



Language Acquisition and Communication in Children

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ABSTRACT:

"We have no say on how people understand our thoughts, but we can control the words and sounds we use to convey them. Peace is based on understanding, and war is based on misunderstanding. Do not underestimate the power of a word or throw a word lightly. A single wrong or misunderstood word can change the meaning of the whole sentence and even start a war. And right and kind words can give you heaven and open the door." – Susie Kasem"

Aim of the paper: is to analyse language acquisition in children and the formation of a common lingua franca between speakers of different languages

Methodology: Data collected from **secondary sources** including past research papers, past case studies on child psychology and books written on slang, language acquisition in children and formation and origins of a common lingua franca. The data includes both **qualitative** and **quantitative data**. Sample sizes were taken from 70 children in Switzerland and Germany. The data collection is highly qualitative as this is a study on the English language. The data is structured from the background which gives clarity as to where language originated from and how key aspects such as trade influenced the creation of a common language between different countries as the easiest medium of communication.

Case study method:

The study also looks into how dialect may possibly influence the way children acquire language. Factors such as phonetics are analysed as they significantly influence pronunciation and how children understand and perceive the English language.

A practical concrete analysis of the methods is then taken and applied in real life studies showing real life studies of children which justifies the information and stated before. The German and Switzerland studies of 70 children allow for collection of data and further understanding into how language acquisition really works in a classroom set-up.

Standardized reading and spelling tests were also utilized in the classroom in order to recognize how children of Swiss dialect struggled to learn German compared to those children of German dialect within a classroom setting.

Key Words - Dialect studies. Lexical variation. Syntactic variations. Slang and how Language varies with time. Lingua Franca. Dialect

Introduction

This paper begins with a discussion of the background basic to the study of both English and Sociolinguistics: The Need for a Common Language "lingua franca", Language and Colonialism. Furthermore, the impact of dialect and phonological variation on language acquisition in children is also deeply analysed. The paper further goes on to discuss slang and how the English language has evolved and continues to evolve over time. The paper concludes with pragmatics, constituency and hierarchical structure as well phonetics.

Dialect is an basic implies of communication and plays an imperative part in human interaction. The method of dialect procurement is complex and interesting. The reason of this work is to supply an diagram of the most speculations and stages of dialect procurement and the components that impact dialect procurement.

Stages of language acquisition

There are a few stages of dialect securing in children. The primary organize is the preverbal organize, which happens from birth to 12 months of age. Newborn children at this arrange communicate through facial expressions such as sounds, motions, crying, cooing, and grinning. The moment organize is the Holoflastic arrange, which happens at around 12-18 months. At this organize, children start to utilize one word to communicate their needs and wants. The third arrange, the transmitted organize, happens between the 18th and 24th months. At this arrange, children start to use her two-word expressions to communicate straightforward expressions such as "I do" and "Father, go." The ultimate arrange is the post-telegraph arrange and happens from almost 24 months. Amid this arrange, children proceed to create their dialect abilities and utilize more complex sentence structures.

Variables Influencing Dialect Procurement

There are a few components that influence dialect procurement. One of the foremost critical variables is the environment in which children develop up. Children who develop up in homes with more dialect contact and interaction with their guardians and caregivers tend to procure dialect speedier than those who develop up in less phonetic situations. The quality of dialect input moreover plays a unequivocal part in dialect securing. Children uncovered to wealthy and varied linguistic inputs tend to memorize dialects faster and have more progressed dialect abilities.

Diploma

In outline, dialect acquisition could be a complex and locks in prepare that's fundamental for communication and human interaction. Hypotheses of dialect procurement, counting behaviorist and naturalist speculations, offer distinctive viewpoints on how dialect is procured. There are a few stages of dialect procurement that children go through, and several components impact dialect securing, counting the environment, dialect input, and the quality of language exposure. Understanding the method of dialect procurement can offer assistance parents, guardians, and teachers give the bolster they have to be offer assistance their children procure dialect abilities. Foundation

Respected as the most "world dialect", English is respected as the most worldwide lingua franca and is the foremost widely talked dialect within the world, the Ancient English of India, Pakistan, Nigeria, Uganda, Zimbabwe, etc. It plays an important role within the coalition colonies. Since English could be a lingua franca, most English speakers, both local and non-native, utilize English as a implies of communication in trade and interpersonal connections. English has gotten to be the quickest growing language of these times, taking the position of the purposeful publicity dialect that interfaces East and West, North and South. English is the dialect of science, engineering and innovation, medication, commerce, It has spread all over the world in most areas such as logical research, education, tourism, web, managing an account, trade, promoting, film industry, transportation, drug store. This can be since it is exceptionally broad within the over districts and is firmly established as the prevailing world dialect.

Initially, English was considered the official dialect, but thanks to the notable endeavors of the Nation Domain, numerous previous British colonies, as well as the Joined together States, Australia, Canada, Nigeria, South Africa and India. Nowadays, in any case, English has ended up the essential dialect of the nations influenced by state colonialism and is moreover the essential dialect utilized within the ranges of business, trade, commerce and culture overwhelmed by these countries. It is no misrepresentation to say that English is the de facto official dialect. Most Hollywood movies and indeed a few Bollywood motion pictures and TV appears are shot in English, and most daily papers around the world are published in English. It is additionally the dialect of think about and is utilized inside the tourism division. It is additionally a common dialect. writing audit

Dialect procurement may be a complex and dynamic prepare that has been extensively studied within the areas of linguistics, psychology, cognitive science and neuroscience. The writing on language procurement is endless, spanning decades, and analysts are exploring numerous angles of dialect procurement, including the part of natural instruments, natural impacts, and person contrasts. Underneath could be a brief diagram of the writing on a few of the foremost important results of dialect securing investigate.

Intrinsic Instrument:

One of the foremost compelling hypotheses of dialect securing is the nativist hypothesis, which sets that individuals are born with natural components that empower them to secure dialect. This hypothesis is bolstered by prove such as the all inclusiveness of dialect advancement turning points over societies and the presence of basic periods for dialect securing.

Natural affect:

Whereas intrinsic components play an vital part in dialect securing, natural components such as parental input, dialect introduction, and social standards moreover shape dialect improvement. Considers have appeared that children are touchy to factual patterns of dialect input, which varieties in input can influence dialect improvement.

Individual contrasts:

Dialect securing is additionally affected by person contrasts such as cognitive capacity, financial status, and bilingualism. For case, bilingual children may have cognitive points of interest in assignments that require official working, and children from lower financial foundations may encounter postponed dialect improvement.

Neural instrument:

Dialect securing investigate has too profited from propels in imaging methods such as useful attractive reverberation imaging (fMRI) and electroencephalography (EEG). These methods have permitted analysts to ponder the neural components included in dialect preparing and to study the impacts of dialect encounter on the brain. Discourse **Impedance:**

Dialect securing investigate too contributes to our understanding of dialect clutters such as formative dialect clutters (DLD) and particular dialect clutters (SLI). These disarranges are characterized by dialect advancement challenges in spite of ordinary cognitive capacities and are related with both hereditary and natural variables.

In rundown, dialect procurement investigate has significantly contributed to our understanding of the complex forms included in dialect learning and improvement. The writing on dialect securing is multidisciplinary and proceeds to supply insight into intrinsic instruments, natural impacts, person contrasts, neural instruments, and the part of dialect impedance.

Defining language acquisition

Language acquisition is based on the neuro-psychological processes (Maslo, 2007: 41). Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language (Kramina, 2000: 27)

Hence, language acquisition is an integral part of the unity of all language (Robbins, 2007: 49).

Defining Language Learning

Language learning is a conscious process, is the product of either formal learning situation or a self-study programme (Kramina, 2000: 27).

Hence, language learning is an integral part of the unity of all language (Robbins, s2007:49).

Theoretical framework

behaviorist

This hypothesis was put forward by Skinner. This recommends that children mimic the words talked by their guardians and family individuals. Rebuilding frameworks of impersonation forms make children great at dialect securing. That's , the child's effective articulations are strengthened by support and rewards, whereas unsuccessful articulations blur absent.

Skinner's explanations almost this hypothesis appear consistent and rectify, but there are numerous special cases and protests to his articulations. A dialect cannot be impeccably imitated because it may be a complex set of conventional rules and structures. Children intuitively apply syntactic rules to their dialect. Hence, in the event that they experience trouble or disarray in this prepare, they commit an mental or ethical blunder.

Children cannot mirror all the words of grown-ups. Frequently incapable to rehash complex words and structures. Too, guardians and family individuals regularly disregard to redress their botches, so their botches are seldom rectified effectively.

Moreover, grown-up discourse is more often than not off base syntactically and basically. Children moreover have few inclinations and once in a while utilize dialect. Children actually create the capacity to effectively recognize between inaccurate and redress structures over time.

Too, a few children cannot talk accurately and mimic sounds. In any case, they get it and secure the dialect talked in their environment. In this manner, there must be other components and forms capable for the characteristic marvels of dialect securing.

Intrinsic

Noam Chomsky put forward this hypothesis. His fundamental center was children's destitute verbal input. In 1957 he distributed a study of Skinner's hypothesis of dialect securing.

Noam Chomsky contended that when guardians rectify their children's botches, they frequently confront numbness in their children. The hypothesis of congenitalism, or congenitalism, proposes a more scientific approach and takes more interest in the working of the brain. was It is an approach to dialect procurement based essentially on learning language structure.

This hypothesis of dialect securing too emphasizes a "all inclusive language structure". Noam Chomsky contended that all human dialects are some way or another comparable in linguistic rules. For illustration, all dialects have things, verbs, structures, etc. The "widespread language structure" is portion of the human hereditary make-up. He proposed that fundamental syntactic rules are intrinsically hardwired into the human brain.

Agreeing to this hypothesis, the method of dialect procurement is organically determined, executed and controlled. That's , the neural circuits of the human brain are outlined to get and contain dialect at birth. This characteristic personality is invigorated by consistent communication and dialect. This permits children to continuously translate what they listen. Noam Chomsky accepted that children ought to have an natural capacity to obtain dialect since all children share common standards fundamental dialect procurement and go through the same steps to procure their mother tongue. rice field.

But Chomsky's sees on dialect securing changed over time. His hypothesis of dialect procurement was changed by him and others like Dan Isaac Srobin, who must have had an intrinsic instrument for children to apply language rules. All things considered, the taking after is a few prove in favor of the natural or nativist hypothesis of dialect securing.

Sprobin pointed out that people have the natural capacity to create dialect. Broca's and Wernicke's regions within the human brain are mindful for dialect securing and generation since verbal communication gets to be troublesome when these ranges are harmed. People have syntactic abilities. 2. Derek Bickerton could be an etymologist who has studied "Dutch Creole Instruction in Suriname". In his tests, gotten away slaves from different etymological bunches were constrained to communicate in Dutch. As a result, they talked in a uncommon dialect called a pidgin. Servitude was not a basic step in dialect securing, but it did permit unused dialects to be learned beneath undesirable circumstances.

The children of such slaves changed the dialect into a culminated shape known as "Creole". One such item was a unused dialect comprising of a total run of well-defined rules, elements and expressions.

Considers of hard of hearing sign dialects show that such dialects are complex, contain particular rules, and exist in different lingos. Hard of hearing children go through comparative stages of dialect securing when learning sign dialect. They actually feel the encourage to communicate through language.

Although there's a few prove for Chomsky's hypothesis of dialect securing, this hypothesis has a few restrictions. Chomsky's investigate needs experimental tests. His hypothesis centers exclusively on children uncovered to syntactic rules and language. It does not suggest a social basic of communication and a reason for the working of dialect.

Minstrel and Sachs distributed their 1997 think about criticizing Chomsky's theoretical theory of dialect securing. They conducted an experimental think about of dialect securing in a boy named Jim whose guardians were hard of hearing. Guardians uncovered their children to television, radio and cartoons. As a result, the boy unwittingly obtained verbal input.

Cognition

One of the speculations of dialect securing is the "cognitive hypothesis" pushed by the Swiss clinician Jean Piaget. He clarified that understanding a concept goes before learning the dialect to precise it. "Seriations" is his one piece of this verification of hypothesis. This implies that children can effectively arrange a few sticks concurring to their size. , is "question tirelessness", which implies that the object's presence is uninformed. At that point, when they are 18 months ancient, they ended up mindful of the object's presence.

This hypothesis of dialect securing emphasizes the expansive lexicon capacity of the 18-month-old child. It builds up the relationship between a child's natural capacity to get it the presence of objects and the child's learning of the names and assignments of objects.

Tragically, cognitive hypotheses of dialect securing have the taking after confinements:

As a child develops, the relationship between insights and dialect gets to be more unclear and equivocal.

A few children with mental formative anomalies are great at dialect securing. Sentence structure is insignificant to this hypothesis. So language structure has nothing to do with mental advancement or common insights development.

These restrictions and inadequacies have driven to the development of consequent comprehensive hypotheses of dialect securing.

Interaction

The "intuitively or sociocultural hypothesis" was presented by Bruner, who coined the term "dialect procurement bolster framework" in reaction to the "innate or nativist" hypothesis. Dialect is designed for interpersonal communication and ought to be utilized for interaction inside society. Something else, you may continuously kick the bucket. When talking to children, grown-ups regularly utilize Discourse for Children (CDS) to support the dialect procurement handle.

Interaction hypothesis, or sociocultural hypothesis, emphasizes the part of environment, society, and culture in dialect securing. All of the over components have a noteworthy affect on the quality and length of time children spend learning a dialect. This hypothesis of dialect procurement proposes that both natural and sociological hypotheses clarify the method of dialect procurement well.

Furthermore, Colwyn Trevar watched intelligent between grown-ups and youthful children. He found that the driving variables for 'change in discourse structure' can be fortified through diversions and nonverbal communication earlier to early discourse in children. The "intelligently or sociocultural" hypothesis sounds coherent, but it has some confinements:

All children living in numerous societies go through the same stages of dialect securing. Children's dialect could seem valuable, but it's not fundamental since not all grown-ups can utilize it. This hypothesis of dialect procurement contains a few valuable clarifications and data, but it isn't common or comprehensive.

Data Analysis and Interpretation

Vygotsky (Vigotskis, 2002: 275) focuses out that logical concept and proficient

concept (Mylett, Gluck, 2005:6) learning contrasts from unconstrained concept procuring as remote and proficient (Mylett, Gluck, 2005:6). dialect learning varies from the local dialect procuring that's why Vygotsky focuses out (Vigotskis, 2002:208) the sorts of connections

- between unconstrained concept and mother tongue;- between logical concept and remote dialect;- between unconstrained and logical concepts and/or mother tongue and outside dialect that are as taking after:- inward and external conditions of shaping unconstrained concept coincide with internal and external conditions of securing mother tongue;- inward and external conditions of creating logical concept coincide with inward and external conditions of learning remote dialect;- inward and external conditions of shaping unconstrained concept and of procuring mother tongue are distinctive from inward and external conditions of creating logical concept and of learning outside dialect:

“Scientific concept learning varies from unconstrained concept securing as outside dialect learning contrasts from local dialect procuring. The improvement of logical and unconstrained concepts is interrelated as outside and local dialects relates to each other” (Vygotskis, 2002:275).

In the event that the improvement of the local dialect starts with free, unconstrained utilize of discourse and is finished within the cognizant realization of phonetic shapes and their authority, at that point the improvement of a remote dialect starts with cognizant realization of dialect and self-assertive command of it and comes full circle in unconstrained, free discourse. But, between those restricting ways of advancement, there exists a common reliance fair as between the improvement of logical and unconstrained concepts” (John-Steiner by Robbins, 2007:49).

That's why to consider the unconstrained, logical and proficient concepts implies to examine the mother and outside and proficient dialect. Proficient dialect is characterized as local dialect for particular purposes (Zaščerinska, 2010:406).

Hence, analysts emphasize (Vygotsky, 1934/1962; Piaget, 1962:4) that the collaboration between dialect procurement and language learning is of incredible significance within the course of advancement:

“scientific and unconstrained concepts begin from distinctive focuses but inevitably meet” (Vygotsky, 1934/1962:84).

Subsequently, the level of unconstrained concept obtaining decides the level of individual's genuine advancement (Леонтьев, 1982:36), and the level of logical concept picking up uncovers the zone of individual's proximal advancement (Леонтьев, 1982:36) inside Vygotsky's Hypothesis on the Proximal Zone of Improvement (Vygotskis, 2002:257).

Besides, considering the term mental framework where the alter within the relationship between capacities is of a extraordinary significance for the person advancement, and not the advancement of each work (Vygotsky by Леонтьев, 1982: 38) and the relationship between outside dialect and proficient dialect permits deciding the level of remote dialect for proficient purposes getting as the quasi-autonomous zone where an person is between his/her levels of genuine and proximal improvement being able to execute a certain movement at a certain level with other's specific help. The quasi-autonomous zone infers peer learning (Myllet, Gluck, 2004:

7) or students' co-operation without teacher's help in arrange to allow students' reflexive capacities (control, assessment, arranging, etc) to be executed (Cukermane by Surikova, 2007: 33).

Hence, the cooperative energy between dialect securing and dialect learning is based on remote dialect for proficient purposes peer-learning.

Dialect and Language Acquisition

Concurring to Jessica Carolyn Buhler- College of Basel, for the most part, perusing and spelling procurement starts with learning the letter set and recognizing that every letter represents a selected sound. Children at that point learn to piece together this information and get it that, as an illustration, the sound /p/ compares to the introductory letter within the word pizza. So dialect building capability is emphatically influenced by the association between information of letters and understanding of the phonological perspectives of the dialect.

This will be very true for dialects with moderately reliable elocution and spelling, i.e., straightforward orthographies. Ponders have appeared that children who learn to studied in such languages, like Greek, German or Spanish, depend to a great extent on the technique of coordinating letters to sounds.

Talking a tongue seems to make literacy acquisition harder a few thinks about have explored how literacy-specific learning processes happen in children who talk a lingo of a regular language, and have sought to work out whether dialect-based contrasts in dialect structure affect the event of early perusing and spelling aptitudes. It shows up that perusing procurement is tougher if printed language doesn't directly compare to how the dialect is talked.

So children who mature speaking a tongue encounter the next level of complexity when learning to examined and write thanks to a phonetic bungle between their speech and hence the standard communication. This bungle may happen at the extent of phonology, vocabulary or maybe structure.

In a ponder that compared African American (AAE) with mainstream English language (MAE), analysts found that children who talk AAE reception and are instructed in MAE in school have more trouble with word interpreting, i.e., perusing, since certain words are articulated much in an unexpected way in tongue than they're spelled.

The above-mentioned ponders focus totally on the English language, during which spelling and elocution are frequently very different, and on what talking a non-conventional variation implies for education acquisition in this regard. They registered that speakers of non-conventional English have less capacity in perusing and spelling abilities. Less consideration has been dedicated to whether comparable dialect-based challenges are found within the case of dialects like German, where words are pronounced very much like they're spelled. This is often the topic of the inquire about.

Comparing children who talk Swiss German with Standard German-speaking peers Jessica is inquisitive about sorting out whether children who talk a variation of German that's not comparable to the standard German have more challenges in obtaining perusing and composing skills. A test of over 70

children in Switzerland and Germany without further ado some time recently school enrollment then one year afterward, at the tip of class. Children were raised whereas talking Swiss German lingo with negligible exposure to plain German some time recently formal instruction, or were raised in standard German talking family units (in Switzerland or Germany).

Inside the German-speaking locale of Switzerland, most youngsters develop speaking CHG dialect reception but it is obligatory for them to utilize talked and composed standard German instantly they enter school. There they encounter a big linguistic jumble, as CHG and StG vary impressively in phonology, lexicon and sentence structure. Children who become older speaking StG, in differentiate, experience a far smaller hole between the dialect they talk and the one talked and written at school.

To profoundly examine how these two bunches vary in terms of dialect securing, standardized perusing and spelling tests managed at the tip of class furthermore as measures of proficiency antecedent skills, like phonological mindfulness (PA) were utilized. Preparatory comes about appear that both bunches performed similarly well in perusing and spelling at the tip of form, but that CHG-speaking children scored much higher on proficiency forerunner abilities (e.g., Dad aptitudes).

No distinction in perusing and spelling at the tip of form the results for perusing and spelling were surprising, only a few past thinks about have found that children who age speaking CHG accomplish generally moo scores on standardized tests of early perusing and spelling skills. there's also a far reaching presumption that CHG speakers have weaker StG aptitudes than those that grew up speaking StG.

Local CHG-speaking children encounter a higher level of complexity after they begin school, relative to StG-speaking children, since additionally to being presented to perusing and spelling, they also have to learn the StG elocution and lexicon counterparts of words they know in their local lingo.

Summary of Findings

Contrasts in Dad aptitudes are to some degree simpler to clarify:

Children in Switzerland get a few instruction within the alphabet by the top of preschool, in arrange that they have as of now begun to be told strategies for mapping phonemes and graphemes. In Germany, in any case, where children are more likely to talk StG, preschool isn't mandatory across the nation, and as a result there could too be greater variability within the PA aptitudes of StG-speaking children. Since perusing and spelling in German are closely associated with letter-to-sound mapping, it's highly likely that the CHG-speaking children within the consider had a small start in pre-literacy abilities.

In any case, differences within the two countries' instructive systems don't fully explain the upper PA scores for CHG-speaking children at the top of grade, since by that point most kids have gained an identical grasp of the letter set and have started to utilize it for perusing and spelling works out.

It is likely; be that as it may, that CHG-speaking children use more of phonological handling instruments in their to begin with endeavors at perusing and spelling, due to their consistent they must bear in mind of the phonological and lexical contrasts between CHG and Stg. Thus, they hone these abilities set more regularly.

Since German spelling is moderately straightforward, words are more often than not talked as they are spelled. On the other hand, as a result of the contrast between their lingo and StG, CHG-speaking children are encouraged to pay extraordinary consideration to phonological dialect prompts when perusing or spelling than their StG-speaking peers. They turn out to use this as a component to realize the comparable level of crucial perusing and spelling exactness as StG-speaking children, who may not experience as wide a hole between talked and composed words.

By and large, the preparatory comes about of the think about propose that talking Swiss German (and the dialect discrepancy between this lingo and the standard) may be related with certain challenges in learning to studied and compose Standard German, it may too give a few benefits.

Outcome

A person's dialect contains a spread of impacts, beginning from societal to natural, to territorial. In spite of the clear verifiable reality that there are certainly a few societal impacts on dialect that might confine communicative adequacy. It must not be debated that such impacts aren't the sole restricting figure. Besides, social impacts may after all increment communicative adequacy, rather than limit it- sharp almost setting.

It is doubtful that your social organize can play an exceptionally important role in the way which one chooses to conversation, and relevant to context this might limit the viability of communication. This is often exemplified within the study of elaborative and prohibitive code; Basil Bernstein who expressed that the last mentioned is prudent when there's shared understanding of the discussion. Or, for case, on the off chance that you utilize a confinement code such as "You're playing soccer and he kicks through it." to some person from an external/open social network, they'll struggle to know the meaning of your articulation as they need shared understanding. In this manner, elaborative code would be required during this context to confirm communication is viable; an illustration is "The kids are playing football, one amongst the boys kicks the ball and it goes through the window" which supplies more detail like what "it" and "there" are, evacuating equivocality. Though, in other contexts the previous statement would be understood in a closed organize or with some person In that setting, since they require a shared understanding of the context around them. Hence, as mentioned within the introduction, social impacts may as it were constrain communication keen about the setting.

Usually encourage fortified as in a few social groups, like occupational bunches, the dialect used is likely going to be more specialized and centered-upgrading communication inside the bunch, but conceivably restricting adequacy to those outside. In talk communities (a term postured by John Swales), the dialect utilized may incorporate language and confined code. Both of those will give for viable communication between those inside the group because it is proficient and wealthy giving data rapidly to the individuals engaging within the discourse. Be that as it may if getting used by a part of the talk community to a person of the bunch who is/are not, then this could cause perplexity and sentiments of inadequacy and constrain communicative effectiveness because of the dearth of understanding between the groups. This can be exemplified when a specialist employs therapeutic jargon like 'CBD' and 'Axonal' when bantering with another part of staff, but may alter the discourse when communicating to a patient so as to scale back confusion and not constrain communicative viability.

Limitation

The Above study looks deeply into language acquisition and how children learn dialects. This is done through the analysis of data collected from several other studies and the help of theories already established on the topic of language acquisition in children. However, a limitation is that this data is collected from secondary sources alone and there is no primary data research. A primary study could have provided a raw form of data which would have revealed some aspects that are not available simply through looking at studies already done.

Another limitation is that the study only looks at one case study and then uses supporting theories to justify the behaviours recorded in the case study. However, the use of several other case studies could have also aided in the collection and discovery of other aspects because each single study reveals its own result but collectively multiple studies may have more potential to reveal important details which can be used in the process of Generalisation.

Reliability and validity

Key aspects that must be addressed by a researcher of any language during research are reliability and validity: Is the data reliable. This poses a great question and the answer can be seen through the multiple theories mentioned in this paper. The research methods utilised were carefully picked out and there is use of both concrete and abstract examples in order to completely explain and make the ideas of language acquisition clear.

Conclusion

In conclusion, the above information displayed how the English language has evolved from the earliest of civilizations and spread across multiple tribes, nations and eventually continents. In the modern day, the English language is a dominant medium of communication for people of non-English speaking origin. Whether it be in business or education, English is prevalent in all these sectors.

Additionally the impact of dialect in language acquisition has also been discussed at length using the example of Swiss German and Standard German speaking first graders. Finally the paper discussed the influence of slang and how it must not always be associated with negative connotations. Slang can also have positive connotation depending upon the intention of the user.

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