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**The Effect of Multilingual Environment on Native language
Acquisition**

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Dedication

To my family and friends

Acknowledgments

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Abstract

The present study aims at highlighting the effects of multilingual users on the child's language acquisition and use, how using multiple languages with children can affect their ability and motivation to learn their mother language. Young children have a great capacity to acquire languages. The main problematic in multilingual living is how to control the quantity of the input due to many reasons including the parental discourse strategy and attitude, experiencing the language in another context and language status. The method followed in this study is participant observation, the analyses of children's performance taking into consideration the linguistic setting and its impact on the learning process. The results discover that young children's learning is an easier and faster process even within a multilingual environment but it is all depending on fixing the outside world to guarantee the condition where learning take place.

Key words: Multilingual environment, Language acquisition, Input.

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General Introduction

Language acquisition is a complex process; it requires biological growth, cultural surrounding and is triggered by the social context where children can make a link between what people are saying and to what they refer to, the physical environment helps them to understand how to articulate sounds and words correctly, and interact properly, being understandable to others. However, learning can take many forms when it comes to multilingual setting, it depends on many determiner factors.

Most people at this age and time are multilingual due to wide spread of global languages when the world becomes a small village; people need more than one language to keep up with the progress. Interacting using multiple languages is an indication of high education and prestige; they use these languages with their children interchangeably and spontaneously. This research is designed to explore to what extent using multiple affect acquiring and using the mother tongue, and how they can make distinction between different language forms.

The work outlined aimed at understanding the differences in acquisition between children who live in a multilingual environment and those who did not. To help parents how to manage the multilingual environment and what are the important instruction that they should follow and respect to facilitate and motivate them to learn. Exploring the media role as a source of other languages, and a barrier for contact with parents and the community members.

The work is divided to three chapters; the first one is a theoretical overview, an expanded knowledge on language acquisition, what a language is and why it is unique to human, this capacity results from their brain structure and mechanisms, they born with an innate ability to learn a language that other primates do not have it, this was the finding of many linguists after many attempt to teach animals the human language, they could utter a limited number of words. At birth, children can only cry, this is a way to externalize internal states and physical and emotional needs. Few months late, infants begin learning the basic elements of language starting with sounds, words and grammar rules as the last stage. Language acquisition includes understanding and production; children need to master both of them in the same time, language competency include, formulating meaningful well formed sentences and understand what other are saying in relation to the context. Children's mistakes are not always the result of the lack of knowledge and a reflection of their competency; they may perform or act incorrectly because of affecting circumstances or mispronunciation. The nature and the resource of language acquisition are debatable, between the innate ability and the notion of learning through interaction. This chapter will relate learning to the social interaction, the physical environment and associate it with the importance of the cultural aspects of language. It will introduce a clear distinction between learning and acquisition, the concept of bi and multilingualism learning and its benefits at the end of the first chapter.

The second chapter will talk about the core of the study; it will draw attention on the integration of media in the children's life in an early age where they hear multiple languages, the media can be considered as a multilingual environment that

create a constrain for meeting the language and learning from a natural setting. It is discovered that children can naturally acquire more than language, the process called simultaneous multilingualism which is developed effortlessly, and without formal direction unlike sequential multilingualism which is related to a celebrate decision. The important issue of multilingual acquisition is how these languages can affect the mother tongue acquisition and the quantity of the input. It has been listed the main problems which are, the child's parent attitude and its effects on the child's motivation, language maintenance in a foreign country, how can the adoption of a new context causes language loss where they lack a wide space for language practices and developments, s a result, children may lose their identity when adopting the second language context. The ends of the chapter will be an introduction of different views about the occurrence of code-switching and transfer among multilinguals, some scholars consider it as a natural interaction of different linguistic systems in the speaker mind and other see it as the weakness point of the individual when they are not able to separate several languages while using them.

The last chapter will go deeply, the researcher will gather and analyse data from the fieldwork and relate them to the field of study and provide parents with a list of further suggestions that might help them when it comes to multilingual matters.

Chapter One : Language Acquisition

Introduction

Humans have the ability to acquire a huge number of words and of rules; they can formulate and reformulate an endless amount of sentences that they accompany with gestures. In monolingual families, children can learn easily their native language, because they hear habitually the same language, where they accomplish a certain level of competency. Language acquisition necessitates the external motivation and a cultural background as condition for future proficiency. Children who have parents from different linguistic backgrounds will acquire two languages as first language.

1. Language Definition

Chomsky (1957) defined language as ‘a set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements’ (as cited in Lyons, 1981, p7). According to Chomsky’s definition, language is the group of unlimited sentences that the speaker can generate based on a definite components for sentence structure, he insists on the grammatical structures more than the meaning that the sentence carries. The speaker’s creativity always relies on rules, for instance ‘she eats an apple’ and ‘he writes a lesson’, with the same structure we can create two different meanings. Unlike Chomsky, Halliday views language as a social semiotics. Language is used to serves a function, the experiential function, the representation of who does what to whom where and when, the textual function which is the message and the interpersonal function, the exchange of messages and information language’. Trask (1998) introduce the main function of language as a social marker, from language we can notice the speaker’s social identity and dialect belonging. De Saussure (1857) defined it as a social fact, something that is separate from our use of it as individual; it is inherited from other speakers who teach it to us, it is also independent from

the historical developments; De Saussure ignored all the social and contextual influences on language use and development. (Language Learning, 2007).

Language has no common definition agreed on, linguists define it at the bases of functions that it serves and the way they see it, it stills the written or the spoken medium which is used for communication and externalizing thought using words structured in a certain order. Language is shared and understood by its users and the community member's passed to the next generations.

2. Sign Language

Deaf children are expected to learn sign language to be able to communicate needs and maintain social relations. Sign language is a fully communicative human language with a rich vocabulary, it enable signers to externalize their needs, express thought and build mutual understanding with others. Thanks to sign languages deaf children learn how to express thought and needs through physical gestures or body movements, face, arms ...etc.

Sign languages like the American respect the grammatical rules and sentence structure as similar to the spoken language.

3. Language as a Human Property

Only humans have the capacity to learn and make use of language, their brains work as one unit that allowed them to formulate and interpret an infinite number of sentences. Linguists were attracted the discover how to human brain works to evolve and utilize language flexibly. They make experiments of teaching the human language to animals to see the differences of the abilities of both human and animal brain.

3.1. Human Brain and Language Processing

Normal human brain is composed of two hemispheres, the right which controls the left body side movement and vice versa, the two hemispheres are connected by the corpus callosum. Scholars were interested in how humans can understand and produce speech, they studied patient language in order to know the functions that the brain serves. The pathologist Broca discovered Broca's area which is responsible for grammatical structures; generating sentences that have a logical formulation, utterances of patients with damage in their Broca's area are disorder and lack the proper formulation. The Germanic neurologist Wernicke discovered Wernicke's area that took his name; this area is responsible for speech comprehension. (Aline et al, 2011).

In ordinary discourses members and thanks to their brains can create a mutual understanding, Wernicke's area receives the sounds of words from the auditory area to decipher their meanings, whereas in speaking utterances are constructed in Broca's area, speech is produced under control of speech articulators including lips, mouth ...etc. Both Wernicke's and Broca's areas belong to the left hemisphere which analyses speech based on what is logical, when someone says for example: "I do not have credit" for the left hemisphere the person is just declaring something. The right hemisphere's function is to intermediate and analyses the utterance using the knowledge of the world and detect the metaphoric meanings behind expression, in the previous example, the person might in indirect way asking for help. (Aline et al, 2011).

After birth, the human brain develops through time. At age of three month speech organs are ready to produce vowels (Pinker, 1995). The human brain as one unit contains complementary elements that enable children to evolve and process language after brain maturation.

3.1. Animals and Language Learning

Researchers made several experiments on teaching animals the human language in order to see if they can use it the same way as human do. Cathy and Keith Hyes (1950) took a female chimpanzee named Viki who grows up and treated like human, they used to teach her how to pronounce words correctly. After 3 years she could say just mama, papa, up and cup but not articulated correctly, in the same time react to the orders “go to your room”, “go outside” and” go upstairs “ that means that the vocabulary she developed is very limited, (Aline et al, 2011).

Even if animals to a given extent can learn the human language, their capacities still very limited or a kind of imitation that needs much efforts and time to produce it correctly and meaningfully unlike children whose language is creative, they can develop a reached vocabulary and use it interchangeably respecting the grammatical rules and sentence structure.

4. The Significance of Crying as a Pre- linguistic Period

Crying is a sound that babies everywhere produce after birth. Early developmental psycholinguist thought that the first baby’s utterance is their first communicative language, for them crying is a meaningless sound that has no relation to the normal language (Scovel, 1998).

Crying in the early stages is an exclusive communicative language without speech sounds that allows babies to express basic needs, discomfort, illness, hunger ...etc as human. Thomas Scovel noted: “the hungrier a baby becomes, the louder and the longer the crying”(1998, p 9),crying does not only distinguish comfort from discomfort but also externalize the degree of unpleasant feeling by making the cry more or less louder or longer.

During the cry, the air is allowed to pass while the vocal cords vibrate, this process unconsciously trains babies how to articulate and produce speech sounds later on. So, crying has not only a communicative function or a direct response to an internal emotional state but also a preparatory activity to the next stages for language development. (Scovel, 1998).

5. The Evolution of Speech Production

The way scholars see the basic of child's language development is different, some believe that it is the result of the child's own construction whereas others see it as a normal adult language which start with mispronunciation and lack of vocabulary that developed later on.

5.1. The Systemic Functional Approach

Prior uttering meaningful speech infants produce repeated syllables like (dada, mama), these words have a meaning in language however for them, these words have no significance, and the process of articulating them is out of the child's control and effort. After, children move from non-referring language to protolanguage that the Systemic Functional Linguist Halliday defined as a spoken language that they create for their own in order to communicate needs. For Halliday the occurrence of this language is depended on the functions it serves, the first one is instrumental; language is used to get good and services. The Second one is regulatory; language aims to control the behaviors of others and give them orders. The Third one is interactional; to achieve social interaction and communication with members'. The fourth one is personal; children express their own feeling and personality. The Fifth one is heuristic; it includes discovering and learning about their surrounding environment. The Sixth one is imaginative; language reflects the child's own imagination and thoughts. The Last one is representational; language is a kind of exchanging of existent facts and truths. Even if this protolanguage is meaningless in comparison to adult language it still the actual communicative means that serves the biological, emotional and social interactional

necessities. From this functional protolanguage the child can reach later a certain level of referential language depending on social motivation.

5.2. The Psycholinguistic Approach

Concerning language development, there is no opinion agreed upon among scholars this is due to the fact that speech production progression varies from one to another regarding the extra-linguistic factors. The first stage is one word utterances where children might utter words incorrectly since they are not equipped with the knowledge of sound articulating, the child observes where speech sounds come from and notes the relationship between the sounds and the position of noticeable speech articulators (Kuhl and Melt Zoff, 1988. Legerstee, 1990) infants are motivated to imitate what others says and link sounds to their speech articulators, imitation is a kind of repetition where they cannot understand what have been said sometimes, even when they repeat correctly or like adult do but it still a good way to train themselves to speak meaningful. Steinberg (1982) suggests that children utter first what is not difficult in term of process and what is produced using a visual articulators .The possibility of the emergence of the glottal sound /g/ at an early stage is very rare because it is non-visible sound and difficult to articulate. The second stage is the Holophrastic stage, after learning basic concepts and because of the poor vocabulary and grammatical rules in the child language, they use a single words referring to the hole sentences. Parents can understand their children's needs through context, the gesture they used. When a girl in a shop says: "doll" and pointing at it in the same time instead of "I want this doll" or "I want you to buy this doll for me", from the context and the gesture the girl did the mother can understand that the girl wants this doll. The Third stage is Telegraphic utterances, children move from one word utterances to more complex constructions which are consisted of two or three words, this indicate that children want to express their needs more clearly and improve themselves as an active social

member, using “want doll “instead of” doll “and so on .These combination reflect the child interest to learn his/her mother tongue and his/her ability to manipulate and join words together respecting language rules later on.

Through time, Children will develop a considerable amount of input regardless of its bases, being it the child’s own foundation or an imitation for the adult language. After a certain age a normal child will be able to use the target language fluently and competently.

6. The Evolution of Speech Comprehension

Uttering words correctly is not sufficient to communicate properly since every single word has its reference or meaning in the real life .The child’s task is to associate words to their meaning, and objects to their names, starting with what is tangible moving to the more complex and abstract . Children decode utterances in accordance to the physical environment and to what their parents or family members refer to while speaking, they can understand words by linking the combination of sounds to matters or things, they conceptualize primary what they interact with habitually and regularly like different kinds of toys, including doll, car...etc, and foods like milk, cookie and so on, action verbs eat, drink, sleep and eat.

The difficult task in acquiring a language is learning abstract words (Aline et al, 2011). From the contextual setting and the sequence of actions relying on what is reasonable and relational if the infant falls dawn and injured for example and the mother questions him/her if the injury is hurtful he/she will discover that hurtful expresses the immediate feeling that the injury caused.

There are words that have two distinct meaning, the literal and the metaphorical one, children might correspond a word to its idiomatic meaning before knowing its factual indication, this is the result of the first impression and what their surrounding uses the term

for the child language is built upon experience and observation of other's language, if their parents use a given expression always its metaphorical meaning, the child select only this meaning for this utterance.

7. The Child Competence and Performance

These two notions were introduced by the linguist Noam Chomsky in 1960. The former refers to the knowledge about language that an individual has in his/her mind including semantics, syntax, phonetics and phonology. The later is as Chomsky defines, the actual use of language in concrete situations, the way members understand, produce and construct sentences. Utterances do not really reflect the speaker's competence or what he/she knows about his/her language, mispronouncing a word while talking for example does not mean that the person does not know how to join these sounds together to create the word's meaning or how to active the necessary speech articulators to produce this word, interrupting the talk suddenly searching for the suitable expression does not signify the lack of the speaker's vocabulary.

The non-linguistic factors interferences affect unconsciously speech production, these factors are unrelated to the linguistic capacity that someone has .Competence is externalized in daily life situations, the context where speech is processed limits the choices the speaker has, formality is considered as a necessary element in utterance planning when being involved in academic discourse ,being afraid of making speech errors, anxiety and the status of the addressee distract sentence planning ,word order and sounds articulation .The same thing for children ,their language does not specify that they still incompetent yet or do not master their native language well ,misconception does not reflect the pitiable vocabulary in the child language.

The child's competence is developed through the brain maturation, the readiness to evolve sounds significance, object's naming and rule based constructions, the management of both understanding and production at the linguistic and the pragmatic level. The latter is about the potential meanings that lay behind the speaker's utterances, to which one he/she refers to and the child's ability to select the proper components from the set of available options he/she has with respect to the all that is relevant for both interpretation and sentence formulation counting the particular effecting circumstances, the participants the linguistic awareness and the cultural aspects of language especially.

The child's thoughts and needs are externalized using in cooperation verbal and non-verbal expressions where the linguistic perfections do not result in the ideal performance, the main distinction between the child's competence and performance is the occurrence of speech errors in the real situation. Willem J. M. Levelt (1993) sets four types of errors that the speaker faces at the speech level. The first one is conceptualization, using the unsuitable word to refer to a concept. The second one is formulation, it is all about errors with sentence construction and the awareness of the language rules like word repetition, the omission of the subject and the addition of the 's' of the third personal pronoun with the personal pronoun 'I'. This kind of errors are not always occurs with children who are not able yet to make use of language rules on their speech but also after learning how to speak appropriately respectfully to the grammatical rules. The third one is articulation, children mispronounce words which they already learned how to articulate them and used to pronounce them correctly and fluently. According to Willem J. M. Levelt (1993) articulation errors transpire as a consequence of the wrong unusual movement of the responsible articulators. The fourth one is self monitoring, even when children are trying to guide themselves, they failed some times in errors while speaking.

The corpus study of the performance data of the child's language cannot measure what he knows about the language. His spoken language takes place in a non-stable setting and is affected by the various circumstances in which it occurs like anxiety, the awareness of rules, the lack of practice or being tired. The child's competence is the internal knowledge that he developed about his mother tongue.

8. Social Integration and Language Progression

Language cannot be disconnected from the cultural norms; it is understood and interpreted in relation of its social meaning where parents entail to take that into account for their children as learners. Language is not only what is used to satisfy emotional and biological needs, it is needed for communication which requires the verbal and non-verbal expressions, children learn the language through the experience with the outside world that stimulates them to learn in the order of what surrounds and is needed for them. Theorists discovered that daily natural interaction is a good way for language learning, expanding the vocabulary and developing the social skills for communication.

8.1. The Physical Environment and the Acquisition Order

Infants everywhere despite the differences of their belonging and linguistic variations, they share the same cognitive abilities unlike other primates, these cognitive abilities facilitate for them learning a language, the processes involved in discourses, what, where, when, to whom and how to speak and participate to be comprehensible and logical.

The linguist Saussure is known as the founder of modern linguistics (1857-1913) where he introduced the notions of the signifier and the signified to recognize the word meaning. According to Saussure the signified is the concept indicated or the image that an individual has in his mind, the set of characteristics that are related to something whereas the

signifier is the word or the group of sounds that represent the object. The physical environment is the place where children acquire word meaning using their mental abilities. To differentiate a chair from a table, they first have to visualize them as different objects used for different purposes, the cognitive ability does not work alone to get sense or word significance. At early stages, children utter some words in the right way but they are not to use these words in their places, they can for example utter the verb read but to understand what reading is they need to see the action of reading to associate the verb with its act. The physical environment where the child lives occupies an intermediary role between the signifier, the signified and learning.

The context to a given extent controls the order of the acquisition and shapes the world view. In developed countries, children are more familiar with words like "computer" and other technological related terms than children raised in poor and uncivilized societies. Rural living places are a supportive environment for children to learn and make distinction between various animals and their names, they watch them, notice how adult name them and make a connection between the signifier 'horse' for example and the signified 'what he saw' better than describing for him what a horse is, and let him draw the possible images the way he wants. These examples conclude that the child is motivated to learn relatively to the physical environment.

8.2. Learning Cultural Aspects of Language

A number of linguists see that language is only understood when it is placed in its cultural setting. Language is not only what can be translated in the dictionary, it is also a result of social creation where expressions are interpreted in relation to social norms. People those who use the same language do not necessarily share the same culture, English is the

language spoken among both Americans and British but the way they mean with language is not always the same. Language is related to beliefs, values, and social norms.

Culture is requisite for language learning, it plays a complementary role in the child's language development which is the result of both biological abilities and socio-cultural aspects, word's meaning are socially associated, the combination of single words create a new idiomatic meaning common between the community members. Children observe and relate words and expressions to social meanings. Elizabeth Nuttall (2013) talked about Vigotsky's theory and that children born with the skill for language development, development which is affected and shaped by cultural and social experiences. Vigotsky believes in the instinctual ability of language development that children born with and he added culture and society as key elements for determining the progression of the child's language; social experiences have a direct impact on the learning process and the relation between sounds, meaning and society.

Interactional develop a theory of language learning process arranging the innate abilities and surroundings influences. The two subgroups are divided based on two different perspectives, information-processing perspective and social interaction perspective (Nuttall, 2013) .The first perspective joins biological and cognitive abilities with the environment experiences for language understanding ,the human brain's abilities to grasp language and learning how adults mean and express complex thought through language. The second perspective takes into account the social skill additional to the environment experiences, child's language develops by learning how to make sense of language in accordance to social meaning. The two perspectives highlight the importance of the social interaction and integration for the proper learning process

Children as societal members are required to be communicatively competent. This includes the capacity and strategies of understanding or interpreting other's discourse and

speaks meaningfully and correctly in the same time using the knowledge of both language and the world regarding the cultural diversities.

9. Learning vs. Acquisition

Linguists disagree about the method adopted by children in the mother tongue development whether it is learned or acquired depending on how they define these two concepts. Olivia (2012) made a simple distinction between learning and acquisition, for her, acquisition is unconscious process by which children become skilled in their mother tongue or the target language, having the knowledge and the ability to communicate with the language. What the infant receives and gains is out of the parent's control and teaching courses of grammar rules, the language acquisition aim is learn meaning and makes a link between sounds and concepts. The native language is generally acquired unconsciously. The important element is the environment which provided the child with a natural communication where the child is an active participant and learns through habitual interaction.

Olivia (2012) associated learning with second language which is taught consciously at school or home by the caregivers. Learning follows a strict method, giving the child instruction and direction in what he should follow to generate accurate sentences. Unlike acquisition, learning stresses the language form more than language as a tool to convey meaning and desires. The child as a learner has to apply all the explanations and rules on the language learned. Learning is not productive, training children language rule which is not enough to make children communicate competently and effectively.

Generally, these are the main characteristics and differences between learning and acquiring a language that most scholars agreed upon. Concerning the first language development, some see it as the outcome of learning while others believed on language

faculty that human born with while language is acquired spontaneously and naturally without the child's or the parent's efforts.

10. The benefit of an early bilingualism

The psychologist Keysar believes that children are really good at acquiring language. They master the vocabulary and the syntax of the language but they need more tools to be effective communicators (Jann Ingmire, 2015). Children are able to learn more than one language in the same time, developing certain level of acquaintance of language mastering the vocabulary and how to apply patterns and rules on formulating and reformulating sentences. This is not enough to be good communicators; they need communicative and interactive skills where the critical and analytical mind is always present.

The early bilingualism or multilingualism is beneficial for widening the contact's limits; interact with foreigners more competently as expected, demonstrating a high level of proficiency and cultivated mind. Multilingual children affirm the fact that language acquisition is unique to human and cognitive perceptions and operations, children will take the tendency to learn more languages for pleasure or to improve their linguistic and social competence and intellectual interest.

One of the supporters of bilingualism is Stephen Krashen, for him children are able to learn a second language as supplementary to their native language, he insists on the understanding of meaning as a key element for advancing in the target language knowledge. The comprehensible input where the child makes sense of what have been said before use, the logical order of learning.

Conclusion

This chapter provided a general idea about language, its forms and how it is acquired in a critical age period. It has been introduced the benefits of multilingual acquisition on the child's future and success. It is agreed that children can learn multiple languages from birth. The second chapter will explain and discuss in more details the things that parents need to tack into consideration in order to raise multilingual children and more importantly to allow them hear and learn their native language.

**Chapter Two:
Multilingual Living and its
Effect on Native Language
Acquisition**

Introduction

Children in normal environments learn naturally to talk. This reflects the universal innate capacities for language acquisition that all humans share. It also reflects the common environmental supports for the process. This chapter will examine how the using of additional languages with children can effects their native language acquisition and development.

Children who are exposed to TV from an early age, lack the natural interaction, they are exposed to several foreign languages which decrease learning and receiving the sufficient input.

1. The Widespread Use of Screen Media

The screen media started with the notion of television and expanded to computers and other resources, they occupy an essential part of the child's life. Kafman stated that "Enfant and toddlers in today's society are living in environments that are saturated with television and electronic media. Recently, there has been an explosion of baby DVDs and television channels specifically marked towards the very young children" (2009, p1). Because of the vast expansion of technology and screen media, children spend much time facing the screen. The linguistic medium used in these programs is not exclusively and entirely native, the particular situation forms a kind of multilingual experience additional the native language.

It is well known that the first two years of life considered as significant period for language acquisition and development (Fenson et al, 1994). During this period,

children learn how to employ language to communicate their need even with few words, and disrespecting forms and pronunciation. Ritchie argued that “ When TV and other media are constantly present in the young child’s environment less time is spent in face to face interaction”(2013, p11), the TV limits and reduce the chances of conversational interactions which is the main source of learning, especially in the critical period when language acquisition requires daily interaction.

2. Types of Multilingual Living

In multilingual setting, the child’s native language proficiency is dependent on the linguistic experience and the linguistic environment stability because the chance to meet the native language is reduced when it is compared to the monolingual’s background. Sciarini and Steinberg (2011) set two types of multilingual daily exposure:

Type 01: “one person-one language “

In one person one language, both parents have different native language; each one addresses the child with his or her native language where children experience languages in accordance to its users, the knowledge and the mastery of the language is related to individuals

Type 02:” one person more than one languages”

In the second type, individuals make use of their linguistic capacities in more than one language interchangeably, Kim suggested that the occurrence of this phenomenon among multilinguals is” motivated by the social-psychological factors”

(Kim, 2006, p.45). They switch from one language to another in accordance to the social context, participants involved in the conversation, the status of language and so on. In this case, the acquisition process takes place in impure linguistic contexts and related to caregiver's output and their linguistic awareness. Children are not only a part of the family, they are also a community's members which plays a crucial part in their language progression and nativity priority and support.

3. Simultaneous Bilingualism

Saville-Troike stated that "If young children hear and respond to two (or more) languages in their environment, the result will be simultaneous multilingualism". (2012,p.13). Children in early stages can learn more language thanks to environmental factors including daily exposure to more than one input and multilingual contact. Saville-Troike(2012) added hearing and responding as necessary conditions for simultaneous multilingual acquisition, habitual multilingual interaction enables children to hear new words, make links between utterances and meaning while the child's reaction and attitude toward these languages is a reflection of the knowledge of language s/he grasp.

Tabors (1997) made a clear distinction between simultaneous and sequential bilingualism, Tabors (1997) saw that the linguistic environment stimulates infants for bilingual acquisition whereas sequential bilingualism occurs when children decide to learn an additional language at schools or for specific purposes even if the target language does not exist in the child's background or used by the family's members.

The nature of the process being it acquired or learned is what scholars agrees upon as the main distinctive feature a planned and an unplanned bilingualism.

Children living in a multilingual setting within its different patterns effortlessly will grow up as multilingual depending on the languages used at home habitually. At a young age, simultaneous multilingual acquisition is the consequence of daily interaction and communication using more than one language in the same time, children will rich certain competencies in manipulating these languages, understand, interpret and use them in daily interaction and express themselves using different languages

4. Problematic Issues in Multilingual Living

Researches and studies in the field point out that learning in a multilingual setting does not impact their language/s development, it has been reported that most children grow up surrounded with more than one language (De Houwer, 1995; Tucker, 1998), the situation permit them to learn multiple languages which they might need in the future.

Cook (1999) introduced the term multicompetence to refer to the natural development and interaction of multiple languages in the same time as the result of the exposure to more than language form, and a rich environment. Children who belong to different linguistic and cultural background show high interactive capabilities. Grosjean (1996) described multilingual as a proficient speaker-hearer in more than one language.

Multicompetence is encouraged because of its cognitive and interactional qualities. Multilingual unlike monolingual have more than linguistic choice to express themselves, they are characterized with their mental flexibility and easiness in information processing, spontaneous understanding and elevated cognitive abilities (Kessler and Quinn, 1980). Multilingual have an enhanced capacity and strong motivation to learn other languages. Multilingual are said to have a cultural awareness, acceptance and tolerance toward cultural differences. Children who are surrounded with more than one language can naturally develop multilingual and cultural competence to perform differently, and adapt to various situation they might be exposed to (Ahptekin, 2010).

Romaine (1995) suggested six patterns for simultaneous bilingual acquisition based on real different types of exposure, thanks to these patterns children will grow up bilingual, he added that bilingual promotion relies not only on the exposure but also on the sociolinguistic situation of the country and the discourse strategy (Zhu Hua and Li Wei, 2005), Grosjean (2010) added the positive language attitudes as important factors for successful bilingualism, these factors can affect the native language development including the lack of the input and language plan, native language minority and other factors that will be explained in detail in this chapter.

5. The Quantity of the Input

Additional to the quality, the quantity of the input is an essential factor for language development. Children do not experience the same linguistic environment

setting which is the determiner of both the process and the amount of the input as Grojean named (2010).

Bangna andRienersma (2011) stressed the importance of language daily use as a condition for language acquisition, a rich environment and sufficient input. Hearing new words enable children fulfil their repertoire for better performance. K. Beyers-Heinlein and C. Lew-Wiliams (2013) extended the learning process to the level of sounds and grammars not only words as a language components and the basic of utterance construction.

In multilingual setting, the opportunity to meet the native language is reduced when it is compared to monolingual setting where the medium of interaction is only one, this situation facilitate language learning unlike the multilingual setting where the child's language development is depended on the parent's choices and the community's language dominance, motivation. In order to guarantee the access to the amount of input in a given language, some caregivers with multilingual communicative abilities utilize only one language as a means of conversational discourse, (Lanza, 2004). Erika Hoff (2006) also reported the other's studies where it have been founded that the bilingual's vocabulary in each language are less than monolingual have in one of these languages (Oller and Eilers, 2002; Pearson et al, 1997), this can be explained as a result of the lack of linguistic data balance in both languages in bilingual child's context.

6. The Effect of Parental Attitudes

Multilingual Living and its Effects on Native Language Acquisition

Unlike monolingual, multilingual experience the world with different languages, their parents and community member's impact their linguistic choices and preferences.

Chumak-Horbatsch (2008) defined "Language attitudes as expression of positive or negative feelings towards a language (p.1), the way parents see a particular language affect their children towards that language; they are seen as motivators and facilitators in the same time. Language development relies on both the spoken language and the gestures that accompany speech of individual, children learn in accordance to the context and social standards, the non-verbal expressions have pragmatic references which belong to a certain society and represent cultural aspects of a community. (Bangma and Riemersma, 2011).

Prenatal positive attitude gives the language a value in the society and among their children, De Houwer (1999) insisted on the positive language attitude as a primary step in language promotion where children feel motivated to learn more vocabularies and language aspects for interactional and social integration purposes. However, the negative prenatal attitudes lead language ignorance and loss among their children. Losing the language means losing the communicative abilities and native language proficiency and importance; parent's attitudes towards their language shape their children world view and control the child-language relation and status. These problems occur as a result of the exposure to multilingual context where language development is reliable on a solid language background, positive language attitude and caregiver's language managements.

7. Language Maintenance

Language maintenance occurs when people no longer use their language, it is also known as language shift, Gal (1979) defined it as “a process in which the habitual use of one language is being replaced by the habitual use of another in bilingual towns, villages or neighbourhoods” (p.1), it is the disappearance of the habitual language which is displaced by another among bilinguals. This will gradually lead to language death or loss because the language is no more useful and functional among individual or the whole community (Tsunoda, 2006)

Immigrants are the best example which illustrates the phenomenon of language shift, they represent the heritage language the minority group, most of them adopt the host language and culture sometimes specially children, the still very young to understand the sense of belonging, culture importance and differences.

7.1. First Language Loss in Second Language Context

Due to vast increase of immigration, young children experience a new life style in a foreign context. The shift in the learning context creates difficulties on the learning process progression, improving their language, discourse competence and social skills. In the host country, immigrant children represent the minority language group in a majority language context, Pearson (2008) noted:”Without interacting with people using the language, no learning takes place. Without enough interaction, learning can take place, but children do not reach enough of comfort level of the language they will willingly use it” (Pearson, 2008, p. 126), Pearson sees that learning

require a specific social context where children interact with the target language users, the regular language use help them to reach a greater amount of input and developing language skills, immigrant children have a reduced and limited interactional space, they lack the readiness to communication involvement because of the lower linguistic level.

In a second language context, children can easily lose the first competency (Wong Fillmore, 1991), because children do not feel a need to that language in their repertoire, it will be forgotten and vanish (Bangma and Riemersma, 2011). In a majority language context, the minority language necessitates the family and community support to maintain language, Commins (2001) notes that during the early years school children are able to shift to the dominant language without parent's involvement and motivation which displace and replace the home language functions. Language acquisition is relate to the age factor and maturation, the social setting transition disrupts the effortless process far from instruction, children will also lose the advantages of this period after maturation, the mother followed will be learning instead of acquisition.

Researcher explained the idea of transference from the home language to the host language; they suggest several reasons behind this phenomenon. Learning and using the dominant language facilitate communication for immigrant children in the new context, speaking the home language or the minority is a barrier for social integration, expressing the self and understanding others is a words matter, to avoid the felling of strangeness and being accepted, language shift is the first step that

children passes through where the home language loses its value (Bangma and Riemersma, 2011).

The dominant language is a must in School courses and academic achievement (Hakuta, 1986; Portes and Hao, 1998), and future successful (Guardado, 2006; Lanza and Svenden, 2007), having an opportunities and priority in the professional and educational domain. Immigrants cannot function and integrate in the majority language context until they accommodate to the setting in which they changed to, as a result, they will lose their native language competence and importance which is their link to their society, parents and heritage culture.

7.2. The Effect of First Language loss on Identity

Language is a part of the individual's social identity that groups and characterizes members of a given community, they acts and reacts at the basis of what is expected and accepted in that community, that why cultural identity and heritage language competency are interrelated, language competency results from the positive attitude towards the home country and culture .

It have been stated before that children loss easily and rapidly their heritage language, this also leads to cultural identity loss since language and identity are inseparable, (Wong Fillmore, 1991), Fillmore also highlights the difficulties of immigrants children in how to see themselves as a part of the mother country or the dominant living community. Bilingual experience in a foreign country is a maltifaced loss as Guardado (n.d.) describes, parents have to provide their children with a solid

and a valuable cultural background to support them for learning their heritage language and developing a positive image of their social identity.

Experiments on the importance of the context in language acquisition show that the setting where language learned is used facilitates and encourage children to learn the language. J.S. Lee's experiment on Korean-American (2002) proved that visiting the home country is a good opportunity for elevating their linguistic level and cultural awareness, (Park, 2013). Isolating children from the community which is the support and the source of knowledge turns to language loss and maintenance.

8. Common features of multilinguals

Code-switching is a common feature among multilingual, they make use of their linguistic abilities in the same time. They use words from various languages in the same sentence or conversation, this what scholars called code-switching, which is a dissimilar process from interference. This latter is the influence of constructions and rules one language on another while speaking, (Muysken, 1987), it is the application of system to another, it include the phonological, grammatical, lexical...etc levels, Romine (1995) called it as a negative transfer because it reflects the incompetency to separate the two languages from each other, it also affects the individual's performance and social status of being multilingual who mastered more than one language.

Woolford (1983) set two types of code-switching that occurs at the level of speech. She lists intersentential, and intrasentential, the first one refers to the shift in between sentences where the speaker utter the first sentence in one language and the

second one with another language. The second one happens as the result of the shift within the same sentence where the speaker produces a mixture of languages within the same sentence.

Linguists disagree on the reasons behind this phenomenon; a part of them considers it as a natural feature of multilingual who shift in order to converge with the current situation, the choices are depended to the context, the addressee and the topic, the interference of the socio-psychological aspects of code-switching. However, weinreich (1968) linked code-switching to the speaker disability to separate the languages he knows while using them, he adds the language proficiency, when equalities in language competency necessitate the integration of another to transmit the message for the hearer. Hamers and Blank (1989) described code-switching as a sign of incompetent multilingual, they refers mainly on immigrant who use the second language in the native language conversation because he start losing their competency in the native language and vice versa.

Conclusion

Children in multilingual environment will simultaneously acquire multiple languages because human share a multicompetence for language acquisition which requires a set of condition to avoiding affecting mother tongue promotion and acquisition. In each society, language has its value that is critical for the child's identity, in the host country children faces difficulties in adapting the new context and acquiring and using their native language.

Chapter Three : Practical Issues and Further Suggestions

Introduction

This chapter will analyze the gathered data from the previously set observation, to examine the suggested hypotheses, and provide a support to the theoretical findings. The researcher gathered data from the fieldwork, and undertook an analytical study of different aspects of the sample languages in link them to the particular affecting linguistic circumstances.

This chapter will end with further suggestions for parents in how to control and manage the linguistic environment for their children for proper mother tongue learning, better opportunities for social integration and developing a good and solid identity.

1. The Research Design

This investigation is based on qualitative analyses, the study of the behaviours and the participant's actions and reactions in relation to the standards. The researcher will observe and analyse carefully and objectively the target behaviours from the children's performance.

The work was completed through the weekly observation and the analyses of the significant occurrences. It then relates the findings to reasonable explanation in order to generate a holistic understanding of the phenomenon.

2. Population

The participants chosen were three children. Akram was three years old when he started being observed, he uses the knowledge of two languages (the Classical Arabic and the regional dialect of Mostaganem) where he employs them simultaneously. Lidya is four years old; she was the inspiration of the topic because of the difficulties she faces in expressing herself and contacting her surroundings. The third selected participant is Sihem who shows a transfer from learning and using her mother tongue to Syrian during the first five years of her age. These three children were introduced to the researcher through their parents. The researcher noticed before their unusual behaviours which were the inspiration of this work.

Language acquisition differs from one child to another, there is no constant process agreed upon, scholars identify its nature and source from both biological evolution and external effects. Additionally, language development is related to internal state and cognitive mechanism. The learning process takes time to accomplish where the continuous observation and analyses are required. Some parents do not acknowledge that their children suffer from lacks, or put under observation. These are the most common complexities that the researcher faced.

3. Description of the Data Collection

In order to derive concrete data, it is needed to observe and analyze the occurring behaviors, and the changes in the children's language. The method followed was participant observation; it is a data collection method which takes place in a natural setting, designed to notice the changes in the participants' behaviors and reflections.

Participant observation is built on the researcher involvement in the community in order to be able to describe the activities in relation to context and the circumstances, the task entails an active looking, informal interviewing and patience. The observed members might change their behaviors or become anxious after knowing that they are under observation. Being involved is not enough, the researcher has to be skilled in how to select and conduct only the data needed, interact with them strategically and carefully. Observation needs long time for data gathering where the researcher has to be patient for better results. A good observation based on objective and nonjudgmental analyses.

The current research will examine the negative effects of multilingual living on the child's native language, how it can progress or regress among children belongs to multilingual families. The researcher will follow a participant observation method, observing children in their natural setting testing their linguistic competence development at the level of understanding, and production, and the affecting linguistic circumstances including their parent's attitude towards their language, the discourse strategy applied and the effect of the language status on the quantity of the input, the exposure and language use.

This research aims at exploring the different negative effects of multilingual exposure on language development. Test the validity of the hypotheses suggested before and eliminate the fit ones. The practical part allows the researcher to add a support and arguments to theoretical aspects from the fieldwork.

4. Case Study 01

4.1. The Child's background

Akram is 7 years old; he studies in primary school, the second grade, his family's member uses only the Mostaganem dialect as a medium of contact at home.

The child is addicted to babies channels and cartoons translated to classical Arabic, these TV programs facilitate for him learning the language, he can even generate very sophisticated sentences.

Children his age are expected to be good communicators; 7 years are enough for a child to learn the native language and speak meaningfully, arranging basic words using simple grammatical constructions at least and understand other's discourse in the same time. However, Akram's language is a mixture of both classical Arabic and the dialectic one which is spoken at home. In his daily life and ordinary conversation, he is not capable yet to speak without swishing from the mother tongue to the classical Arabic. In this research we will examine and analyze the child's language in order to see if and how the second language effects the first language development and use.

4.2. Findings

A. The Child's Knowledge of Language

Theoretically, Akram is aware that the two languages are different, and used for different purposes, he considers the Classical Arabic as a medium of learning at school whereas the dialect is for everyday communication. He exemplified with a number of words and their equivalents in the two languages. He gave the researcher the example of the personal pronouns, and how they pronounced differently in the two languages.

Anta and Anti (you, masculine) used in the Classical Arabic

Nta and Nti (you , feminine) used in the Mostagenem dialect.

B. The Child's Mother Tongue Production

Practically, Akram has not the ability to separate the two languages from each other, the sentences he generates are a kind of mixture of languages, he involved the two languages systems within the same sentence. It have been discovered that Akram cannot formulate long meaning sentences and express himself correctly and easily, he lacks the fluency and the competency in speaking with regard to the grammatical rules grammar rules. The child's speech is characterized by a lot of pauses between sentences and within the same sentence.

Language production can be analysed through the daily performance and interaction, for that purpose the researcher picked up a number of sentences that he generated in a natural daily conversation under natural usual setting:

A. taðlim□aja mli□a lidihn

B. tuðaliminsankayfayahdar

C. ndirualbudu:r fi: maka:n dafi

D. ñlfada?iyin ta3 aΣ Σar .

E. Kayñn wa:□ñd ñl mat3am.

C. the Child's Mother Tongue Understanding

At home, Akram does not understand easily and rapidly what participants are saying, he always asks for explanation of what have been said, what this word means or refer to.

The child uses the Classical Arabic much more than the language of the dialect he belongs to.

4.3. Data Analyses

A. The Child's Knowledge of Language

Akram comprehends that the classical Arabic is a learning medium and a language used for educational and instructional purposes at schools whereas the dialect is the home language which is used for daily informal communication. The examples given by Akram indicate that he is aware of the distinct pronunciations of the same word, a common feature in Classical Arabic and its dialect, "Anta" and "nta" are different realizations of the same reference. The former used the standard language whereas the latter is used in the dialectal one.

B. The Child's Mother Tongue Production

The language shift reflects the child's disabilities to separate the two languages in accordance to the context and appropriateness. Akram was exposed to TV from a very young age; he spends time facing the screen more than face to face interaction, consequently, he lost the chances to learn within a natural setting, developing more proficiency in the home language and improving linguistic and discourse skills.

The example listed above shows that Classical Arabic is replacing and displacing the home tongue. The child feels himself more comfortable while using the Classical Arabic because he has a rich repertoire which allows him to talk fluently and liberally, as a result the home language is losing its status, value and function.

Akram lacks the communicative skills and the ability to control his linguistic choices, and function on the basis of context and the addressee.

C. The Child's Home Language Understanding

Akram learns Classical Arabic in school and from TV at home, logically, he will reach a certain degree of competency in that language. It is discovered that the child uses wellstructured words unlike the home language which is uncompleted and unstructured. The poor linguistic contact at home limits Akram's choices to meet and learn the language. The child's parent role were absent in the learning process and direction.

5. Case Study 02

5.1. The Child's Background

Sihem is five years old; she grows up in Mostagenem with parents from different linguistic background, her mother has an Algerian origin but she born and lived in France for a long time before getting married. At home, Sihem receives two languages within the same context; her father speaks the Mostagenem dialect while her mother talks in French.

Sihem has two mother tongues: French, the language of her mother and the Mostagenem dialect, the native language of her father and the community she belongs to. Sihem's case can be classified into "One person-one language" type. It is argued that exposing children to multiple languages in a very young age results in simultaneous multilingual acquisition and multilingual competence

Because of a lot of problems, Sihem directed to TV where loses the necessary elements language development accounting, the quantity of the input and the stable social and linguistic setting .

This research will examine different aspects of Sihem's mother tongues development. Why and how the multilingual living circumstances affect the learning procedure, language skills and language shift even if it is considered as advantageous for an effortless multilingualism which is qualified for professional and communicative purposes.

5.2. Findings

A. The First Three Years of Sihem's Life:

Sihem grows up closer to her mother more than her father; her first words were in French. She learns from the habitual interaction and conversational exchanges which enable her to acquire knowledge of language (lexicon, pronunciation, and grammar). She had the ability to express herself and externalize basic needs even with a limited vocabulary and disconnected sentences.

Sihemuttered a very limited words in the Mostagenem dialect. But she never responds to requests or anything said in another language.

B. After the Three years of her Life

Sihem spends the day facing the screen, and watching babies channels particularly the ones which are programmed into Syrian because of her family problems which obstruct the contact between Sihem and her and her caregivers.

Through time Sihem starts losing her capacity to speak and understands French. Thanks to TV, Sihem develops a considerable amount of input in Syrian language which takes the French's place and functions.

Sihem still incompetent to understand and interact using the Mostaganem dialect.

5. 3. Data Analyses

A. The First Three Years of her Life

Language acquisition requires a normal human brain and interaction as conditions for better performance and proficiency. Sihem's L1 progression is bounded by the habitual interaction with her mother, Sihem grows up very closer to her mother; she could learn the L1 and undertake a natural continuing process even she has only her mother as a resource of knowledge of L1 language, this reflect the mother is providing her daughter with enough daily exchange and a considerable quantitative and qualitative input.

Learning emphasis on the intelligible input and the quantity, the exposure is not a sufficient for satisfactory results. Sihem's has reduced access to L2; she has limited interaction with her father and no direct contact to the community and L2 users. The environment seems unsupportive for L2 learning, very low input and no social motivation, Dopke's statement can be also used as a reasonable explanation. The very low input was incomprehensible enough to Sihem.

B. After Three Years

Sihem passed through a transitional period, the shift from learning and using French to Syrian because of the shift in exposure and the linguistic form, naturally, she loses the exchange and learning from face to face interaction. Children can lose their linguistic and communicative abilities when they exposed to a new language system, and lose the resources of their first language

6. Case Study 03

6.1. The Child's Background

Lidya is four years old; her father belongs to a Kabytian community while her mother is of Arab origins, particularly Tiaret, the child's parents use the French and their native languages interchangeably as a medium of contact. Lydya is not only surrounded by the use of these three languages but of other languages that she constantly hears on TV or on YouTube. The child experiences a "one person-more than one language". At the beginning, Lidya passes through a silent period; she could not utter any word in any language, she faces difficulties in understanding others and adapting the situation and the linguistic circumstances.

This current study will analyse and examine how and why the surrounded languages affect the learning progression in Lydia's case, the research will highlight different aspects of the child's language including the L1 (Kabely) and L2 (Tiaret dialect).

6.2. Findings

A. The Preferred Language

Lydia has no preferred language; she uses the languages interchangeably, depending on what she knows and to convey meaning and wants.

B. The Child's Mother Tongue Production

It has been founded that the child mixes all the languages together, she can utter very few and limited words in L1 and L2, she learns very slowly and unproductively.

Lydia passes the majority time watching the TV and YouTube videos, she acquire a given competency to count in English and name colours. Her parents do not provide her enough interaction for progressing her linguistic and communicative abilities.

C. The Child's Mother Tongue Understanding

Lydia uses actions instead of words because she cannot formulate sentences, after so many attempts at articulating a sentence and expressing what she wants to say to her parents and family members, Lydia despaired getting her point or request through to them. At various occasions when after wanting something and not being able to express it to her mom after many tries she goes and does it herself. Lydia was observed asking her mom for some cake many times, when her mother failed to understand what she wanted, she went and got it herself. Few times after that she just stopped asking, she wanted yogurt so she got a box of it and a spoon without even an attempt to utter a word. She was also observed as she would try to reach for a bottle of water, some fruit and attempting to get a sheet for herself. After many failures to verbalise a request and to get a message to her mother, she just stopped trying to say anything. Her mother who does not stay long trying to understand her, and just says alright then or go ask your father is a primary reason for this despair.

6.3. Data Analyses

A. The Preferred Language

Because of the unstable linguistic environment, Lydia could not pick up the languages she needs, she makes effort to understand others and express herself in the same time

B. The Mother Tongue Production

Children within multilingual setting will naturally experience a silent period at the beginning, the need time to grasp the linguistic differences of what they hear.

Both parents and the environment are demotivating the child to learn and develop proficiency in the L1 and L2. The input is determined by their parent attitude toward the two languages and accessibility to them, the uncreativity and the slow learning process result from the home linguistic environment which provide her with the instability and inequalities of input.

C. The Child's Mother Tongue Understanding

Lydia is experiencing emotional and psychological problem. She no longer wants to acquire any language, or to express herself. She created her own world or safety zone, where she watches YouTube videos movies or children songs. It is believed that the reason behind this isolation is from the world around her is to avoid confusion of not understanding others or getting them to understand her. It leads to a removal of social identity and an inability to understand any of the languages she is meant to master and

communicate in. This could cause setbacks in her communicative abilities and possibilities of integrating in any social event.

Conclusion

The practical findings and results indicate that parents who use additional languages with their children ignored the importance of language acquisition and the critical age period, they are not able to control the linguistic environment, and the source of the comprehensible and sufficient input.

It is also shown that children who are exposed to TV can learn a second language which takes the first language place and acquisition. Multilingual environment unlike monolingual environment needs the parent's control and organization in order to allow children learn and acquire their native language.

7. Recommendation and Further Suggestions

7.1. Language Importance

- Language is a heritage that all humans have to pass to the next generations, being it the dominant language or the minority language.
- Language is a marker of the social and cultural identity that individuals share

7.2.1. Enhancing Multilingual Learning

Scholars and researchers support multilingual acquisition because of its benefits on:

- The academic and the professional success, it expands the child potential and broadens his future life options.
- Children's interactional abilities, being able to understand and interact using many languages, this ability widens their choices for travelling all over the world, engage and interact with others from different countries
- Multilinguals solve word problems more easily than monolinguals, they add words or expressions from other languages to convey meaning and transmit messages
- Enhancing the child's cultural awareness, tolerance and acceptance for otherness, being nonjudgmental and avoid cultural shock for the future.

7.2.2. The Parent's awareness of the Child's Education

Parents have an important role in the child's education, they can help their children through their knowledge of :

- The process of language acquisition, how it goes in a natural setting, what are the mechanisms involved in that process and when children start acquiring the language. This information helps parents to understand their children's language development.
- The crucial role of the external factors as a determinant of the learning process. Language acquisition can progress or regress depending on the social motivation and a rich environment.
- Understanding that children are not the same at acquiring languages. It is suggested that children utter first what is easier and visible to

articulate, but in fact, they show differences in the order of sounds acquisition and their correct form of vocalization them.

- Children need a comprehensible input as a condition for learning; it should be meaningful and interesting. Children attempts to articulate and use what parents are saying this reflect their interest and motivation to learn the language.
- children at an early age have a greate ability to learn multiple languages, this capacity declines with maturation. At first stages, they can acquire multiple languages simultaneously throughout an effortless process. After maturation, acquisition terns to planned multilingualism, learning through formal instruction of mastering the language aspects including lexicon, pronunciation, grammar and so on. Language learning takes more time and effort unlike acquisition to improve a certain level of competency in a given language.
- Knowing that children might face a language blockage for few months because the need realize that s/he is surrounded or hear multiple languages.

7.3. The management of the Environment in Multilingual Setting

Acquiring the language in natural setting is not the same when children are addressed with multiple languages, parents have to take into consideration the factors and conditions needed in order to avoid affecting the learning process and evolution. The main concern in multilingual acquisition is the quantity of the input; children may lack the enough input due to many reasons

7.3.1. The Parent's Effects on the Child's Language

Parents have a direct impact on their linguistic choices; they can help them learn their mother tongue through

- Using the language habitually and constantly to facilitate the learning for them, and allow them to receive a fair share input, to extend their choices to be able to use the language.
- Motivating children to learn the native language by explaining to them its importance in their society.
- Having a positive attitude toward the language, ignoring the language because of its lower status and prestige in the country, children will share the same views of their parents.
- Taking into consideration that their children are acquiring the language in non-stable circumstances, they need direction, and more exposure.

7.2.2. The contextual Condition of the Country

The context where learning takes place controls language acquisition development. Experiencing the language out of the environment it would usually be used in abstracts the development of the linguistic competence and maintenance; this occurs generally when children immigrate where they represent the minority language where they face difficulties on

- Make the minority language accessible for children because the language is not there and few people use it.

- Children will not feel any importance to use the language there because people do not understand it or use it.
- Children who are immigrants believe that speaking their language in a foreign country is the reason behind them being seen as outsiders.
- Parents adopt the dominant language to avoid psychological problems for their children and difficulties in adapting the current situation.

General Conclusion

This investigation was built at the assumption that children with a multilingual background face difficulties in acquiring the native language of their parents or their mother tongue. Children need time to realize the linguistic differences and aspects, and parents have to control their linguistic choice and the outside environment.

Through the analyses of the research finding, it has been founded that parents are not conscious what language acquisition is and how it goes, they are not aware that multilingual matter need their role for successful learning and improving social skills. The observed children show their ability the learn their language and additional languages but the amount of the input still determined by the rich linguist environment and the possibility of real time interaction, children could not be able to learn their native language properly and easily, most of them were due to the early exposure to media .

The result confirm the hypothesis that children in multilingual living will acquire all surrounding languages, and that all children have a given capacity to distinguishes all surrounding languages.

The major limitations that the research has faced were at the level of understanding and analyzing some things that are abstract and related to cognition. The necessity for daily and regular observation and their parents support for this investigation.

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