

## “GESTURES’S LANGUAGE” HELPING IN LANGUAGE ACQUISITION OF PRESCHOOL CHILDREN

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### Abstract

In the center of this brief study is the child, who before learning the language, learns how to understand it. Infantile age and then his early childhood is associated with communication and response through gestures. Our paper aims to reflect this argument in details and examples taken from Albanian entities (children). During the first months, children cry and coo, and they begin to murmur certain sounds. According to linguists, the murmur is the imposition of linguistic sounds without any understanding of a special meaning. According to their meaning, experimental studies, conducted during the study of language acquisition by children, have shown that they have special ways to acquire language and speech sounds. There is evidence that, even though they have heard much of their local language, who are prepared to follow the linguistic changes which will be essential in analyzing the power of speech in appropriate segments. Some of the strongest evidence come from the work of researcher Peter Eimas, who showed that 2-week-old babies can make the difference between a voiced consonant as "ba", where the vocal cords vibrate start early, it can be compared with a consonant soundless, bf, without which begin to vibrate the vocal chords only /a/. The phonetic contrast vowel, vocal against the soundless is used natural as native language to distinguish words with the phonetic similarity, as baba, pata. The vocality is one of many ways of defining such boundaries that differentiate between words, and called in the science of language acquisition categorical perception. So the child at this stage believes in thinking and in his inner feelings by reflecting it through actions. In conclusion of this paper we intend to convey how language helps in acquiring linguistic gestures to Albanian children. The child tries to convey the message to the adults sometimes imperceptibly, but gestures help him to become clearer.

**Keywords:** *the language of gestures, language changes, subjects (children), perception, language acquisition.*