

An Examination of Children's Language Acquisition Through the Utilization of a Corpus-Based Approach

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Abstract: *This research endeavours to deepen our comprehension of the intricate process of language acquisition in children, employing a dialogic analysis framework. The study delves into the multifaceted aspects of language acquisition, encompassing the construction of concepts and meanings and the interactions of children within dialogues. The investigation comprises voice dialogue recordings featuring nine children aged between 4 and 7, engaged in conversations with ninth-grade students from the Computational Linguistics activities at Princess Nourah University. Data analysis was conducted using the Sketch Engine, a computer-based linguistic analysis tool, which furnished statistical insights into the frequency and contextual utilization of words in these dialogues. This statistical information enables a nuanced understanding of word usage, linguistic patterns, and contextual sentence structures. The findings of this study highlight the critical role that early language exposure and social environment play in the development of children's language acquisition and proficiency. It consistently emphasizes the essential requirement of language communication, the process of being exposed to language, and the early development of language skills during a child's crucial developmental period. This provides a protective shield for intellectual exploration in educational research and the practical implementation of language instruction programs.*

Key words: *children's language acquisition, dialogues, linguistic patterns, contextual sentence structures, Corpus linguistics*

1 INTRODUCTION

Language acquisition in children is a natural and spontaneous process that unfolds through interactions within their linguistic milieu. This premise posits that children acquire language effectively by engaging in linguistic exchanges with adults and peers, facilitating their linguistic proficiency. Consequently, the child's immediate environment plays a pivotal role in nurturing the essential language skills required for effective communication and social interaction. Proficiency in language is foundational in both psychological and linguistic domains. From birth, children exhibit a natural linguistic aptitude, allowing them to acquire language swiftly and effortlessly. This inherent ability encompasses their capacity to dissect linguistic structures and patterns for effective communication. Psychological and linguistic theories posit that children acquire language through active participation and interaction with their surroundings, involving peers, teachers, and parents. Frequent exposure to language significantly contributes to a child's language acquisition, enabling them to grasp and employ language accurately. Furthermore, studies underscore the critical role of age in a child's ability to acquire language proficiently within a specific developmental window, often during the early stages of life.

A. Research Questions

What are the main linguistic patterns that can be inferred from dialogues?

What are the most used verbal actions in children's language at this age?

Is there a difference in the use of these linguistic patterns among children?

What are the situations in which children's ability to express themselves creatively in language appears?

B. Study Objectives

What Has Been Done:

- Did a thorough study of language patterns in children's conversations.
- Looked into how repeat and circumstances help people learn a language.
- Emphasize how early language input affects a child's speaking skills.
- Looked into how to use pronouns to improve understanding and family relationships.

Future Work:

To get a more complete study, add more age groups.

Learn more about how to learn a language in a bilingual setting.

Create teaching methods that will help students learn a language.
Keep an eye on how kids' broader language skills grow over time.

C. Hypothesis

This analytical investigation seeks to extract linguistic patterns, words, and sentence structures pivotal to children's understanding of language acquisition within the context of dialogue. It also investigates how these elements impact their adeptness in language production.

2 LITERATURE REVIEW

During the formative years of children, the manner in which dialogue and communication are conducted has a significant impact on their cognitive development, academic performance, and capacity for critical thought. Comprehending the complexities of language acquisition in children is crucial for the implementation of effective educational strategies and the provision of developmental assistance [1].

Loli's investigation [2] has unveiled intriguing findings regarding the existence of mathematical principles in the process of acquiring a new language. The research of Loli indicates that infants might apply mathematical reasoning to linguistic structures unconsciously. This viewpoint illuminates the cognitive foundations of language acquisition, underscoring the necessity for an all-encompassing strategy to language instruction that incorporates mathematical and linguistic aspects.

Furthermore, the existence of a critical period for children's language acquisition is confirmed by Vivi's research [3]. During this critical period, which is frequently called the "sensitive period," language acquisition abilities are at their peak. Language acquisition becomes progressively more difficult as the complexity of linguistic structures escalates beyond this threshold. It is of utmost importance for educators and parents to comprehend the temporal dimensions of language development to ensure that children receive suitable language exposure and assistance throughout this pivotal stage.

Masykur [4] investigates the significance of an infant's innate linguistic preparedness in the process of acquiring a new language. It is emphasized that children possess innate linguistic capabilities from birth, and the linguistic stimuli they are exposed to have the potential to either facilitate or impede the development of these capabilities. Masykur's research underscores the criticality of early language exposure and the establishment of an environment abundant in language to optimize the linguistic capabilities of children. In addition, the study discusses children's inherent tendency to analyze speech flow to identify grammatical phenomena. The aforementioned inclination towards linguistic analysis highlights the importance of fostering language abilities in young children by instilling in them fundamental principles and standards of sentence construction.

The primary objective of Gelir's [5] applied research is to improve fundamental language abilities in children between the ages of three and seven. Innovative, sensory-engaging techniques, including puzzles, novels, and activities, are implemented in the study to enhance children's imagination, concentration, interaction, and empathy. This exhaustive methodology incorporates a multitude of elements, such as surveys, mind maps, music, and teacher preparation. The objective is to promote comprehensive language development in children, acknowledging that acquiring a language is not an isolated undertaking but rather a cohesive progression impacted by various stimuli and experiences.

Language development is profoundly influenced by social context and communication, as demonstrated by Lyn's research [6]. It illustrates how concepts and data can be communicated by children using basic linguistic structures. Through the examination of parallels between the language development of primates and that of children, this study offers a novel outlook on the process. It emphasizes the significance of improving social context and communication to facilitate language acquisition in children more effectively and the way in which comprehending the social context of language acquisition can fundamentally alter our perception of interactions with the world.

The combined findings of these studies illustrate the complex and diverse aspects of language acquisition in children. The points emphasize the significance of mathematical principles, the critical period in language acquisition, the innate linguistic preparedness

of a child, inventive pedagogical approaches, and the impact of social environment. Comprehending these dimensions is critical to design efficacious educational programmes and environments that foster the cognitive development and language growth of children.

3 COMPUTER LINGUISTICS CORPUS AND ITS ROLE IN ANALYZING LANGUAGE

Computerized linguistic corpora represent a transformative tool in language analysis, reshaping our understanding of language utilization. The results derived from these corpora significantly contribute to the development of teaching materials and pedagogical techniques for language learning. The integration of linguistic corpora into academic curricula is expected to grow, offering analytical tools for online text analysis Nikola [7]. Linguistic corpora provide a scientific and empirical approach to linguistic analysis, enabling researchers to scrutinize extensive linguistic data for more accurate and reliable outcomes. These corpora aid in identifying patterns and trends in language usage, potentially fueling practical applications in language education, translation, lexicography, language policy, and planning. However, it is important to note that this approach may not capture all facets of language, including context and speaker intentions Casey [8].

A. Analysis Corpus Tool

Sketch Engine stands as a pivotal computer tool employed to comprehensively analyze language-related data. It offers a suite of tools that facilitate the objective and precise examination of linguistic data, encompassing frequencies, contexts, and various linguistic parameters. This program empowers researchers to filter linguistic data, explore text structures, extract relevant statistics, and search for specific linguistic patterns, such as nouns, verbs, and punctuation marks.

In this experiment, Sketch Engine was utilized to procure statistical data on word frequencies and their contextual usage. Given the relatively small dataset, additional tools were not employed, with potential expansion in future phases of research.

4 ANALYSIS DATA

The data used in this study encompasses audio recordings of children's conversations, transcribed into written text using speech-to-text conversion software, and subsequently saved as PDF files. These transcripts were prepared for analysis and scrutiny by tracking word frequencies and contextual usages using the Concordance via Sketch Engine tool. About 5,000 sentences were analyzed from 250 talks with an average of 20 sentences per interaction. About 50,000 words are included in these phrases. Our linguistic study is built upon this extensive dataset. The details of case studies for samples are available below.

The dialogues captured in this dataset were colloquial in nature and lacked a specific topic or context. They represented spontaneous exchanges.

TABLE 1: THE FREQUENCIES OF WORDS IN CORPUS

Percentage	Frequencies	Word	The following Are the English translations of the words
0.16%	11	بابا	- Baba (Dad)
0.18%	13	الناس	- Al-Nas (People)
.053%	25	لا	- La (No)
0.085%	6	تتعلمون	- Teta'alamoun (You don't learn)
0.085%	6	أسد	- Asad (Lion)
0.056%	4	ضيوف	- Dayyuf (Guests)

0.16%	11	حروف	- Huruf (Letters)
0.2%	14	ماما	- Mama (Mom)
0.56%	40	العيد	- Al-Eid (Eid)
0.16%	20	يا ريمما	- Ya Rima (Oh Rima)
0.085%	6	مريول	- Marioul (uniform)
0.14%	10	كبير	- Kabir (Big)
0.47%	33	اللي	- Al-Li (Who)
0.16%	11	الله	- Allah (God)
0.07%	5	هنا	- Huna (Here)
0.8%	57	هم	- Hum (They)
0.14%	10	ان	- An (That)
0.099%	7	أو	- Aw (Or)
.025%	18	أنت	- Anta (You, male)
0.056%	4	ساعد	- Sa'ad (Help)
0.27%	19	أنا	- Ana (I)
0.44%	31	مين	- Min (Who)
0.014%	3	أروح	- Aruh (I go)
0.07%	5	تلعبون	- Tel'aboun (You play, plural or mixed gender)
0.25%	18	أنت	- Anti (You, female)
0.51%	36	أنتِ	- Yawm (Day)
.017%	12	يوم	- Baba (Dad)
0.52 %	37	المعلمة	Teacher - (Mu'allim)
0.21%	15	المدرسة	School - (Madrassa)
0.17%	13	الخروف	Sheep - (Kharuf)
0.056%	4	تلعب	Play - (Al'ab)
0.085%	6	تأخذون	You take - (Anta takhudh)
0.028%	5	دكتورة	. Doctor - (ductur)
0.099%	7	عن	About - (Hawl)
0.085%	5	العاب	Games - (Al'ab)
0.099%	7	لعب	Play - (Al'ab)
0.056%	4	معلومات	Information - (Ma'lumat)
0.042%	3	يأكلون	They eat - (ya'kulun)
0.3%	89	في	(Fi) في 2. In -
0.56%	40	من	Who is it - (Man hu)
0.27%	19	هذا	This one - (Hada)
0.21%	15	إذا	If - (itdah)
0.099%	7	رمضان	Ramadan - (Ramadan)
0.17%	12	امي	Mom - (Umm)
0.44%	31	تحب	Do you like - (tuhib)
0.52%	37	عند	With - (Ma'a)

0.78%	55	بعد	After (ba'ida)
0.23%	16	كل	21. Every - كل (Kul)
0.56%	40	العيد	22. Feast - عيد (Eid)
0.056%	4	كنت	23. I was - كنت (Kuntu)
0.44%	31	اسم	24. Name - اسم (Ism)
0.27%	19	ريما	25. Rima - ريما (Rima)
0.14%	10	هو	26. He - هو (Huwa)
0.41%	29	مع	27. With - مع (Ma'a)
0.26%	484	صيغة استفهام (?)	28. Interrogative form (?) - شكل استفهام (Shakl istifham)
Actual words			
7,096			

The dialogues here are adapted from the dialogues with each child.

كيف حالك اليوم؟	السلام عليكم رحمة الله وبركاته
طيب وش اسم جدك؟	لين وليد العود
طيب تقدرين تقولين	عندك عمان؟ ايه
عمرك ست سنوات	كم عمرك؟ عمري ستة

We acknowledge that we have developed a dialogue model that facilitates the exchange of information between the two parties. This approach fosters interaction and communication ultimately leading to the achievement of desired discussion outcomes.

نلعب We play: Mentioned 4 times and overall, 563.7 (0.056 %)

نش نتعلمون وش تلعبون؟	نلعب	نتعلم مرة وحدة ومرتين
اركان. نتعلمون قران؟	نلعب	وش تلعبون؟ نتعلم حروف و
مرة وحدة ومرتين	نلعب	شنتسون طيب في المدرسة؟
ب الملعب و اركان نتعلمون	نلعب	مم نتعلم حروف و

It's quite apparent that there's a use of the question-and-answer structure (like "What gamer's you play?") followed by an answer that includes.

وش تلعبون؟ نتعلم حروف و نلعب اركان. نتعلمون قران؟

"Learning and playing go hand in hand which greatly aids in conveying the intended message of the conversation. Additionally, we have observed an error in the structure and grammar."

رمضان Ramadan: 7 times reported overall 986.47 for 0.099%

طيب الحين حنا في	رمضان	والناس تعبد الله وتصوم
وش العيد اللي نعيد بعد	رمضان	عيد ايش؟
كم عيد في السنة؟ اي بعد	رمضان	كم في عيد عندنا
العيد اللي نعيد بعد	رمضان	عيد ايش؟ الفطر والضحى

In general, the child demonstrates interaction skills during conversations. It is worth noting that using question-based dialogues greatly enhances the child's engagement and participation with the person they are conversing with. Additionally, repeating information helps improve the child's understanding and focus on the topic being discussed. An example of this can be seen in the child's response when asked, "الفطر والضحى" "Al-Fitr and Al-Duha" for a question:

"What comes after Ramadan?" The child correctly answered, "عيد الفطر و عيد ايش؟", "العيد اللي نعيد بعد رمضان عيد؟", "العيد اللي نعيد بعد رمضان عيد؟", "العيد اللي نعيد بعد رمضان عيد؟". This indicates that the child comprehended the question and provided a response. The interviewer further clarified by asking, "How many Eid's are there in a year?", as "Which festival do we celebrate after Ramadan?"

ساعدك Help you: 4 times overall 563.7 or 0.056%

للي يحفظون ها؟ أي طيب من	ساعدك	في الحفظ غير أستاذة
بابا؟	ساعدك	لا أستاذة صالحة
وماما في الحفظ؟	ساعدك	لا أستاذة صالحة
ماما في الحفظ. بابا	ساعدك؟	أستاذة صالحة ماشاء الله

كبير Large: Mentioned 10 times and overall, 1,409.24 or 0.14%

وش طيب إنت إذا صرت	كبير	وش تيغى تصوير؟ ابغى
وش اسم أخوك؟ أخوي أقول	كبير	وال صغير؟ الصغير
سبايدرمان اصال	كبير	ولا صغير: صغير
سبايدرمان اا سوا ه	كبير	سبايدرمان

We observed that the child consistently used the word "كبير" big in situations showing an understanding of its different meanings and responding accordingly. For instance, when asked about their aspirations for the future they used "big" to refer to age. They also used it to describe their older brothers well as applying it to Spider Man.

يوم Day: Reported 12 times and overall, 1,691.09 or 0.17%

اي وش كان اول	يوم	ب المدرسة؟ تلبس لبس العيد
كم عدد هم	يوم	تقريبا عشرة عشر جمال
ماما سوية هم ايه و	يوم	العيد ب توزع هم
وش سويتي بشعرك	يوم	العيد؟ فير ولونة وردي

This conversation revolves around the usage of the term "day" in scenarios. For instance, when the child was questioned about her day at school and what she did on that occasion she responded by mentioning that she wore clothes for Eid. In another query when asked about the duration of something the child replied that it lasted for ten days although it wasn't entirely clear. Moving on to the question about what her mother did on Eid day, the child mentioned that her mother distributed something. Again, there was some ambiguity, in her response. Lastly in the question she brought up Eid more while discussing what she did with her hair on that day. And she answered a logical answer: وش سويتي بشعرك يوم العيد؟ فير ولونة وردي

you learn: it mentioned 8 times and overall, 845,55 (0.085%) تتعلمون

تعلم حروف ونلعب اركان	تتعلمون	قران؟ اي تحفظون
مرة وحدة ومرتين نلعب	تتعلمون	مرة وحدة
نلعب ب الملعب واركان	تتعلمون	حروف طيب تتعلمون قران؟
وش	تتعلمون	وش تلعبون؟ نتعلم حروف

The phrase "you learn" had uses in situations. It was used to describe teaching the Qur'an when the child asked if she learned the Qur'an and she responded that she memorizes it. It was also used when discussing play. Then it was repeated when the child was asked, "Do you learn both letters and the Qur'an?"

The questions asked to encourage the child to think, respond and find the answers. Through this dialogue we can see how the child learns while playing and interacting, which makes them enthusiastic about learning through play.

We also observe that the child uses enumeration to organize their thoughts or clarify things. This is evident in the child's response; "once alone and twice we play." We also notice that the child uses the verb in their answer as, in the question; "What do you learn and what are you playing?" The child responds with "We learn letters " showing that they can effectively arrange their thoughts and communicate.

هو He: Mentioned 10 times and overall, 1,409.24 or 0.14%

طيب آخر شيء يا لين تعرفين من	هو	مؤسس المملكة الملك سلمان
ايه؟ الرامي طيب	هو	وش اسمه؟ عبد الله
خضرو أبيض طيب لين؟ ما	هو	شعارنا؟ سيفين ونخلة .
الملك سلمان من	هو	ولي العهد؟ الأمير محمد بن سلمان

We observed that the child understood the ways in which the sign particle "هو" He is used in contexts and responded to those questions. However, it should be noted that not all the answers provided here may be entirely accurate.

كل All: 16 times reported and overall, 2,254.79 or 0.23%

الإرقام؟ ما شاء الله	كل	تعرفين
اليوم اوصفي لي إياه؟ شريت لبس	كل	كيف كان يوم العيد
شي كثيرين يعني ووردي	كل	شفتي أبيض وبني و
شي ها؟ : ايه يا سلام وش بعد	كل	الحديقة والملاهي والبقالة

The conversation demonstrates how children can grasp the idea of finishing college doing addition and dealing with numbers. It helps them comprehend things easily. For instance, the child listed activities while describing her day of Eid. She mentioned buying clothes and counting their colors well as visiting amusement parks, parks, and grocery stores among other places.

لا No: Mentioned 25 times and overall, 3,523.11 and 0.35%

روضة أريام: مدرسة أنت	لا	أريام: اي مدرسة و
بس هو بس أو ثاني	لا	بني؟ طيب كان معه جمال و
برا الخروف برا حقهم	لا	طيب كان معهم خروف او؟ بس؟
القصير؟ اي الطويل	لا	تحبين الشعر الطويل و

It becomes evident to us that the child comprehends the usage of options in situations. When we present the child with two choices, we notice that it aids them in communication, logical thinking and determining the response instead of experiencing confusion. This is evident in questions like "Do you prefer hair or short hair?" "Do you attend school or kindergarten?" Such questioning assists the child in developing thinking abilities and making decisions.

ضيوف Guests: 4 times and overall, 563,7 by 0.056

في العيد وش نعطيهم	ضيوف	بس جداني طيب يارما إذا جونا
متى يجينا	ضيوف	متى نذبح خروف؟ إذا جانا
في عيد الفطروالاضحي	ضيوف	متى يجينا؟
وش نعطيهم؟ حلويات	ضيوف	إذا جونا

We noticed that the child grasps the concept of handling a situation when guests arrive unexpectedly during an occasion. The child was asked, "If we have guests during the holiday what should we offer them?" In response the child said, "Sweets." However, it's worth mentioning that the question was reiterated and rephrased to ensure understanding.

معلومات Information: 4 times and overall, 563,7 by 0.056%

هنا نكتب هنا نقرأ هنا	معلومات	هذا عصر ال
هذا عصر	معلومات	أريام أي لا قولها أريام
ما شاء الله حافظتها كلها؟	معلومات	نحن جيل ال
نحن جيل	معلومات	عجائبه عبر الشاشة سوف نراه

اسم Name: Reported 31 times and overall, 4,368.88 or 0.44%

ك الثلاثي: ايه	اسم	لين تقدرين تقولين
جدك: ناصر	اسم	العود: طيب وش
ك يا ريمما يبدأ ب حرف ايش؟ راء	اسم	أي ممتازة طيب
ك?: فيصل:	اسم	حمدالله وش

Please note that using pronouns in this conversation helped the child comprehend the question directed towards him and improve his understanding of family relationships. Alright, what is your grandfather's name? Asking him about the letter of his name helps him grasp letter recognition and understand how to apply it in conversations, about names. Great! Your name is Rima, right? Which letter does it start with? This approach fosters an educational experience simultaneously.

Thesaurus



بابا as 11x

Word Frequency

1	ماما	14
2	اخوانك	5
3	شعيع	5
4	شو	11
5	احمر	8
6	عبودي	5
7	فارس	12

Figure 1: The Word Papa's Frequency

"Mama" (14 times) and "Papa" (11 times), among the first words children commonly learn, facilitating linguistic interaction with parents as shown in Figure 1.

"No," repeated 25 times, signifying negation or rejection and conveying perception and interaction in situations of disagreement.

"People," repeated 13 times, reflecting a child's linguistic and perceptual engagement with the world.

"Eid," repeated 40 times, possibly indicating vocabulary development linked to personal interests and cultural events.

General vocabulary, including animal names (e.g., "Leo" repeated 6 times) and size-related words (e.g., "large" repeated 10 times), showcasing language development intertwined with social interactions and cognitive growth.

Pronouns such as "me" (16 times), "you" (18 times), and "they" (58 times), demonstrating a child's awareness of differentiating between individuals and understanding social relationships.

Verbs indicating temporal awareness, suggesting the child's ability to grasp and apply temporal concepts.



Figure 2: The Word Camel's Frequency

Animals have a significant vocabulary. For instance, the word "rabbit" appeared 4 times "camel" 6 times "sheep" 13 times and "lion" 3 times. In total these words were mentioned 23 times. This suggests that children easily acquire animal related vocabulary due to their curiosity and interest as mentioned in Figure 2. Additionally, children tend to learn family related words compared to other factors highlighting the importance of family in a child's language development.



Figure 3: The Word Teacher's Frequency

Therefore, the term "teacher" appeared as one of the used words with a frequency of 37 following closely after the family related vocabulary as mentioned in figure 3. This indicates that teachers and schools, in general, play a role in shaping a child's language skills by introducing them to synonyms.



Figure 4: The Word Night's Frequency

Children often repeat words relating to time such as "night" mentioned 3 times and "day" mentioned 7 times. They also mention "stars" 4 times as Figure 4 showing the word night's frequency. This repetition helps children familiarize themselves with these words and their meanings. It could be because they understand the changes that occur during times of the day and these words are often connected to specific activities like resting, playing, darkness and light. The word "stars" is frequently used because it's

associated with nighttime when they are visible, in the sky. These patterns suggest that children use these words based on the context in which they learned them.



Figure 5: The Word Green's Frequency

Colors like green, white and pink are frequently mentioned in children's language. Describing and connecting things through color vocabulary is an aspect. It can be challenging for children and typically acquired at a later stage as in Figure 5.

Additionally, the data analysis uncovered contexts in which these words were repeated and discussed, shedding light on the child's language learning processes and their interactions with interlocutors.\

B. Comparison of Children in Different Age Groups

The analysis presented a comparison of children across varying age groups to assess their proficiency in expressing ideas, adhering to basic language rules, and employing language patterns adeptly in diverse contexts:

Child 1: Lina (6 years old)

Pronunciation challenge with the letter 'kh' (خاء).

Ability to count and use connecting words.

Frequent use of short sentences.

Interactive communication through imitation and simulation.

Child 2: Aryam (7 years old)

Proficiency in enumerating and responding with full sentences.

Demonstration of syntactical understanding.

Appropriate use of verbs in context.

Child 3: Rima (6 years old)

Ability to enumerate.

Proficiency in using short sentences.

Display of syntactical awareness.

Child 4: Fahd (3 years old)

Response with short sentences, often single words.

Language acquisition through repetition.

Focus on describing preferred places and activities linked to desires and dreams.

5 DISCUSSION

This academic study goes into detail about the complicated process of learning a language in kids' thoughts as they grow. Utilizing the well-known dialogic analysis theory as a guide, we commence a thorough examination of the various language tricks these emerging speakers employ. We worked hard to distil this intellectual journey by carefully examining and dissecting conversation recordings with nine eager children, whose ages ranged from four to seven. A careful study of these young lexicons revealed a wide range of interesting details about the complicated process of language learning. It was very important to us as teachers that we paid close attention to how language structures changed over time, how meaning took on an ethereal form, and how these young writers talked, sometimes, delicately with their dialogue partners.

The idea that children are natural language sponges who take in the language culture around them like osmotic diffusion is brought back to life by our close examination of the facts. The study consistently highlights the spiritual role that one's immediate surroundings, especially sacred exchanges with wise adults and peers, play in the chemistry of effectively learning a language. In addition, it praises these young people's natural, primal language skills, praising their virtuosic ability to break down the muscles of linguistic structure, spot detailed patterns, and use language with a mastery that goes beyond their years, sometimes.

Our research questions opened a box full of linguistic details, revealing the tapestry of common lexical stratifications, cataloguing the lexicon full of common verbal elocutions used by this age group, and carefully dissecting potential schisms in the way they use language and interact with each other. Furthermore, our research shows artistic expression through words grows.

Our research builds on the rich tapestry of previous scholarly discourse to show that good dialogue and communicative communion are essential in the early stages of pedagogical indoctrination. They lay the groundwork for the building of cognitive structures, announce the symphony of academic success, and leave behind the rich tapestry of cogitative cogitation. These research results fit in well with previous literary works that have always emphasized the rhythm of gradual linguistic conquest, starting with the taxonomy of phonemic categorization, moving through the labyrinthine maze of lexical expansion, and ending with the transcendental mastery of complex syntactical topography. Not only that, but the study makes it very clear how important exposure to language is for building up a child's vocabulary, especially during the night hours, which are perfect for learning languages.

The study emphasizes the harmony of a child's natural language skills, which are set in stone at birth, and the outside forces that speed up their evolutionary language travel. This theme has been a recurring theme throughout our research. It clearly shows how much these aspiring language alchemists enjoy breaking down the sounds of speech to find the hidden gems of grammar. This supports the idea that language deconstruction is a necessary condition for language to exist. The study also clearly shows how important it is to teach the developing mind the patterns of language and the rules of correct syntax and meaning from the very beginning, in order to encourage language development.

Using the cutting edge of computational linguistics corpus analysis, our study shows how computerized linguistic data can change the field of language analysis. The modern linguistic experimenter wields these corpuses. They provide a variety of analytical tools.. These tools make it easier to find linguistic secrets, and they create the perfect conditions for finding patterns and phenotypes that are popular now. But people who are really excited about these tools should be careful because the best ones might not be able to pick up on the subtleties of the situation or give deep insights into what the speaker was trying to say.

With the Sketch Engine tool as our guide, we set out on an undertaking of linguistic vision, trying to figure out the meanings of the repeated phrases and the situations in which they were used. We ended our analysis by writing a repetition in the commotion of young people's language skills. It showed the powerful sounds of "Mama" and "Papa," which are used as the Excalibur of family contact, as well as the powerful spell of "no," which means "no" or "disapproval." The study also showed a patchwork of context-rich words, such as the spells for "Eid" and the names of animals. These were accidental clues that the kids used to show what they were interested in and where they went to meet new people.

The speech of young people of different ages showed a kaleidoscope of different skills in conceptual expression, adhering to basic rules of linguistic syntax, and sometimes, the skillful navigation of linguistic patterns within the diverse matrix of contextual paradigms. These results support the complicated and changeable nature that shows how these linguistic wanderers use language.

The analysis of this study shedding light on the kaleidoscope of contextual forces that work together to sharpen the language skills of young people. It always stresses how important it is for children to interact with and be exposed to language, as well as the early stages of language development during their formative years. It also provides a theoretical framework for further research into how language is used in education and how language can be used to improve speech.

6 CONCLUSIONS

In conclusion, this academic study employs dialogic analysis and linguistic corpus tools to unravel the intricate process of language acquisition in children. It explores linguistic patterns, word frequencies, and contextual usages within spontaneous dialogues, shedding light on how children develop their language skills and interact linguistically with their environment. This research underscores the pivotal role of early language exposure and social context in shaping language acquisition and proficiency in children.

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دراسة تحليلية لظاهرة اكتساب اللغة لدى الأطفال من خلال منهج لسانيات المدونات

الملخص

يسعى هذا البحث إلى تعزيز فهمنا للعملية المعقدة لاكتساب اللغة لدى الأطفال، وذلك باستخدام إطار تحليل حوارى. تتعمق الدراسة في الجوانب متعددة الأوجه لاكتساب اللغة، بما في ذلك بناء المفاهيم والمعاني وتفاعلات الأطفال داخل الحوارات. يتضمن التحليل تسجيلات حوارية صوتية تضم تسعة أطفال تتراوح أعمارهم بين 4 و7 سنوات، يشاركون في محادثات مع طالبات الصف التاسع ضمن أنشطة مقرر اللغويات الحاسوبية في جامعة الأميرة نورة. تم إجراء تحليل البيانات باستخدام برنامج Engine Sketch، وهي أداة تحليل لغوي قائمة على الحاسوب تستخدم لتحليل المدونات اللغوية، والتي قدمت رؤى إحصائية حول تواتر الكلمات واستخداماتها السياقية في هذه الحوارات. تتيح هذه المعلومات الإحصائية فهماً دقيقاً لاستخدام الكلمات والأنماط اللغوية وهيكل الجمل السياقية. تسلط نتائج هذه الدراسة الضوء على الدور الحاسم الذي يلعبه التعرض المبكر للغة والبيئة الاجتماعية في تطوير اكتساب الأطفال للغة وكفاءتها. إنه يؤكد بثبات على المتطلبات الأساسية للتواصل اللغوي، ونظرية التعرض للغة، والتطور المبكر للمهارات اللغوية خلال فترة نمو الطفل الحاسمة. وهذا يوفر دعماً واقياً للاستكشاف الفكري في البحث التربوي والتنفيذ العملي لبرامج تعليم اللغة.

الكلمات المفتاحية: اكتساب الأطفال للغة، الأنماط اللغوية، وهيكل الجمل السياقية، لسانيات المتن