

# The Role of Social- Emotional Processes in Language Development and Linguistic Creativity among Bilingual Preschool Children: A Case Study in the City of Riyadh, Saudi Arabia

Awatif Ibrahim Alanazi

*Professor of Psychology education  
Princess Nourah bint Abdulrahman University  
Email : [AIAlanzi@pnu.edu.sa](mailto:AIAlanzi@pnu.edu.sa)*

## Abstract :

The first five years of a child's life are of particular importance; They are the building blocks importance; The building blocks for a child's future growth, learning and development. The other half of the rapidly growing brain develops through the half of a million neural networks [1], At the age of five, about 85% of the child's ideas, skills and personality develop.] The child's sensitivity to external influences increases with his growth, as it refers to the experience, including incentive tourism between parents and their children, that has a direct impact on how to develop his skills in learning about his cognitive, social and emotional abilities. In fact, these experiences. The environment and the child Predict the success of the child and his parents Child growth rate in children. Children for Care and Protection Parents Play, Police Chief Children develop and learn through their speaking, playing, behavior and interaction with them. Even if the parents are educated, the result that appears from the result is the result of the initial result that appears in the result, after understanding and acquiring knowledge about the stages of the child's growth, and knowing the stages of the child's development at each stage and the ways the child grows naturally during his growth. Now he is busy with the starting space at the beginning, the starting daddy at home farewell to the situation at home. Parents Parents and their interaction with their children has forms and methodologies, and methodologies vary in their impact. There are two main areas of interaction: family-oriented learning and the partnership between family and school. The first area includes simple strategies such as parents talking to their children, reading and playing with their children, or it may be in a structured form such as providing exercises aimed at developing parents' knowledge and skills. Sending such activities at home, centers, schools, centers, or various media and social networking centers. While the second area includes communication between parents and teachers, parents in the school community. As reported in studies, parents have shown you in your first picture of their children and their friends. Parental Programs On average, Parental Programs earn 4 additional add-ons. Terminology of study attachment Study of the attachment pattern between children and caregivers, to expanded among them social processes Interaction and contact with the child, the traitor, Houla creative language effective

## I. Overview of proposed research study

Early childhood is one of the most important stages in life. It is marked by flexibility and by readiness to acquire new skills while influencing the stages that follow (Oades-Sese & Li, 2011). In fact, most children can acquire any new language with a high degree of competency and linguistic creativity (Oades-Sese & Li, 2011).

Parenting styles and parent-child relationships influence children's language development, and

has been a focus of much theorizing and research. Parental attachment is vital for child development, and has received wide attention in various research studies. According to Holmes (2014), children's attachment to parents and caregivers develops from birth. For preschool children, parental attachment remains foundational for language development and higher cognitive processes. Interactions between parents and children are directly related to a child's social-emotional development, problem solving, linguistic creativity and establishing relationships. (Bergin & Bergin, 2009).

This proposed study will examine language development, and linguistic creativity in relation to social-emotional processes, specifically attachment to caregivers. It will focus on the context of the home environment, and family interaction as it relates to linguistic skills.

With the introduction of bilingualism in the Kingdom of Saudi Arabia, the English language has become widespread, especially within recently-established private and international schools (Al Saud, A. J. F., 2016). Parental attachment plays a major role in early childhood as it impacts second language acquisition, and creativity for emerging bilingual preschool students. As Hall-Cuarón (2017) puts it more specifically, attachment theory is a platform that is directly connected to literature and literacy development as well as academic achievement. This attachment relationship enhances competence, and increases creativity in bilingual preschool children (Oades-Sese & Li, 2011). The proposed study is therefore especially significant because there is a clear shortfall in the number of studies that address the effect of attachment on children's second language development in the Kingdom.

### 1.1. Research Questions

- a) Do social-emotional processes, including parental attachment, impact second language development and proficiency in the proposed sample of children in Saudi Arabia?
- b) What role do these processes play in the language development of bilingual children controlling for social status, sex, and culture?
- c) Is parent-child attachment related to linguistic creativity in preschool bilingual children?

## 2. Preliminary Literature Review

### 2.1. Attachment Theory

One working definition of attachment is an emotional bond that connects one person with another. The bond between a mother and her child is essential because it creates a reciprocal form of emotional exchange between them (Fonagy, 2014). According to theory, attachment of the baby stems from the need for

support to meet the physical and psychosocial needs.

Attachment theory focuses on understanding the parent-child relationship. Many scientists have invested much time, effort and resources to better understand the theoretical underpinning effects of the parent-child relationship. Broad concepts are used in explaining attachment including ethology, control systems and cognitive psychology (Fonagy, 2014). The root of this theory is clinical observations of children who had been deprived of care giving in early childhood. The theoretical perspective is on protection and safety and their effects on individual psychologically. The theory views that the quality of care provided to the child is of particular importance to their development.

#### 2.1.1. The impact of Attachment and Social- Emotional development on bilinguals

A child's first relationship encompasses a sense of protection and security provided by the attachment figure. A caregiver's competence in catering to the child's basic needs is critical to consequent attachment patterning. Care givers who are readily available and responsive to a child's requirements enhance development of secure attachment. Ainsworth and Bell (1977) demonstrated that the mother's response to the child's needs influences the ability to develop close bonds and to rapport with parents and secondary care givers. These findings have been confirmed by studies that highlight the correlation between caregivers' availability and the security of child attachment. Therefore, this paper will explore the relationship between social-emotional development and language outcomes for emerging bilingual children. Considering that the focus of this research paper is on bilingual children, the expected outcome of this proposed research is that social-emotional development along with attachment theory significantly impacts children's skills in acquiring a second language. The different cultural context associated with each language allows for different experiences of social-emotional development which contributes to the language skillset for bilinguals much more than monolinguals (Halle et al., 2014). In fact, the Association for Psychological Science (2012) confirm that a multilingual environment provides children with a better cultural context

that can help regulate their emotional response in a second language and develop their emotional competence. In that respect, this research will focus on the developmental outcomes for Saudi bilingual children, as there has been limited research in this field.

## 2.2. Bilingualism in Saudi Arabia

There are a number of definitions for bilingualism in the literature; here, we use Pinter's (2006) definition where he describes being bilingual as having or using two languages and speaking them with the fluency of a native speaker. Bilingualism implies that the child can employ two languages such that the child can properly select the appropriate vocabulary of each language for the situation.

## 2.3. The creative aspect of language use from a cognitive perspective

Since English is becoming the medium of communication in Saudi Arabia it is important to look at the language from all perspectives. The notion of creativity is when a language user uses the language in full capacity and in a novel way. In this article by Zawada, creativity is discussed as an essential human trait. For language speakers, the choices that are made in using the language is a part of the social, communicative process that reflects on the speaker, for instance the choice of using one language than the other for bilinguals. Code-switching also plays a role delivering creative speech (Zadwa, 2006). It is important to look at the choices of grammatical construction, semantic, lexical levels of creativity to find the pattern in bilinguals to address the creativity part of this research, as this time it will be done on pre-school children.

The hereby proposed work will contribute to research on attachment of children and its relationship to many language skills. Currently, there is lack of research around the topic regarding the link between attachment, social-emotional development and bilingualism in the Arab World, specifically in Saudi Arabia. Holbah (2015) states that there is a need for more information concerning external motivation, such as the role of family encouragement, of second language acquisition in high school. The proposed research agrees on an external factor which helps in the development of language, but differs in his argument in that this paper presents attachment

theory and social-emotional development as a key indirect motivation for second language learning in children. Furthermore, this study will attempt to detect the correlation between attachment and language proficiency, and creativity in bilingual children. This will help with regard to education and will help in informing parents of the importance of attachment and of its role in the development of language skills in all aspects. It will also help parents gain a deeper understanding of the nature of secure relationships and of their role in enhancing children's language abilities in a social context.

## 3. Proposed Research methodology

The study will employ a longitudinal study design. The research methodology is intended to investigate the associative relationship between the emotional process in language development and linguistics creativity in bilinguals. The data will be collected through measures for such research that exist, such as the attachment and relational subscales of parenting questionnaire by Kamphaus & Reynold (2006) which measures the parent-child relationships from attachment, closeness to empathy and it would have two different subscales one for attachment and one for relational frustration that measures the frustration and stress that is related to directing child behaviors. The Torrance test will be modified for the use on Saudi children. the Torrance Test for Creative Thinking (TTCT) which includes measurement of thinking creatively with pictures, figural testing and verbal testing. The main value of using this test would be in evaluating the effectiveness of creativity training (Torrance, 1974). The study population members will include approximately 360 children that are monolingual and bilingual children aged between 4 and 6 years at the level of KG1-KG2, enrolled in public kindergartens, in the city of Riyadh in Saudi Arabia and their mothers. the study sample selected from 6 different international kindergartens that will be randomly selected and chosen after receiving the approval from the Saudi Ministry of education. The study will consist of both male and female children from various social and economic backgrounds.

The data of the study will be collected as follow: permission will be taken from the Ministry of

Education in Saudi Arabia regarding the ethical forms and the consent of parents for the children in the implementation of the study will be taken prior the study. Conducting an exploratory study that includes a number of preliminary questionnaires aimed at collecting information. The Torrance scale was selected to measure verbal creativity in the language. I will make some modifications to the measurement so it serves the purpose of the study and the people of Saudi Arabia. It will be proposed to a panel in the university who are specialized. The psychometric approach will be used to examine the concept of intelligence. When examining the sample of Children some elements will be taken into consideration: for instance the Children being aged between 4-6. Observation card for the children will be filled out by the supervisors in the classroom.

### Recommendation

The study recommends conducting more research and studies on the creative twin children. the language development of

### References

- [1] Ainsworth, M. D. S., & Bell, S. M. (1977). Infant crying and maternal responsiveness: a rejoinder to Gewirtz and Boyd. *Child Development*, 48, 1208-1216.
- [2] Al Saud, A. J. F. (2016). The Impact of Bilingualism on the Creative Capabilities of Kindergarten Children in Riyadh, Saudi Arabia. *International Education Studies*, 9(10), 263-275.
- [3] Association for Psychological Science (2012). Speaking Multiple Languages Can Influence
- [4] Children's Emotional Development. Retrieved April 01, 2018, from <https://www.psychologicalscience.org/news/releases/speaking-multiple-languages-can-influence-childrens-emotional-development.htm>.
- [5] Benson, J. B., & Haith, M. M. (2009). Social and emotional development in infancy and early childhood. London: Academic.
- [6] Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychological Review*, 21, 141 – 170.
- [7] Fonagy, P. (2014). Attachment theory and psychoanalysis. New York, NY: Other Press Professional.
- [8] Halle, T. G., Whittaker, J. V., Zepeda, M., Rothenberg, L., Anderson, R., Daneri, P., ... & Buysse, V. (2014). The social-emotional development of dual language learners: Looking back at existing research and moving forward with purpose. *Early Childhood Research Quarterly*, 29(4), 734-749.
- [9] Hall-Cuarón, B. (2017). Attachment Theory in Relation to Literacy/Reading Acquisition for Immigrants, Refugees, and the Disenfranchised.
- [10] Holbah, W. A. (2015). *Motivation for learning English in the Saudi Arabian context: Perceptions of learners, teachers and parents* (Doctoral dissertation, Flinders University, Adelaide).
- [11] Holmes, J. (2014). John Bowlby and attachment theory. Hoboken: Taylor and Francis.
- [12] Kamphaus, R.W., & Reynolds, C. R. (2006). Parenting Relationship Questionnaire.
- [13] Minneapolis, MN: Pearson Assessments.
- [14] Marin, G. S., & Gamba, R. J. (1996). A new measurement of acculturation for Hispanics: Bidimensional Acculturation Scale for Hispanics (BAS). *Hispanic Journal of Behavioral Sciences*, 18(3), 297 – 316.
- [15] Oades-Sese, G. V., & Li, Y. (2011). Attachment relationships as predictors of language skills for at-risk bilingual preschool children. *Psychology in the Schools*, 48(7), 707-722. Pinter, A. (2006). *Teaching Young Languages Learners*. Oxford University Press.
- [16] Torrance, E. E (1974). Torrance Tests of Creative Thinking: Norms-technical manual. Princeton, NJ.
- [17] Zawada, B. (2006). Linguistic creativity from a cognitive perspective. *Southern African Linguistics and Applied Language Studies*, 24(2), 235-254.