

Grammatical features in children's discourse

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The children's language and the adult's language are very different, especially in the grammatical features. The child's language has its own pre-linguistic rules and has morphological and syntax problems.

As the child grows up he masters the features of his language community becoming a part of it, making these peculiarities part of him. The child masters the language through this language community, so it's obvious that while he learns the first words he also receives these particular features, turning into a transmitter of these language distinctions.

The process of recognition is a very important step for the language acquisition. The child, in order to learn how to talk, has to be able to adapt and to master the signal and then pass to the symbol and sign. The steps of recognition are directly related to the language acquisition.

As the child goes through the pre-linguistic phase he starts talking its first language. The child firstly starts to articulate some simple sounds, repeats them and then starts the pronunciation of a whole word. In this phase the stress of the word plays a great role because the child tends to catch the stressed syllable. In this phase, the child's lexicon is enriched.

We have observed a considerable number of children until the age of three during their language acquisition and we have reached the conclusion that there are lots of nonlinguistic factors which influence the linguistic formation of the children. We have reached the conclusion that the language acquisition of the children has the shape of a spiral circle.

During the study of the way children learn how to talk, the role of the social environment in which these children are grown up is obvious. We can distinguish: the parents education , the family's economical level, house residence, the person growing the child, the fact that the child goes to kindergarten or not and the number of the children in the family

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