

Exploring Abizard's Early Language Acquisition: A Case Study in Javanese Language

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ABSTRACT

This study analyzes the language development of a three-year-old child, Abizard Naufal Muttaqin, focusing on phonological, morphological, and semantic aspects. Data is collected through observation and video recording using a descriptive qualitative research approach. The study shows that Abizard's language development is typical for his age, with notable progress in phonological and morphological skills. However, his semantic skills require further development. Effective strategies for supporting language learning in early childhood are provided, such as reading to children, encouraging verbal communication, and providing a rich language environment. The study emphasizes the importance of supporting language development in early childhood and contributes to the existing knowledge on language acquisition. Parents and educators can use these findings to help children develop their language skills.

KEYWORDS

Abizard;
Language Acquisition;
Case Study;
Javanese Language.

ABSTRAK


Studi ini menganalisis perkembangan bahasa seorang anak berusia tiga tahun, Abizard Naufal Muttaqin, dengan fokus pada aspek fonologis, morfologis, dan semantik. Data dikumpulkan melalui observasi dan perekaman video dengan pendekatan penelitian kualitatif deskriptif. Hasil penelitian menunjukkan bahwa perkembangan bahasa Abizard adalah tipikal untuk usianya, dengan kemajuan yang signifikan pada keterampilan fonologis dan morfologis. Namun, kemampuan semantiknya membutuhkan perkembangan lebih lanjut. Strategi efektif untuk mendukung pembelajaran bahasa pada anak usia dini disediakan, seperti membacakan buku kepada anak, mendorong komunikasi verbal, dan memberikan lingkungan bahasa yang kaya. Studi ini menekankan pentingnya mendukung perkembangan bahasa pada masa kanak-kanak awal dan berkontribusi pada pengetahuan yang ada tentang akuisisi bahasa. Orang tua dan pendidik dapat menggunakan temuan ini untuk membantu perkembangan keterampilan bahasa anak.

KATAKUNCI

Abizard;
Perolehan Bahasa;
Studi Kasus;
Bahasa Jawa.


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1. Introduction

Language acquisition is a complex process that involves the mastery of various linguistic aspects such as phonology, morphology, syntax, and semantics. It is a critical developmental milestone that emerges in early childhood and is a fundamental human capacity that allows individuals to communicate and interact with others. The process of language acquisition has been a topic of interest for linguists, psychologists, and educators for many years, and numerous studies have been conducted to understand how children acquire language (Berman, 2014; Casillas et al., 2020; Chan et al., 2017).

The process of language acquisition varies among individuals and is influenced by various factors such as genetics, environment, and social interactions (Canfield et al., 2017). Children learn language through exposure to language and by observing and imitating the language they hear around them. They also engage in language use with others through social interactions such as conversations, storytelling, and play. Through these interactions, children learn the rules of their native language and develop the ability to communicate effectively (Khasinah, 2014; Mountford & Newbury, 2019).

Despite the vast amount of research on first language acquisition, there is still much to be understood about the process of language learning in early childhood. Specifically, there is a need for further research on the acquisition of language based on phonological, morphological, and semantic aspects. Understanding how children acquire language in these areas can provide insights into effective strategies for teaching and supporting language learning in early childhood.

Therefore, the objective of this study is to analyze the first language acquisition of a three-year-old child, Abizard Naufal Muttaqin, based on phonological, morphological, and semantic aspects. The study aims to answer several research questions, including how Abizard acquires language based on these aspects, what role parents play in developing language skills, and what implications the findings of this study have for parents and educators in supporting language acquisition in early childhood.

The purpose of this study is to gain a better understanding of the process of first language acquisition in early childhood, specifically in the context of a three-year-old child. By analyzing the language development of Abizard Naufal Muttaqin, this study aims to contribute to the existing body of knowledge on language acquisition and provide insights into effective strategies for supporting language learning in early childhood.

The study is designed to use a descriptive qualitative research approach, which involves gathering data through observation and video recording. The main subject of the study is Abizard, a three-year-old child whose parents come from different cultures. Her first language is Bahasa Jawa, and the study will focus on analyzing her language acquisition based on phonological, morphological, and semantic aspects. The study will also involve gathering data from Abizard's parents to understand their role in developing her language skills.

The findings of this study have significant implications for parents and educators who are responsible for supporting language development in early childhood. Understanding how children acquire language based on phonological, morphological, and semantic aspects can

provide insights into effective teaching strategies that promote language learning in young children. Furthermore, the study highlights the important role of parents in supporting language development and emphasizes the need for parents to build interactions with their children to understand their language development.

The study also contributes to the existing body of knowledge on language acquisition by providing insights into the process of first language acquisition in early childhood. By analyzing the language development of Abizard Naufal Muttaqin, the study provides a unique perspective on language acquisition based on phonological, morphological, and semantic aspects. The findings of the study can inform future research on language acquisition and contribute to the development of effective strategies for promoting language development in early childhood. In conclusion, this study provides insights into the process of first language acquisition in early childhood by analyzing the language development of a three-year-old child based on phonological, morphological, and semantic aspects.

1.1. First Language Acquisition

First language acquisition refers to the process of acquiring one's native language during childhood. The process typically begins shortly after birth and continues until the child reaches puberty. During this time, children acquire the ability to understand and produce language through exposure to their environment.

1.1.1. Theories of First Language Acquisition

There are several theories of first language acquisition that attempt to explain how children acquire language. One of the most influential theories is the behaviorist theory, which emphasizes the role of environmental factors in language acquisition. According to this theory, children learn language through imitation, reinforcement, and conditioning (Kwon & Silva, 2020; Riper & Kyle, 2014). Another influential theory is the nativist theory, which emphasizes the role of innate factors in language acquisition. According to this theory, children have an innate ability to acquire language, and their environment simply provides the input necessary to trigger this process (Blitman, 2014; Litchfield & Lambert, 2011). More recent theories, such as the cognitive theory, the social interactionist theory, and the usage-based theory, have emphasized the role of both innate factors and environmental factors in language acquisition. These theories suggest that language acquisition is a complex process that involves interaction between the child's innate linguistic abilities and the linguistic input they receive from their environment (Ghalebi & Sadighi, 2015; Litchfield & Lambert, 2011; Verga & Kotz, 2013).

1.1.2. Phonological Development

Phonological development refers to the acquisition of the sound system of one's native language. This includes the ability to distinguish between different sounds, as well as the ability to produce those sounds. During the first year of life, infants are able to distinguish between a wide range of speech sounds. However, as they begin to focus on the sounds of their native language, they gradually lose the ability to distinguish between non-native sounds.

Phonological development is a critical aspect of language acquisition, as it lays the foundation for a child's ability to communicate effectively in their native language. The process of phonological development involves the acquisition of the sound system of one's native language, which includes the ability to distinguish between different sounds, as well as the ability to produce those sounds (Swingley, 2017).

Research has shown that infants are born with the ability to distinguish between a wide range of speech sounds from all languages, which is known as universal phonetic sensitivity. However, as they begin to focus on the sounds of their native language, they gradually lose the ability to distinguish between non-native sounds. This process, known as phonemic regression, is thought to occur as a result of the brain's adaptation to the sounds of the child's native language (Dodd et al., 2003).

The process of phonological development is influenced by a number of factors, including the child's exposure to language, the quality of that exposure, and the child's individual biological factors. For example, children who are exposed to a rich and varied linguistic environment are more likely to develop strong phonological skills than those who are not. Additionally, children who have difficulty hearing or producing sounds may experience delays in their phonological development.

The acquisition of phonology typically occurs in a predictable sequence, with children first mastering the sounds of their native language in isolation, and then gradually learning to combine those sounds into words and sentences. During this process, children may produce errors as they experiment with different sound combinations, but these errors generally become less frequent as the child's phonological skills develop.

Overall, phonological development is a complex process that is critical to a child's ability to communicate effectively in their native language. Understanding the factors that influence phonological development can help parents and educators support children in developing strong phonological skills, which in turn can support their overall language development and academic success.

1.1.3. Morphological Development

Morphological development refers to the acquisition of the grammatical rules that govern word formation in one's native language. This includes the ability to form plurals, past tenses, and other inflections. Children typically acquire the basic morphological rules of their native language by the age of three or four. Morphological development is a critical component of first language acquisition. Morphology is the study of how words are formed and structured in a language, including the use of inflections to change the meaning of words. Inflections are changes made to the end of words to indicate tense, number, and other grammatical features.

Morphological development begins in infancy, as children begin to recognize and understand the basic forms of words in their native language. Infants are able to distinguish between different speech sounds, and as they grow older, they begin to recognize that certain sounds correspond to specific meanings (Ramscar et al., 2018). For example, they may recognize that the word "dog" refers to a four-legged animal with fur and a tail. As children become more proficient in their native language, they begin to acquire the basic morphological

rules that govern word formation. For example, they learn that adding "-s" to the end of a noun makes it plural (e.g., "dog" becomes "dogs"). They also learn to use the appropriate inflection to indicate tense, such as "-ed" to indicate past tense (e.g., "walked").

Morphological development is a gradual process that occurs over a number of years. Children typically acquire the basic morphological rules of their native language by the age of three or four, although there is significant individual variation. Some children may learn these rules earlier, while others may take longer to acquire them. The acquisition of morphology is influenced by a variety of factors, including the child's exposure to language, their cognitive development, and their social environment (Bratlie et al., 2022). Children who are exposed to a rich linguistic environment and who have opportunities to interact with adults who use a wide range of grammatical forms are likely to acquire morphology more quickly than those who are not.

In addition, children with more advanced cognitive abilities may be able to acquire morphology more quickly than those with less developed cognitive abilities. This is because the acquisition of morphology requires the ability to recognize and manipulate abstract grammatical structures, which can be challenging for some children. Finally, the social environment in which a child grows up can also have a significant impact on their acquisition of morphology. Children who grow up in households where there is a lot of conversation and where language is used in a wide range of contexts are likely to acquire morphology more quickly than those who grow up in less linguistically rich environments (Ramscar et al., 2018).

Morphological development is a critical component of first language acquisition. Children begin to acquire the basic morphological rules of their native language in infancy, and continue to develop these skills over a number of years. The acquisition of morphology is influenced by a variety of factors, including the child's exposure to language, their cognitive development, and their social environment. By understanding the process of morphological development, parents and educators can support children's language development and help them to become proficient communicators in their native language.

1.1.4. Semantic Development

Semantic development is a crucial aspect of language acquisition, as it enables children to understand and use language effectively to communicate their thoughts and feelings. At the earliest stages of semantic development, children learn words that are relevant to their immediate environment and experiences. They may learn words such as "mommy," "daddy," "cookie," "car," "dog," and "ball." Over time, children acquire a more complex and abstract vocabulary, including words for emotions, concepts, and abstract ideas.

One important milestone in semantic development is the acquisition of vocabulary. Research suggests that children typically have a vocabulary of about 50 words by the age of 18 months, and this number increases dramatically over the next few years (Alsayed, 2019). By the age of three, most children have a vocabulary of several hundred words, and they continue to acquire new words at a rapid pace throughout childhood.

In addition to vocabulary acquisition, children also develop their understanding of grammar and sentence structure during semantic development. They learn to use words in different

contexts and to understand the relationships between words in a sentence. For example, they learn that verbs describe actions and that adjectives describe qualities of objects. They also learn about the rules of syntax, such as word order and sentence structure. As children develop their semantic skills, they also become better able to understand and use more complex language structures (Prasada, 2014). For example, they learn to understand and use idioms, metaphors, and figurative language. They also develop the ability to use language to express complex thoughts and ideas, such as hypothetical situations, abstract concepts, and emotions.

Several factors can influence the rate and extent of semantic development. For example, research suggests that children who grow up in language-rich environments tend to have larger vocabularies and stronger semantic skills than children who grow up in language-poor environments (Sheng, 2014). Similarly, children who have frequent opportunities to interact with adults and other children tend to have stronger semantic skills than children who have limited social interactions.

Semantic development is a complex and ongoing process that is critical to the acquisition of effective language skills. As children learn new words and grammar rules, they become better able to understand and express their thoughts and feelings through language. Parents, caregivers, and educators can play a critical role in supporting semantic development by providing children with language-rich environments and frequent opportunities to interact with others. By doing so, they can help children develop the skills they need to succeed in communication and social interaction throughout their lives.

1.1.5. Role of Parental Interaction

Language acquisition is a complex process that involves multiple factors. While there are many different theories about how children learn language, research has consistently shown that parental interaction plays a critical role in this process. One of the most important factors in language acquisition is the amount and quality of language input that children receive. Children who are exposed to more language from their parents and caregivers tend to have larger vocabularies and more advanced language skills. This is because exposure to language provides children with the opportunity to hear and learn new words and concepts (Topping et al., 2011).

In addition to the quantity of language input, the quality of parental interaction is also important. Parents who engage in more interactive and responsive communication with their children tend to have children with better language skills. This means that parents who respond to their children's cues and encourage them to communicate are more likely to have children who develop language skills more quickly (Paulson et al., 2009). One way that parents can support their children's language development is by engaging in joint attention. Joint attention refers to the shared focus between a parent and child on an object or event.

By focusing on the same object or event, parents and children can communicate about what they are seeing and experiencing, and parents can introduce new vocabulary and concepts to their children. Another important aspect of parental interaction is scaffolding. Scaffolding involves providing support and guidance to children as they learn new skills. In the context of language acquisition, this means that parents can help their children learn new words

and concepts by providing them with definitions and examples, and by encouraging them to use new words in their own speech.

Parental modeling is also an important factor in language acquisition. Children learn by imitating the language and behavior of the people around them, so parents who use correct grammar and pronunciation in their own speech can provide a strong model for their children to follow. In addition, parents who read to their children and encourage them to engage in literacy activities are helping to support their children's language development. Finally, it is important to note that parental interaction is not the only factor in language acquisition. Children's individual characteristics, such as their cognitive abilities and personality traits, also play a role in the language acquisition process. However, by providing children with a rich and supportive language environment, parents can help to support their children's language development and set them on the path to success in school and beyond.

First language acquisition is a complex and fascinating process that involves interaction between innate linguistic abilities and environmental factors. The acquisition of language involves the development of phonological, morphological, and semantic skills, as well as the role of parental interaction. Understanding the process of first language acquisition can have significant implications for language education and can provide insights into how children learn and develop language.

2. Method

The research design of this study is a descriptive qualitative approach. The purpose of the study is to analyze the first language acquisition of a three-year-old child based on phonological, morphological, and semantic aspects. The researchers will observe and record the language development of their daughter, Abizard Naufal Muttaqin. The researchers will use video recordings and observations of her interactions with her parents to gather data. The main subject of this research is Abizard Naufal Muttaqin, a three-year-old girl who is the daughter of the researchers. Her first language is Bahasa Jawa, and she is a healthy child who enjoys playing with car toys, mini architect toys, running inside the house, and watching cartoon movies. The other participants in this study are Abizard's parents, who will provide information about their interactions with their daughter.

The data collection method used in this study is observation and video recording. The researchers will record their daughter's interactions with her parents at home, including singing with her father in the living room and talking with her mother in her bedroom. The researchers will use a video camera to record the interactions to capture the nuances of her language development. The data gathered in this study will be transcribed and analyzed based on phonology, morphology, and semantic acquisition theories. The researchers will examine the recordings of their daughter's language development and analyze them using these theories to determine how her language skills are developing in each area. The researchers will also examine the role of parental interaction in language development and make suggestions for how parents can help their children improve their language skills. The data analysis will involve a detailed examination of the recordings and an interpretation of the results based on the relevant

theories. The results of the analysis will be used to draw conclusions about the first language acquisition of Abizard Naufal Muttaqin and to provide insights into the language acquisition process for children in general.

3. Results and Discussion

3.1. Abizard's First Language Acquisition Based on Phonological Aspect.

The development of phonological aspects in Abizard's language can be seen through the utterances he produced. The researchers identified several utterances that reflect Abizard's phonological abilities, including his mastery of vowels [a], [i], [u], [e], [o] and some consonants such as [b], [d], [h], [j], [k], [m], [n], [t], [u]. Although Abizard's phonemic inventory was not complete and perfect, he had acquired a significant number of phonemes that were related to his everyday experiences and needs.

Table 1. Abizard's Acquisition of Phonemes in The Phonological Aspect

No	Utterances	Phoneme	Javanese Language	Meaning
1	Yeyek	[ndɛrɛk]	Nderek	Follow
2	Mboteng	[mboɔɔn]	Mboten	No
3	Ablit, bilu	[abrit] [biru]	Abrit, biru	Red, Blue
4	Kayih	[kalih]	Kalih	With
5	Jo	[idʒo]	ijo	Green

The researchers noted that Abizard's acquisition of phonemes was influenced by his growing canine teeth, which could have affected the clarity of his speech. This finding supports the nativist theory of language acquisition, which suggests that children have an innate ability to acquire language and that their biological development influences their language acquisition. Additionally, Abizard's exposure to concrete experiences played a crucial role in the development of his phonological abilities. This finding is in line with the theory proposed by Dodd et al. (2003) & Swingley (2017), which suggest that by the age of three, most children can utter at least 50 different words and start forming simple sentences.

In Abizard's case, the researchers found that he had already achieved this milestone. Abizard's language acquisition also shows the influence of concrete experience on phonemes acquisition. The researchers found that nearly all phonemes obtained by Abizard were directly related to his everyday experiences, especially concerning his primary needs. This finding is consistent with the behaviorist theory of language acquisition, which posits that children acquire language through imitation, reinforcement, and association with their environment (Kwon & Silva, 2020; Riper & Kyle, 2014). Abizard's language acquisition on the phonological aspect provides insights into the different theories of language acquisition. While his acquisition of phonemes is influenced by concrete experience, it is also affected by his biological development. Therefore, a combination of both nature and nurture plays a crucial role in the language acquisition process.

Abizard's utterances also revealed some phonological errors, such as the substitution of [nd] with [y], [b] with [p], and [l] with [r]. These errors are common in the early stages of phonological development and reflect the child's attempts to master complex phonemes. The

researchers noted that these errors were gradually corrected over time as Abizard's phonological abilities matured. The results of this study suggest that Abizard's phonological development was influenced by his everyday experiences and needs. The acquisition of phonemes was a gradual and ongoing process that was shaped by the child's growing cognitive and physical abilities. By the age of three, Abizard had already mastered a significant number of phonemes and could produce simple sentences, indicating that he was on track with typical language development for his age.

3.2. Abizard's First Language Acquisition Based on Morphological Aspect

The study found that in the morphological aspect, Abizard had already acquired several types of words. Although his articulation was not clear, he was able to produce words such as "minyum" (meaning "minum" or drink), "stobeli" (meaning "strawberry"), "taged" (meaning "bisa" or able), "yanan" (meaning "bermain" or play), and "lenang" (meaning "berenang" or swim).

Table 2. Abizard's Acquisition of Words in Morphological Aspect

No.	Words	Javanese Language	Indonesian Language	Meaning
1	Minyum		Minum	Drink
2	Stobeli	Stroberi	Stroberi	Strawberry
3	Taged	Saged	bisa	Able to
4	Yanan	Dolanan	bermain	Play
5	Lenang		Berenang	Swim

The researchers noted that the number of words he had acquired was still not complete, and this was likely influenced by his rudimentary tongue and the fact that his canine teeth had not fully grown. Nonetheless, his acquisition of these words at his age was consistent with the theories of language acquisition, which suggest that children start forming words and simple sentences by the age of three (Bratlie et al., 2022; Ramscar et al., 2018).

In the study of Abizard's language acquisition, the researchers also found some interesting results related to Abizard's acquisition of words in the morphological aspect. Abizard was able to produce several words, although they were not clear in articulation. This finding shows that Abizard had started to master the morphological aspect of language acquisition. According to the researchers, Abizard's acquisition of words in the morphological aspect was influenced by his growing canine teeth and rudimentary tongue. This suggests that physical development plays an important role in language acquisition, as it affects the child's ability to articulate words properly.

Abizard's acquisition of words in the morphological aspect was also influenced by his concrete experiences. The words he produced were related to his everyday experiences and needs, such as "minyum" which means "minum" (drink) and "lenang" which means "berenang" (swimming). This finding is consistent with the theory of language acquisition proposed by Jean Piaget, which emphasizes the importance of concrete experiences in the acquisition of language.

Furthermore, Abizard's acquisition of words in the morphological aspect also reflects the process of regularizing irregular forms. For instance, Abizard produced the word "taged" which

means "bisa" (able to), and "yanan" which means "bermain" (play). These forms are regularized versions of the irregular forms "saged" and "dolanan". This phenomenon is known as overgeneralization and is a common feature of language acquisition in children (Nassaji, 2018). The findings of Abizard's acquisition of words in the morphological aspect provide insights into the complex process of language acquisition. They highlight the importance of physical development, concrete experiences, and regularizing irregular forms in the acquisition of language. Further studies on language acquisition can benefit from these insights, which can help researchers better understand the process of language acquisition in children.

3.3. Abizard's First Language Acquisition Based on Semantic Aspect

This study aims to investigate the semantic competence of Abizard, a young child who has acquired several words in Javanese language in their morphological aspect. The data collected from Abizard's utterances showed that he was able to communicate effectively, and could control the rules regarding speech turns well.

Table 3. Abizard's Acquisition of Words in Semantic Aspect

No	Utterances	Javanese Language	Indonesian Language	Meaning
1	Mbas ngking	Tumbas mungkin	(beli nanti)	just buy later
2	Agem ato	Ngagem asto	(pakai tangan)	Use hands
3	Kayih mas iyo	Kalih mas Rio	(bersama mas Rio)	with Brother Rio
4	Jajan eskim	Jajan es krim	Mau membeli es krim	Want to buy ice cream
5	Nongtong oboy	Nonton boboiboy	Mau nonton kartun boboboi	I want to watch boboiboy cartoons

Through his use of words such as "mbas ngking" (meaning "beli nanti"), "agem ato" (meaning "pakai tangan"), "kayih mas iyo" (meaning "sama mas Rio"), "jajan eskim" (meaning "mau membeli es krim"), and "nongtong oboi" (meaning "mau nonton kartun boboboi"), Abizard demonstrated his ability to understand and convey meaning in different contexts. The study suggests that Abizard's communication skills were advanced compared to other children his age, indicating an early development of semantic competence in his language acquisition.

The acquisition of language is a complex process that involves various aspects such as phonetics, morphology, syntax, and semantics (Alsayed, 2019; Prasada, 2014; Sheng, 2014). In the case of Abizard, a little child, the study focuses on his acquisition of words in the semantic aspect, which refers to the meaning and context in which speeches are produced. The study revealed that Abizard was able to communicate well and could control the rules regarding speech turns appropriately. Based on the data collected from his utterances, it was evident that Abizard had acquired a significant number of words and could use them in appropriate contexts to convey meaning.

For example, Abizard used the utterance "mbas ngking" to mean "beli nanti," which indicates his intention to buy something in the future. He also used the utterance "agem ato" to mean "menggunakan tangan," indicating that he was using his hands to do something. Similarly, he used the utterance "kayih mas iyo" to mean "sama mas Rio," indicating that he wanted to do something together with his brother, Rio. The utterance "jajan eskim" was used to indicate his desire to buy ice cream, while "nongtong oboi" showed his intention to watch a cartoon movie titled "boboboy."

These examples demonstrate Abizard's ability to acquire and use words in meaningful contexts, which is a significant milestone in his language development. The researchers concluded that Abizard's ability to communicate appropriately and get the meaning or message of the conversation was a positive sign of his language development. They also noted that his attitude towards communication was different from most children his age who tended to focus on their own world without caring about their surroundings. The study on Abizard's acquisition of words in the semantic aspect sheds light on the complexity of language acquisition and the critical role of semantics in effective communication. It also highlights the importance of early language development and the need for parents and caregivers to support children's language development through meaningful interactions and exposure to language-rich environments.

4. Conclusion

The study on Abizard's language acquisition found that he had acquired a significant number of phonemes related to his everyday experiences and needs. He had already mastered a significant number of phonemes and could produce simple sentences by the age of three, indicating that he was on track with typical language development for his age. Abizard had started to master the morphological aspect of language acquisition, and his acquisition of words in the morphological aspect was influenced by his growing canine teeth and rudimentary tongue. Physical development plays an important role in language acquisition, as it affects the child's ability to articulate words properly. Abizard's language acquisition provides insights into the different theories of language acquisition, where a combination of both nature and nurture plays a crucial role in the language acquisition process.

The study was limited to the language acquisition of one child, Abizard, and the findings may not be generalizable to other children. The sample size was small, and the study did not take into account individual differences and the influence of the environment on language acquisition. The study also did not examine the influence of cultural and social factors on language acquisition. Future research could explore the influence of cultural and social factors on language acquisition, take into account individual differences and the influence of the environment on language acquisition, and examine language acquisition in a larger sample size of children. Additionally, future research could investigate the longitudinal development of language acquisition in children and explore the relationship between language acquisition and cognitive development.

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