

Factors Affecting Language Development of Children

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Abstract

The growth of adult children to understand and determine the characteristics of social influence in his education is very important. Children play an important role in the revitalization of any generation and regardless of the child's development and his education, development of human society is not possible. Research on how language development could clear the way for effective educational and formative educational environment conducive to the flourishing of the child's ability, help. The purpose of this paper is to study the language development of children from birth to age 6 to 12 years is initially presented theories of language development and verbal skills and developmental stages mentioned in one of the most influential factors of language development business listening skills and are hyenas. To achieve this important theoretical framework in the field of linguistic and coordinate it with the linguistic system is studied.

Keywords: Language, Language Development, Children.

Introduction

The difference between human and animal is visible in various fields. Superior man of extraordinary intellectual activity to the use of written signs to communicate, dramatic changes in lifestyle and different means of innovation and creativity in building human capabilities, all indicate that the animal is very high. Man of different ways to communicate with their peers. One of the most important and also the most use language to express their opinions. Because of the ability to use human language and thinking power would dominate the adaptation of nature and natural phenomena in favor of its own. Although human language as a means to achieve goals. But this instrument is so important that in many places as targeted. Language and social communication is very important in human life and using it many goals are easily obtained and social life is easy (one and Mohammadi, 2010).

Given the importance of language in human life, especially considering language development from birth has been considered by experts. Check the child's language development or language training, especially in the second half of the twentieth century gave birth to different hypotheses, each with a particular focus on the process of language learning and have studied. The findings related to language development, learning the language, grammar child development and offer features important result of this study has

been the universal language. However, when language learning begins after one year and up to five years of almost constant state approaches (Meshkat al, 2007).

Two-word or three-word sentences since the rise in children two to three years. Features sentences' obvious at this time, a lot of prepositions and conjunctions is few words. The children seemed to telegraph lines. The growth component is somehow in the words of children to some extent led to his use of language is creativity and flexibility. As he expressed his intention, not the elements as required. Despite such limitations' two-word sentences, semantic complexity and extent of the visible. In other words, the child is able to express a wide range of different semantic relationships (North, 1997).

Problem statement

With the development of the child can be a child's language development spreads (Masn et al., 1983), but several theories related to language development in children. Children differ in terms of levels and quality of language acquisition. But to a large extent depends on the type of environment and environmental factors children. Children who are allowed to speak to them to be easily express their ideas and learning will be more progress. Children prior to entering kindergarten, language and speech of his family have experienced. With preschools and provides the correct environmental experience, spoken words and vocabulary that is continually and rapidly increasing (Daryanoosh, 2010).

This suggests that children's language development and child language acquisition as a result of continuous attention to language and the voice of the child's needs to provide a solid structure (Turkoman, 2003), so that the curriculum in EFL learners are clear and direct, and educational approaches and design methods, including methods of storytelling.

In general, the children in their growth process, learns how the language is one of the questions that the mind is always busy, in this regard, many theories have been proposed. Children's language development, one of the important and interesting issues in the psychology of language. The researchers found that the valuable knowledge gained in this area, including the three-day baby can recognize your voice or four-day-old baby can distinguish between their native language and other languages. The child does not speak for several months, but the sound of the cry, birch and Ghvn and some unknown sounds - that none of speech sounds are - in fact for production and control of speech sounds, especially synchronization, breathing or prepare audio production. The initial sounds of deaf children, but the next step, namely to bring Ava and review - which are not, is similar to speech. All normal children may be the first word in your native language from twelve to eighteen months, a relatively short distance between speak and 5/2 to 4 years in order to learn their native language unconsciously as fluent and somewhat normal speech (not specialized) to understand others. In pre-school, by learning more words and the growth plan lexical treasures on arrival at the school, which amounted to five thousand words, gradually, the child's speech is significant progress, so that by the end of the period school with complete mastery of language syntax, linguistic meanings, both real and virtual understands (Ismaili, 2009).

In the study of language-learning, the main issue is how the child learns a language, that is how words, grammatical elements and structures in your mind, and how to end civil replaced in speaking and understanding speech applies. In other words, the child how sentences that can be easily manufactured as speech-is and how easily understand the speech of others-not?

The main problem in this research is to investigate the process of language development in children and the factors affecting it.

Background research

In this article, Victoria (2010), the role of foreign words and foreign words on the importance of children's language development was assessed. According to pre-school age to acquire a vocabulary that would ensure the ability to communicate by speaking to them and prepare them for successful learning in school. And accelerate their perception of the story, narrated by television and radio content, and this depends on the work they do to enrich the language by parents Ast.vnjy (2009) showed that the method of communication (including video) foreign language teaching improve the ability of students of non-English language spoken in the country is such. Zimmerman et al (2007) study the impact of media on language development in children less than two years. The study was prepared videos for language development. The results showed that viewing media reduce children's language development.

Marjanvyk and colleagues (2006; quoted in a useful and brunette, 2009) in his study to investigate the effects of quality preschool and parent education level on children's language development. The results showed that about 162 children, children in a kindergarten have been entered. Better language skills in storytelling than children who entered preschool at age 3, respectively. It also showed, a high-quality preschool can have a big impact on the language skills of children whose parents have lower levels of literacy.

Dickinson (2001) study of seven-year-old children, the students interact with teachers and students interact with parents, playing with other children, talking with them, reading to them by teachers and parents as important factors for growth Language in which the (Brotherhood Tafti and Mousavi, 2007).

Arshi (2000), a study entitled "Evaluation of syntactic and lexical indices 3,4 and 5 year-old Persian-speaking children" done. In this study, 61 children with speech analysis. Results showed: MLU According to terms with age and storytelling activities and free play will increase and this increase was statistically significant.

TaftiVmvsy (2007) in a study entitled The Relationship between social development and language development students in first grade to the conclusion that create a rich environment of language stimulation, encourage children to talk and ask and their participation in the discussion group and family, create an atmosphere for comment, read stories and books out loud to create games that verbal and written skills Gyrdvamly them to work in character development and language skills and their social impact is significant.

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"The effect of the period of pre-school language learning activities on the development of spoken language in the first grade of elementary school students' research as useful and brunette (2008) have completed. Showed that the growth of the spoken language, including vocabulary skills and grammatical skills, first-grade students who passed the pre-school activities, language learners, students in the course

have not their equal. It has been a statistically significant difference. In addition, in this study, no significant differences between girls and boys in terms of the language spoken there.

Win, Amiri and crooked schemer (2009) in a study comparing the linguistic characteristics of gifted students involved. The population of gifted and normal students in grade one elementary school girl at that age were already identified six to eight years and eleven months Katl form a mental test, gifted and regular students were identified and selected. To measure linguistic features, language development test (told-P 3) was used. Their results showed that the average scores of students in gifted and ordinary linguistic features, there are significant differences. Showed that the difference between the average scores compared to normal students gifted in the areas of spoken language, listening, organizing, speaking, semantics and syntax more.

Language development during a child's development

Language development in children, sudden phenomenon but is created over time. Before a person can find time to talk about non-verbal ways to express your intended use. Some believe that "crying" for babies such as "language" communication tool. Children over time, with the sounds of language is trying to connect with their surroundings. Gradually the sound characteristic of speech to them. It seems that the child's language environment, its effects on the production of sounds he leaves (North, 1997). Researchers to determine the exact age of the child when he suffered the first word. However most of them, step, "the word" is expressed by a complete sentence in the English language development of children have been placed. Children at this stage, not only single words to refer to things but also to express their thoughts about the things you want to say. In fact, individual words are different semantic roles. The exact meaning is difficult to say when the child received a single word. The children at this time, to extend the meanings of words. For example, all women as "Mom" call. However, even the strictest parents are often not able to understand the purpose of your children. The inability to communicate, a driving force for children

Cognitive theory

Proponents of this approach, learning the language of the child's cognitive abilities, creativity and interest in understanding the meaning of it, along with the information gained from interacting with others, you know (Namy, 2010). In this context eliminate cognitive theory, Vygotsky and Piaget to describing.

Vygotsky Cognitive Theory:

Vygotsky was among the first to make contemporary theory, the impact of language in the child's mind be given to strengthening the excellent processes. Vygotsky identifies three periods in the evolution of language: Social speech, egocentric speech and inner speech. The external social speech appears that its role is to control the behavior of others. This article appears before age three. Social speech after speech, egocentric speech arises that the transition from the outer to inner speech. At this stage, children often talk to himself in order to control their behavior. Egocentric speech occurs between 3 and 7 years old. The last stage of speech, inner speech. Speaking to quiet your inner speech. Inner speech, thought and behavior for all functions and is excellent mind. Inner speech appears after age 7 (Saif al, 2012). Vygotsky's language in terms of experience and current delivered direct sensory perception and ignores his ability to visualize the future and provide Gzshthra. The use of language in interaction of parents with children, in terms of

culture change is possible. In some cultures children are in close contact with their parents live and control their activities and daily tasks are more verbal interaction (Mohseni, 2004).

Piaget's theory of cognitive:

Piaget, a Swiss psychologist big, noted the principle of recognition in child learning. Hence the phenomenon of language development was not interested. His language as a source of data was considered necessary to examine the growth of knowledge. In his view, language learning is an epiphenomenon within the knowledge of the child's natural environment is formed. Thus Piaget's learners depends on cognition. When the language as a conduit for communication between the child and her social environment is considered. Piaget believed that a child whose mind to gain understanding of the world around is always active and on the terms, information about the way she looks at the language of the environment; to spread his knowledge did not help. He is the child's language development of cognitive and social development, he said. However, Piaget assumed that the cognitive development to promote language learning denies sufficient. In his opinion, the appropriate level of cognitive development is necessary for language development, cognitive development, however, just does not have enough for language learning, but also some other processes necessary to know (Meshkat al, 2007).

Social learning theory:

Proponents of this approach to the relationship between children and parents or others believe language acquisition, imitation, social learning is essential. For example, the teacher wants to teach correct pronunciation or spelling a word correctly, can strengthen the methods used alone, but must spend a lot of time and effort, while you can use the emulation (Namy, 2010). According to Bandura, children through observation and imitation (observational learning) learns language. The success of the child's language skills are the external reinforcement and on the other hand causes a feeling of satisfaction (internal reinforcement) in children as well. Alignment of both internal and external reinforcement makes the child more to learn from the show (same source).

Behaviorism theory

Skinner, an American psychologist, believed in the principle of conditioning on child language acquisition. He believed that the integration of all aspects of language-based human behavior can be explained. Human learning something he acquired. Skinner believes that the human mind is like a blank page and when language learning tabula rasa this page is blank, learning is achieved. According to this view of the human mind accepts only external stimuli language learning and when regular viewing events of the outside world into the child's language production. According to Skinner, one of the study's Vkhza to language learning. He experiments a lot about learning animals like rats, pigeons has done this type of learning called conditioning return it "responses were voluntary way" knows. In fact, learning theory Skinner tries to language learning using a stimulus response model, explain. To Tbyraskynr if certain linguistic behavior is frequently a positive result to be negative if positive reinforcement leads to negative reinforcement. In fact, positive reinforcement, negative reinforcement due reward individual linguistic behavior are punished due to language behavior is formed. On the other hand, from the perspective of behavioral, language does have a learning child greatly contributing factor is imitation. Frequency of use, application and manufacture of speaking words Dryad of the imitation effect. If a child is learning, the use of a language element or base of the tongue feels that effective communication is established, he thinks linguistic behavior has been confirmed. This reinforces the positive feeling and behavior is a result of

learning that element. According to Skinner, based on the conditioning process effectively treats language as a result of incentives and responses from the environment, including parents and other people comes her environment, the language, will encompass you. This means that by strengthening and conditioning of languages rewards good behavior receives from its environment, habits eventually got the lingo of their environment. Therefore, according to Skinner to explain the process of language acquisition does not need any special features and complexity inherent to the child's mind is assumed, but not enough to explain the connections between events in the outside world and positively reinforce the child's shows. Thus, given that the period is reasonable and consistent repetition. (Meshkat al, 2007).

In the long process of language in children's language development, which in theory can be seen Narsany Skinner.

1-imitation: Although imitation is Amryadgyry language, but it can be pointed to many examples that show the human mental performance. The results are evidence of systematic perversion of language. One of these deviations radical decision that the child in some different rules on the construction of other structures extend. Such statements Svzydm>> and <<Karyvm<<>>So if learning was done solely through imitation, these statements should not be used by adults never produced. Thus, we believe that we can extend >><< rule of internal extremists to justify our right.

2-frequency elements: frequency of words and construction that are used in the learning environment to the extent that it highlights behaviorist does not affect learning.

If the frequency elements of language learning should not have a major impact high-frequency words that are heard more naturally with the radical decision. In contrast, there are elements of language are frequently used by adults and are frequent, but the children in the learning process takes years to learn and use them (Zandi, 2007).

3. OK: parents or relatives behaviorist impact on language learning are considered as the most important reinforcement. They confirmed the linguistic behavior, credibility depends on it in terms of grammar, but research shows that approval or lack of grammatical correctness of sentences around with little communication.

4. Skinner's theory is applicable only in the laboratory. The division of labor and the reward after the fulfillment of a number of incremental steps, each step may be conducted in the laboratory of evolution, but such a split in the child language acquisition does not happen in any way.

It acknowledges the above, the approval of parents. Parents may give the wrong answers to reward them children, while the mother or father of your child's right to say they do not matter. The child's behavior is not predictable.

5. The language of its own legal system. Language, child language acquisition structure that occurs on private stages and systematic language is an integral part of any language. If the child is conditioned to learn language in the stimulus and response can lead to language learning the rules of language learning for each child is different than other children, while all children in a certain period of learning language are part of the language proficiency and the period from the beginning to the end of its evolution during the specified time (Zandi, 2007).

Theory of innate orientation:

Chomsky (1959) following the publication of an article that criticized the behaviorists view. His purpose in writing this article is to illustrate the fact that many of the concepts and ideas of violent behavior in early learning is flawed. Chomsky's view the concept of "reinforcement" to justify the "language" that is human-specific attribute is incorrect. Chomsky behavior-based language used to not believe (North, 1997). Chomsky as an advocate of individualism and innate language learning, language learning knows something innate in humans. Each child has a learning device called a mental system that enables him to build language learning make hypotheses. Thus Chomsky mind rules your system through a process of change based on the systematic development. Chomsky beliefs of each person who is learning the language, set of rules or principles for the production of speech is achieved. His mental state "grammatical competence or linguistic competence" calls. The child is born with a mind to set universal language of features, it is equipped. Chomsky's innate design language learners know how to express it. The inherent model of mind, language is the knowledge that is in the mind. The international agenda is shaped in the mind and learned the language Knbdyn control the language learning, and learning We use a set of lexical units. Chomsky, who was raised in the structuralist school of thought in the book build the foundation of their way to be shaken behaviorism. He showed that their mother tongue is not taught in a way that behaviorists suggest creative and generative aspects of language emphasized that in his view the creative character of natural language and language learning potential inherent in the human mind. He insisted on being infinite, including the language. According to Chomsky, the grammar with children in mind and the unconscious, according to his family of speech in terms of the search. Children with mental birth to a set of characteristics is equipped with a universal language. And having such mental subjective language data that is produced on the basis of language and the reasons that language can be described on the basis of external phenomena. Children what they know about language when heard through the media can not understand. Children empirical basis, external knowledge to understand language. The intrinsic theory of mind, Chomsky universal grammar as a scientific theory knows that language is justified on the basis of specific information. Unconscious linguistic knowledge, there are collisions language ability in mind. And the language that the business environment will occur. What we can say is that the children know what language they have learned through listening (Cook, 1996).

Chomsky's theory of the relationship between intelligence and language environment with child language acquisition is rejected and the two are considered independent of each other and in this way justifies this era in terms of language acquisition and language learning among children of time high intelligence and stupid children because there is no difference. (Meshkat al, 2006). They dominate the development of such structures is not immediate, but gradual, and it was more than what Chomsky thought, learning and exploration news shows (Masn, 1981, translation Yasayy, 2003). Finally, in most cases, mainly in the left hemisphere of the cerebral cortex is the area of language, and this with Chomsky that brain to process language from the start specialized, harmonious. But the discussion also showed us that language areas of the cerebral cortex are formed when children are acquiring language. Meanwhile, the left hemisphere tends to process language, if the first few years damaged, other parts of it to assume responsibility. The lateralization of language in the left hemisphere is not necessary for effective use of language. In addition, brain imaging shows that some areas of the cerebral cortex contribute to the activities of languages (ibid).

Speech skills

Children need to discuss the needs, feelings and thoughts, discuss with each other. Speech skills in the development of language skills, such as thinking skills, reading, writing and listening are effective. This

skill helps in learning vocabulary language reading skills. When children use their speaking skills by reading the first article also learn the steps, talking to their children while writing can help to make learning writing skills. Also, speaking skills on effective listening, because all speakers tend to be good listeners. They usually are not interested in what others say. The speech skills by talking with others and various television and radio programs made progress, study visits to places such as museums, libraries. . . , Discussions with family members can also be effective in improving speech. In the classroom, the need to encourage dialogue. Research shows that children talk about language and how to use it does not benefit, but also for the benefit of language and speech skills to students as active use of language. Childhood games in order to create new experiences for children speak impact them. All children need to interact with the teacher Vhmsalanshan. And this type of relationship between the child or children with the teacher can be effective in improving students' speaking skills (Zandi, 2007).

The development of children's speech

Children are usually the first words around their first year of his birth says. Of course, many children begin to speak for months after. On average, children up to 28 months and 50 used the word and then about 5 years old, his mind formed the core language (Masn, 1983, translation Yasayy, 2003).

Ingram (1996), the child's speech development is divided into four periods:

- Dvrh Of the language, from birth to age
- odds and ends single-word utterances, from one year to one and a half years
- Trkyb Basic words, about one and a half to two years
- Jmlat Simple and complex, three years

Learning and speech development continues until the start of school and after the child's language learning social roles, the addition is to learn what to say, what to say and where to say learns. To determine the period following the child's speech marked the stages of a child's speech development.

First, the period language

Children from birth to 12 months in pre-language. Children crying and laughing at this stage of the relationship established with the family. This stage is called the Birch Vernon. Vernon Birch step up to the age of 5 months continues. About 6 months of age, children begin to produce the inaudible sounds. Rhythmic pattern usually appears in children from 9 months onwards. In fact, children from 7 months later indicated his willingness to communicate with others. In this age of baby's movements, such as laughing, hands and feet movements' child. . . . Each specific type of connection used to express. In this age of social communication to be established using one of these methods. As the sounds of the language that the child accidentally drives, replaced by sounds and then words can carry out the actions, objects or events defined. Children 10 to 11 months your attention to some of the show and is largely associated with the vocals and efforts to produce sounds (Zandi, 2007).

Step two, saying one word:

Speech single word used by children between 12 and 18 months respectively. For example, the word 'I want water.' Just the word "water" is used. The use of a word to refer to a significant inquiry "single-word speech" is called. In the words of one word may be used in general. For example, when a child the word "dog" is used. It is for the four-legged animals, the wind and also applies to cats as well (Ferris, 2001)

At this stage to be able to better communicate with the child and for the child to understand the language of a specific term, should the circumstances and context in which she tells the child in mind (Masn et al., 1981, translation Yasayy, 2003).

Secondly, speech or two-word telegram

After producing the first words, the number of words children quickly increases. At this time, the children put the words together to express more meaning. In this case, children express their thoughts, but words define the role of such letters delete Vhrvf added. This period of a few words to the children allows your message concisely convey to the listener. The use of words telegram of 18 to 24 months significantly increased. At the end of the two words that children could make such statements. Telegraphic speech indicated that the child's vocabulary development and also in terms of grammar and sentence could make (Zandi, 2007).

The fourth step, the development of complex speech and telegraphic

Children after the start of a telegram saying that the less significant words like prepositions article and their sentences are complete. They are mere symptoms that were more removed in their words apply (Masn et al., 1981, translation Yasayy, 2003). At the same time children learn to use the morph that in his speech that are essential in making grammatical sentences. Morphs that continuous action role and meaning of the verb suffixes that evokes the past. Brown (1973) to learn how these morphs in three children studied and came to the conclusion that a certain sequence, it can be seen in the study (Atkinson et al., 2009). Children with limited vocabulary of about 5.4 years and built environment naturally learns the original language as well as hearing and understanding speech production Vanhara unconsciously applies. It can be called the beginning of the age of 5 years beginning constant speech. At the beginning of this period was the child that in addition to language learning and building social interactions and the use of language needs to understand the different social situations. Of this age, which is considered pragmatic language. Language pragmatic use of language is a very complex issue and the need to understand and use sentences in certain modes. After the children go to school, and spend learning the language, that reaching the age of five years, to communicate with peers, teachers and Dygrafrad should be able to maintain their social relations more and more widespread, and to achieve this goal consciously and unconsciously tries . In fact, the role of parents and teachers in this stage can be very effective in the use of language and its expansion (Meshkat al, 2007).

Listening

Listening skills that children learn their first language skills. In fact, the power to hear and recognize sounds in developed before birth. Within two weeks after birth, the child can recognize his mother's voice from other voices surroundings. Auditory skills, language skills other skill that is rarely taken into consideration. And while most of his time to listen to their children. Listening skills, will enable children to increase their vocabulary and sentence patterns and language constructs to create. In fact, listening skills improved in the other language skills. A variety of factors can affect the auditory skills. These factors can be external and internal factors. For example, if a school near the airport or a railway track, the deal sounds that external factors can affect the child's hearing. On the other hand, social status, previous experiences, emotions and physical and psychological problems can also be internal factors that affect children's listening skills. Gass, listening as the organized stage that the child is heard by those units of speech that could indicate refers to the example (Ferris, 2001).

Your listening skills can include the steps.

1. Download audio inputs: This involves receiving speech, means understanding the message does not get the message.
2. According to the audio input received at this stage of listening, listening carefully to what is produced by the speaker and focused. Receiving the speaker's physical and mental needs attention.
3. Interpret and interact with the audio input received: listener can not simply classify and collect information, the listener must be received speaker information coded and classified them and compare them to previous knowledge communication a. At this point, if you listen to what the speaker is Gvydashna or about it, have prior knowledge can better communicate. After receiving the message, the listener can respond by thinking about it (Ferris, 2001).

Ability to work together and with normal hearing and telling the child before the speech, the meaning of words already heard that understands and reacts to them. Speech and hearing process, in fact deaf people because of the inability of listening, learning and speech production are normally not have to listen, to understand the significant impact statement is required (Meshkat al, 2007). B) define listen in six interrelated, notes that the levels and sequences occur so rapidly that usually the person does not know much about it,

Linguistic peculiarities

The linguistic theories, language components as are linguistic peculiarities. Usually the parts under phonology, syntax (plus Uniterm of) and semantics are named. Phonology: phonology term refers to the phonetic language. The most important component is called phonemic that phonology, the study of sounds of distinction, the main voices or sounds called phonemes more accurate class of distinction seen if they can make meaningful change.

Another aspect of phonology, the following features are chains. The following features stars including pitch or track, including support and pauses so that the stars of the fall and the weight of the speech.

Syntax: The term syntax refers to the structure of language (ie, order and organization among the words that the relationship between sound patterns and determines the meaning of the sentences). Knowledge of the language syntax, speaker enables an unlimited number of new words and new build or understand. He does so by creating a sequence of words, highlight the class words (nouns, verbs, adverbs and...) In current or nominal and associated with the proper use of Uniterm do. Uniterm of as part of the syntax, the study of the smallest meaningful units of language. We can say that every sentence of a series Uniterm made. If the word is the most basic unit can be used as Uniterm be considered significant.

Semantics: Semantics is the study of meaning in language term refers (ie the relationship between language and thinking) semantic knowledge required to understand the relationship of cognitive Uniterm or phonological forms, and also rules that show how to convey meaning through words they give. In other words, the words are part of the semantics.

Linguistic systems:

in addition to the language division to coordinate it, many theorists Linguistics (Bloom, 1974), Chapman (1974), Ingram (1974), the language according to the listening system (intake), organizing (fine-medium) and speaking (expressive) are called, are classified. Generally speaking, these systems show you how to use and understand language. More precisely, listening decoding operations by means of symbolic and

abstract speech heard, is assigned. Talking, describing encryption operations during which word formulation and production. Apparently, most of the activities are the language of the two systems. However, it seems that in many assignments talking more than listening to plays and vice versa. However, since not all linguistic tasks as easy as talking or listening appointed two forms, the researchers are interested in patterns of information processing in the field of language development.

Two-dimensional pattern: linguistic theoretical framework can be a two-dimensional pattern that includes language-specific cognitive and linguistic systems is indicated (Table 1). This table shows the relationship between the concepts in the model and in early language development test test shows.

Table 1: Two-dimensional model of language structure in the sub-tests Language Development Test

Linguistic system	Listening(Skills Received)	Organized (integration and mediation skills)	talking
Linguistic peculiarities			
Semantics	Vocabulary Video	Business vocabulary	(Expressive skills)
Syntax	Grammatical	Including imitation	Oral vocabulary
Phonemic	understanding	Phonological Analysis	Grammatical completion

Composition: Each subtest is a language system (listen to organize and speaking) and a feature of language (semantics, syntax and phonology) is included. Thus, in the test according to the common coordinate system and can be grouped and combined to create the following:

Ears off (video + understanding of grammatical words)

Organizing (such as words do + imitation)

Talking (oral + complete grammatical words)

-Mna Of (the words do + Video + oral vocabulary words)

-Nhv (Grammatical understanding + imitation + complete grammatical sentence)

-Languages Speech (words do + Video + Vocabulary oral vocabulary + grammatical understanding + imitation + complete grammatical sentence).

Conclusion

According to the stages of language development in children and theories of language development and research within and outside the country, language development in children is one of the important and interesting issues in the psychology of language. In addition to the child's first and most important period of human life in the course of personality and behavior can be established. This suggests that children's language development and language learning Neigh child needs continuous attention to language and the voice of children provide a strong structure. So that Iran is a clear and direct language learning curriculum, and instructional design approaches and methods are provided.

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