing the capacity to cultivate a confident and skilled communicator. A nurturing and language-rich upbringing, characterised by consistent parental interaction and frequent, meaningful conversations, equips the child with a robust foundation for linguistic growth. Parents who possess an understanding of the critical early childhood period, often referred to as the sensitive period for language acquisition, and who proactively engage in early communication strategies, even during pregnancy, contribute significantly to this process. Furthermore, a child who benefits from the guidance of enthusiastic and innovative teachers in a stimulating kindergarten setting, employing contemporary teaching methodologies, is particularly well-positioned for linguistic success.

The development of language skills in children is intrinsically linked to the environments in which they mature and learn, primarily the domestic sphere and the educational institution. A home environment saturated with language, where parents or primary caregivers actively involve children in substantive dialogues, engage in regular story reading, and foster a culture of questioning and self-expression, establishes a crucial bedrock for early vocabulary expansion, the development of phonological awareness, and the enhancement of comprehension abilities. The presence of emotional warmth, consistent attentiveness to the child's communicative attempts, and the frequency and quality of verbal exchanges within the home context are key determinants in building a child's confidence and competence in using language effectively.

Indeed, the acquisition of language in children is profoundly influenced by the symbiotic relationship between the home and school environments. This fundamental aspect of a child's overall development reflects their burgeoning ability to articulate ideas and express their thoughts. The home and school environments play a complementary and

mutually reinforcing role in this critical process, each contributing significantly to various facets of linguistic growth. These two essential settings provide the primary contexts in which children are immersed in language and afforded opportunities for meaningful interaction with others, thereby facilitating the development and refinement of their linguistic skills, ultimately contributing to a child's capacity to become a strong and capable communicator.

5.1. Limitations of the Research:

Several limitations were encountered during the course of this research, which warrant consideration:

Parental Neglect of Linguistic Input: A concerning perspective emerged from some parents who expressed a limited view of their role in their children's development, with one parent stating, "My duty is just to provide food and clothes for my children but, the women must teach them." This highlights a potential lack of awareness or prioritisation of the parent's role in actively fostering language development within the home.

Absence of Foreign Language Instruction in Kindergarten and Access Issues: Challenges were identified regarding the provision of foreign language teaching in kindergarten settings. Some institutions lacked dedicated foreign language teachers, while others presented obstacles to classroom observation and the distribution of questionnaires to teaching staff, limiting the scope of data collection within this environment.

Constrained Observation Periods: A significant methodological limitation was the restricted timeframe available for observing children in educational settings. The limited duration of observation periods may not have allowed for a comprehensive understanding of the children's typical language use and interactions.

Limited and Biased Resources: The availability of relevant resources, such as books and materials, was noted to be somewhat limited, with a tendency towards resources focusing

on native language development rather than multilingualism or foreign language acquisition in early childhood.

Reluctance of Teachers to Share Experiences: Some teachers exhibited a reticence to share their professional beliefs and experiences regarding language development, viewing this knowledge as proprietary and not for external dissemination. This reluctance potentially limited the richness and depth of the data collected from educators.

Technical Issue with Questionnaire Version: A technical error involving the questionnaire version, where an initially corrected version was unfortunately not the one distributed to teachers, may have introduced inconsistencies or inaccuracies in the collected data.

These limitations highlight potential areas for consideration in future research on this topic, suggesting the need for strategies to address parental engagement, access to educational settings, extended observation periods, a broader range of resources, and fostering greater openness among educators in sharing their expertise.

5.2. Suggested Implementation Plan to Foster Preschoolers Language Development

To effectively foster children's language development, a collaborative and consistent approach is required across both the home and school environments. The following outlines practical strategies for implementation in each setting:

5.2.1. Within the Home Environment:

Encouraging Daily Conversation: Parents, as the primary caregivers and initial linguistic role models, hold a fundamental responsibility in nurturing their children's language skills. They should actively encourage regular verbal interaction, engaging children in rich and varied vocabulary. Simple yet effective activities include posing open-ended questions

about their day's experiences – for example, "What did you enjoy doing today?" – or initiating discussions on age-appropriate topics that also impart a moral or educational element. These conversations not only enhance speaking skills but also broaden understanding.

Supporting Reading at Home: Recognising the home as the child's initial and crucial window to language, parents should actively promote reading from an early age. This practice is instrumental in building vocabulary, developing listening comprehension, and fostering overall language skills. To establish a beneficial routine, parents could dedicate specific times for shared reading, such as a designated day each week for focused interaction and reading, or incorporating a bedtime story into the nightly routine. Creating a comfortable and supportive atmosphere where the child feels encouraged to express their thoughts and ideas is also paramount.

Engaging in Everyday Language Activities: To circumvent potential feelings of boredom and make language learning enjoyable, parents can strategically incorporate play-based learning into daily routines. By creating a stimulating and fun environment where the child can learn through play, parents can naturally introduce and reinforce language concepts. Providing a language-rich environment, where the child feels comfortable and free to speak and articulate their ideas, is essential. This approach not only aids language acquisition but also provides parents with valuable insights into their child's understanding and thought processes.

5.2.2. Within the School Environment:

Focusing on Oral Language Development: Educators should prioritise activities that actively cultivate speaking skills. While acknowledging the importance of other language skills, classroom practices should incorporate opportunities for children to practice and

develop their spoken language, rather than solely focusing on rote memorisation of new vocabulary.

Creating Collaborative Group Activities: Implementing group-based activities encourages children to exchange ideas and learn from their peers. This collaborative approach not only fosters a sense of enjoyment and changes the classroom dynamic in a way that many children find more conducive to learning but also provides valuable opportunities for peer-to-peer language acquisition and social development.

Supporting Reading and Speaking with Positive Reinforcement: Teachers should actively promote reading stories and books within the classroom. Furthermore, creating a supportive environment where children feel comfortable speaking, even when they make mistakes, is crucial. Rather than treating errors as negative events, intelligent educators should encourage self-correction or provide gentle guidance without negative commentary. Employing appealing incentives, such as small rewards for correcting mistakes, can further motivate children in their language learning journey.

Emphasising the Sensitivity of Early Childhood and Fostering Collaboration: Recognising childhood as a critical and sensitive developmental stage, both the home and school environments must exercise careful attention and provide consistent support. Moreover, a strong collaborative partnership between these two key environments is essential to nurture well-rounded children with strong language skills and overall development.

Further Suggestions for Future Research:

This study provides a valuable foundation by defining the respective roles of the school and home environments in children's language development. To further enrich understanding and yield more robust findings, future researchers are encouraged to:

Allocate sufficient time for in-depth research, including extended periods of observation within educational settings and the potential implementation of controlled experiments to assess specific interventions.

Explore a wider range of relevant literature, including resources that may require financial investment, to gain a more comprehensive understanding of the theoretical underpinnings and existing research in this field.

By addressing these suggestions, future studies can build upon this work and contribute even more significantly to our understanding of the complex interplay between environment and early language acquisition.

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Appendices

Appendix A: Teachers' Questionnaire

Title : The impact of school and home environments for the child's language acquisition.

This questionnaire is a part of an academic research study exploring how the nursery environment including classroom structure ,teaching aids and teacher interaction influences foreign language acquisition in preschoolers .your insights are highly valuable to help us better understand the role educators play in early language development .

Based on your professional experience ,please answer the Following questions

Your responses are anonymous and they will remain confidential and will be used for research purposes only. Thank you for your time and contribution.

1/How often do you introduce new vocabulary intentionally in your lessons ?

- Daily
- A few time per week
- Rarely

2/What is the biggest challenge in developing language skills in young children at school ?

- Limited time for conversation in structured lessons
- Large class size
- Lack of resources and materials
- Others

3/How can storytelling in the classroom affect the child's language acquisition ?

4/How do you support children to speak and practice a language ?

5/How important is peer interaction for language development at this age ?

6/How do you check for understanding when introducing new words or concepts ?

7/Does the structured curriculum shape language acquisition over time ?

- Yes
- No
- If yes how ?
- Other

8/How much do you think school contributes to a child's language development compared to the home environment ?

- School has a greater influence than home
- Home has a greater influence than school
- Both school and home are equally important

9/ Which school activity do you think has the most impact on child's language development ?

- Circle time and class discussion
- Story time and read –alouds
- Free play and peer interaction

Appendix B: Interview with Doctors

*Hello Doctor, and thank you for agreeing to participate in the interview. My name is Bouchakour Yousra, and I Am currently conducting research as part of my academic study in Didactics. The focus of my research is on understanding how different environments –both inside and outside the classroom-affect language acquisition among preschool children. The purpose of this interview is to gather doctor’s insights and experiences regarding children’s language acquisition and development, particularly in relation to home, school, and social environment.

*Your expertise will help deepen our understanding of some aspects of language acquisition. Your responses will remain strictly confidential and will only be used for academic purposes. There are no right, no wrong answers.

*Please feel free to express your views openly and honestly.

*The interview should take about 15-20 minutes, do I have your permission to begin?

-1/ According to you, how can you define language acquisition in preschoolers, and why is it important during the child’s early years?

-2/ At what age do you usually expect children to start speaking their first words?

-3/ How do genetics and environment influence language acquisition?

-4/ Are there specific activities or strategies parents can use to foster and encourage language development? What are they?

-5/ To what extent do you think parents-child interaction can help?

-6/ How does the rate of language development vary between children?

-7/ What are the common factors that influence the learning of a language for the child?

-8/ How do you think structured environments like kindergartens can promote or hinder language learning?

-9/ Do visual aids and technology help?

-10/ Can you identify any risks or drawbacks to over-reliance on digital tools?

Appendix C: Interview with Parents

1/-Do you have children? How old are they? How would you describe their personality and the way they communicate with you?

2/-Is your child exposed to more than one language? Which language does he prefer?

In which situations does he use each language?

3/-How often do you engage with him/her in daily conversations about their day?

4/-Do you read stories to your child? If so, how does your child respond during and after those activities?

5/-How often does your child interact with other children outside of home?

rarely – sometimes – often – daily – only at school

6/-when your child makes a mistake in speaking, how do you usually respond?

7/- Is your child making an effort to express his ideas? Why and how can he express it?

8/- According to you, is home environment (TV, books, conversations, etc.) important in helping children learn language?

مقابلة مع الأولياء

1. هل لديك أطفال؟ كم عمرهم؟ أخبرني عن شخصيتهم و كيف يتواصلون في البيت؟

2. هل يتعرض طفلك لسماع اللغات؟ أي لغة يفضل طفلك؟

3. هل تدخل معه في نقاش؟ و هل تسأله عن يومه كيف كان؟ و ماذا فعل؟

4. هل تقرأ لطفلك قصص؟ كم عدد القصص التي تقرأها لطفلك خلال الأسبوع؟

5. كيف يتعامل طفلك مع الأطفال خارج المنزل؟.

6. كيف تتعامل مع طفلك عند ارتكابه للخطأ؟

7. هل يجد طفلك صعوبات في تقديم أفكاره ادن كيف يترجم أفكاره؟

9. هل يستعمل طفلك التكنولوجيا ليتعلم اللغات و يطور من مهاراته اللغوية؟ كيف

10. هل لاحظت أي تطورات على طفلك على مستوى النطق؟ الفهم و اكتساب المفردات بسبب استعمالها للتكنولوجيا؟

11. بالنسبة لك هل استعمال التكنولوجيا جيد لطفلك؟ ماذا يمكن أن تقول حول هذا الموضوع؟

Appendix D: Doctors' Interview Data Coding and Theme Generation

Data	Codes	Themes
<p>- Well-structured family plays an important role in the building of the child.</p> <ul style="list-style-type: none"> • The presence of the father and mother is important for the child in this phase because they play a critical role in shaping the child's personality. • He will be raised in a supportive environment with both parents actively participating. • A healthy, communicative family prevents future psychological disturbances for the child. • Effective communication within the family boosts the child's confidence. The more communication and interaction exist between the family, the more the child feels safe, which encourages language development and social skills. 	<p>Family Structure & Dynamics</p> <ul style="list-style-type: none"> o Code 1.1: Parental Presence & Role o Code 1.2: Family Communication Quality o Code 1.3: Supportive Family Environment o Code 1.4: Impact on Psychological Well-being o Code 1.5: Link to Language & Social Skills 	<p>1- Influence of Family Environment on Child Development</p>
<p>- The pregnancy period is the most important phase, especially for the child. Here, the mother must take care of her happiness because this issue will affect the child's mental well-being.</p> <ul style="list-style-type: none"> • During the pregnancy, mothers begin speaking to their babies even when they are still in the womb (as early as two months into pregnancy). • This early communication fosters emotional bonding and has positive effects on the child's cognitive development. 	<p>Prenatal Influences</p> <ul style="list-style-type: none"> o Code 2.1: Criticality of Pregnancy Period o Code 2.2: Maternal Well-being (Happiness & Stress) o Code 2.3: Prenatal Communication (Mother's Voice) o Code 2.4: Emotional Bonding (Prenatal) o Code 2.5: Impact on Cognitive Development 	<p>2-Early Life Stages & Communication</p>
<p>- Repetition and continuous communication help the child to absorb and retain language and social cues.</p> <ul style="list-style-type: none"> • Which are key to helping the child develop language skills and social understanding. 	<p>Communication & Repetition</p> <ul style="list-style-type: none"> o Code 3.1: Importance of Repetition o Code 3.2: Value of Continuous Communication 	<p>3-Mechanisms of Language & Social Development</p>

	<ul style="list-style-type: none"> o Code 3.3: Link to Language Acquisition o Code 3.4: Role in Social Understanding o Code 3.5: Need for Consistent Daily Interaction 	
<p>- Verbal and physical violence lead to a loss of concentration and negatively affect the child's development.</p> <ul style="list-style-type: none"> • A healthy family structure helps prevent psychological issues or mental blocks that may hinder a child's intellectual growth. 	<p>Negative Influences</p> <ul style="list-style-type: none"> o Code 4.1: Negative Impact of Verbal Violence o Code 4.2: Negative Impact of Physical Violence o Code 4.3: Link to Loss of Concentration o Code 4.4: Hindrance to Skill Development o Code 4.5: Protective Role of Healthy Family Structure 	4-Impact of Positive & Negative Family Factors
<p>- Listening to stories helps children learn new words and expressive skills, aiding in communication. Also, it can help him to be creative, helps the child to visualize scenarios. At the same time, stories can teach moral lessons and help children understand values and ethics.</p>	<p>Impact of Narrative Exposure</p> <ul style="list-style-type: none"> Code 5.1: Vocabulary Development (Stories) Code 5.2: Expressive Language Growth Code 5.3: Stimulation of Imagination Code 5.4: Development of Moral Understanding Code 5.5: Understanding of Values & Ethics 	5-Role of Narrative in Language & Cognitive Development
<p>- The idea that genetic factors can influence a child's capacity to learn foreign languages suggests that children may inherit certain abilities or cognitive traits that make language learning easier for them.</p>	<p>Genetic Predisposition</p> <ul style="list-style-type: none"> Code 6.1: Genetic Influence on Language Learning Code 6.2: Inheritance of Cognitive Abilities 	6-Biological Factors in Language Acquisition

<p>- Growing up in a large family with grandparents who speak multiple languages provides valuable exposure to various languages, which significantly aids the child’s language acquisition. Early multilingual exposure in a familial context enhances language learning.</p>	<p>Multilingual Family Context Code 7.1: Language Exposure in Extended Family Code 7.2: Benefits of Early Multilingual Exposure Code 7.3: Multilingual Environment Enhances Learning</p>	<p>7-Influence of Family Language Environment</p>
<p>- Kindergarten provides structured social and educational environments, where children learn by imitation, an effective method at this age. The relationship between family and school is complementary; both must collaborate to ensure the child’s full development in language and expression.</p>	<p>Kindergarten & Family Collaboration Code 8.1: Imitation as a Learning Mechanism (Kindergarten) Code 8.2: Complementary Roles of Family & School Code 8.3: Importance of Home-School Collaboration</p>	<p>8-Sociocultural Influences on Learning</p>
<p>- Children are attracted to bright and colourful things, so using these tools makes learning more engaging. Teaching with colourful flashcards or drawings keeps the child interested and improves learning by drawing their natural attention.</p>	<p>Visual Learning & Engagement Code 9.1: Attractiveness of Bright Colors Code 9.2: Role of Visuals in Engagement Code 9.3: Enhanced Learning Through Visual Stimulation</p>	<p>9-Pedagogical Strategies & Learning Preferences</p>

Appendix E: Parents' Interview Data Coding and Theme Generation

Data	Codes	Themes
<p>Positive and open communication between parents and children, particularly during daily routines, supports vocabulary growth and emotional development. Parents avoid physical or verbal punishment and instead explain mistakes with empathy, reinforcing understanding and trust.</p>	<p>Code 1.1: Daily parent-child dialogue Code 1.2: Emotional support through communication Code 1.3: Non-violent corrective interaction Code 1.4: Vocabulary enrichment through discussion Code 1.5: Safe space for expression</p>	<p>Theme 1: Role of Emotionally Supportive Communication in Language and Emotional Development</p>
<p>Children are naturally curious and ask repeated questions. Parental reactions to these moments shape the child's confidence and willingness to explore language. Parents must create an open environment that encourages expression. Some parents, however, resist foreign language learning, particularly French, due to historical or cultural reasons.</p>	<p>Code 2.1: Child curiosity and language questioning Code 2.2: Supportive reaction to linguistic exploration Code 2.3: Parental role in fostering free expression Code 2.4: Cultural resistance to certain foreign languages</p>	<p>Theme 2: Parental Attitudes and Cultural Tensions in Language Exposure</p>
<p>Reading stories to children is a highly beneficial practice that strengthens memory, vocabulary, and imagination. Although daily reading is ideal, a frequency of twice a week is suggested. Some parents undervalue its importance despite its proven benefits for cognitive and emotional growth.</p>	<p>Code 3.1: Storytelling as a memory aid Code 3.2: Vocabulary enhancement through stories Code 3.3: Frequency of reading practice Code 3.4: Parental neglect of reading benefits Code 3.5: Imaginative and emotional stimulation via narratives</p>	<p>Theme 3: The Cognitive and Developmental Benefits of Storytelling</p>

<p>Parental interaction directly influences the child's ability to form relationships with peers. Positive communication at home translates to improved social behaviour and confidence in external environments.</p>	<p>Code 4.1: Parent-child interaction quality Code 4.2: Influence on peer relationships Code 4.3: Link between home communication and social development</p>	<p>Theme 4: Social Skills as a Product of Home Communication Practices</p>
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Remark: Codes were generated with AI assistance.