

# **How Toddlers Acquire a Second language in an Irish Environment**

**Sadia Afrin**

**ID: 07263010**

**M.A. in Applied Linguistic and ELT**

**Department of English and Humanities**

**April 2016**



Inspiring Excellence

**BRAC University, Dhaka, Bangladesh**

# **How Toddlers Acquire a Second language in an Irish Environment**

**A Thesis**

**Submitted to the Department of English and Humanities**

**of**

**BRAC University**

**by**

**Sadia Afrin**

**ID: 07263010**

**In partial fulfillment of the requirement for the degree**

**of**

**Masters of Arts in Applied Linguistics and ELT**



**Inspiring Excellence**

**BRAC University, Dhaka, Bangladesh**

**April 2016**

## **Acknowledgement**

First of all, I want to thank my Almighty Allah without whom blessing I may not be able to complete my paper. Throughout my thesis, Allah gave me strength and patience to work properly and complete my thesis paper.

I am heartily thankful to my supervisor Sabreena Ahmed, whose encouragement, proper guidance and support helped me from the initial to the final level and make me able to complete my thesis paper. She always shows me the right track by giving me advice and confidence to work on.

I would also like to thank Ms. Shenin Ziauddin for her unconditional love and support.

I also want to give thanks all the participants who helped me doing my surveys and cooperated with me.

Last but not the least I want to thank my parents who not only gave me financial support but also moral support when I feel low, my daughter and husband who gave me emotional support throughout the thesis with whose inspiration I am able to complete the paper.

## **Declaration**

I declare that this dissertation is a result of my own work. The contributions of other sources and information have been acknowledged wherever they have been used. It has not been previously included in a dissertation or report submitted to this university or to any other institution for a degree or other qualification.

.....

**Sadia Afrin**

**ID: 07263010**

**BRAC University**

**April, 2016**

## **Abstract**

This research attempts to find, how the Bangladeshi children and toddlers who suddenly move to another country from their birth country learn a new language (English) and cope up with a totally different environment at their early stage of acquiring a language. The paper also discusses the problem children face while acquiring a second language. The researcher distributed questionnaires among the children's parents to collect data. A mixed method was used to analyse the data. Recommendations have been given to overcome the obstacles while learning English as a second language in Irish environment for the children in the paper. The paper will be significant for Bangladeshi parents living in foreign countries who aim to help their children in adapting to an environment of second language.

# Table of Contents

**Acknowledgement ..... i**

**Declaration ..... ii**

**Abstract ..... iii**

## **Chapter 1: Introduction**

1.1. Introduction.....1-2

## **Chapter 2: Literature Review**

2.1. Definition of Language..... 3

2.2. How Children Learn Language at Early Stage ..... 3-5

2.3. Second Language Acquisition ..... 6

2.4. Theories of SLA ..... 7

2.4.1. Stephen Krashen’s ‘Monitor Model Hypothesis’ ..... 7-8

2.4.2. Behaviourism Theory/ Lerner Perspective Theory ..... 9

2.4.3. Chomsky’s Innateness /the Nativist Theory ..... 10

2.4.4. Cognitive Theory .....10-12

2.4.5. The Sociocultural Theory..... 12-13

2.4.6. Factors that Influence Toddlers’ Second or Foreign Language Learning .14-16

2.4.8. Bilingualism in Multicultural Society..... 16-17

2.4.9. Multilingual Model of Language Acquisition..... 17-18

2.4.10. Acculturation Theory..... 18-20

2.4.11. Adjustment of Children from Immigrant Families .....	21-22
--	-------

### **Chapter 3: Research Methodology**

3. Research Design.....	23
3.1. Objective.....	23
3.2. Research Questions.....	23
3.3. Significance of the Research.....	24
3.4. Methodology.....	24
3.4.1. Settings .....	24
3.4.2. The Instrument.....	24
3.4.3. Participants.....	24
3.4.4. Procedure.....	25
3.4.5. Methods of Analysis.....	25
3.4.6. Limitations.....	25

### **Chapter 4: Research Findings and Analysis**

4.1. Analysis of Parents' Questionnaires.....	26- 34
4.2. Parents' responses to open ended questions.....	34- 40

### **Chapter 5: Discussion..... 41- 44**

### **Chapter 6: Conclusion ..... 45**

### **References..... 46- 50**

### **Appendix 1 ..... 51-55**

## Chapter 1

### Introduction

#### 1.1. Introduction:

People have moved to their home countries from centuries. Once it was a fashion. Those who have money only they can move to Europe, American countries. But nowadays migrating in a new country become a necessity for many people. In economist point of view, people immigrant to gain “financial stability and better future prospects.” Some people say, in foreign countries they get a higher standard of living, good education, life security and less political problems. At first it was not easy for anyone to learn the new language and cope up with the new environment of the new country. But gradually everyone learns it. Especially for the children and toddlers who moved from their home country to another language spoken country. As a human being we have to live in a society or in a particular place surrounded by lots of people. The environment that surrounds us is called social environment. In the environment, where we are living that falls a great effect on our mind. But when the toddlers and children moved from their known environment to another environment they will get the environmental shock. As a result, some children may stop talking with others, some become very introvert. On the other hand, those people who migrant before their marriage or give birth a child to their immigrant country find out less problems than the immigrant children. Though they brought up in a Bengali family but they find out less problem to mix with others. Because from the birth they are seeing that different environment.

In this paper researcher will try to find out how the surrounding environment effect on children and toddlers along with their second language learning. The environment is such as home, school, surrounding people that are playing an effective role in children and



toddlers second language (English) or they are suffering while learning, for the surroundings.

## Chapter 2

### Literature Review

#### 2.1. Definition of Language:

The father of modern linguistics, American philosopher, politician and cognitive scientist Noam Chomsky said in his book *Language and Mind*

“When we study human language, we are approaching what some might call the "human essence," the distinctive qualities of mind that are, so far as we know, unique to man and are inseparable from any critical phase of human existence, personal or social.” (p. 88).

Language acquisition is one of the most impressive and fascinating aspects of human development. We listen with pleasure when a three months old baby start babbling with ‘ba-ba’, we older or parents start thinking that maybe they are producing some meaningful words like ‘bye-bye’ or ‘baba, calling father’. Language learning is an amazing achievement for human being which always attract the attention of linguistics and psychologist from generation after generation.

We use language to express our inner thoughts and emotions, make sense of complex and abstract thoughts, to learn communicate with others, to fulfil our wants and needs, as well as to establish rules and maintain our culture.

#### 2.2. How Children Learn Language at Early Stages:

Acquisition a language is something that every normal child does successfully without much need for formal lessons. In the book *An Introduction to Linguistic Theory and Language Acquisition* it is said that “Language development is a complex and unique human

quality but yet children seem to acquire language at a very rapid rate with most children's speech being relatively grammatical by age three'' (Crain & Lillo-Martin, p. 100).

Most of the time we adult take language as granted unless we have to learn a new one. Then we cannot get the pronunciation right, sometimes we cannot hear the difference between sounds. There are too many new words and we start to forget ones that we just learned the day before. The natives speak too fast so sometimes we even cannot understand what they want to say. But these work differently for three year olds. They can figured out what several thousand words mean, how they are pronounced, and how they can be put together to make sentences. William O' Grady (2008) described in his book *How Children Learn Language* that there are five ways through which children learn language.

- I. **It starts early:** Children can hear speech when they are in the womb. It is not clear enough to make out individual sounds, but clear enough to identify the basic rhythm and certain features of the speaker's voice. Children listen their mother's voice, they can distinguish their parents' voice over others voices and also able to recognize an English sentence is not same as French sentence.
- II. **It happens fast:** Children learn language very quickly. Between age two and six, they learn average ten new words a day. By the age of six, they have a vocabulary of about 14,000 words. Over the next several years, they move even faster, learning as many as twenty new words per day.
- III. **Two children do not learn in the same way:** Every children have different learning ability though they are sharing a common destination. When we talk, we do not use pauses between words. We use most sentences are as a single continuous stream of

sounds. Some children are initially better than others at finding words and at pronouncing them clearly. By the age of 18 months children can produce short, clearly articulated, one-word utterances. Like – Hungry, Papa, cold or hot, kitty to describe how they feel or want. However, other children take quite a different approach. They memorize and produce relatively large chunks of speech. These chunks correspond to entire sequences of words in the adult language though they are often poorly articulated—whatsat, dunno, lello, donwanna, gimmedat, awgone.

- IV. **Mistakes are good:** Mistakes are very common thing when children learn language. It is very common to listen to a three year old with such types of errors like, ‘scissor it’ for ‘cut it,’ ‘let’s broom the floor’ for ‘let’s sweep the floor,’ ‘Can you needle it?’ for ‘Can you sew it?’ and so on. Mistakes like these mean children are discovering the rules of English language.
- V. **It’s not how you say it, it’s what you say:** Children learn language by making errors. It is not right for parents to correct every mistake children make. It is actually does not help children to learn language quickly. For example if a children said, ‘I not go’ and parents always correct the mistake by saying ‘don’t say I not go, say I am not going’. It does help children to learn language properly. Instead of that if parents say, ‘yes it is right, I am not going’. Children can catch the proper sentence promptly than correct his/her mistakes. (p. 15-20).

### **2.3. Second Language Acquisition (SLA):**

A second language learner is different from a very young child acquiring a first language. For both first and second language acquisition learner's characteristics and the environments are typically related. Stephen Krashen said in his SLA theory, "Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." (P. 39).

Language acquisition occurs quite differently and it develops exclusively. According to Krashen children acquire language through "comprehensible input." That is, second-language students acquire language competence by experience the language that is both understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. It does not matter how appropriate the input is, acquisition will not occur if a student's "affective filter," or collection of emotional responses hamper the meaning of comprehension. Krashen insists that learning does not turn into acquisition in a certain complex way. This can occur only if second language students successfully monitor their language production so that they provide their own grammatically correct comprehensible input. This self-produced input then becomes part of the total necessary for acquisition to take place. (as cited in Tricomi, 1986, p.61 ).

## **2.4. Theories for SLA**

### **2.4.1. Stephen Krashen's 'Monitor Model Hypothesis':**

In the book titled *How Language are Learned* Patsy M. Lightbown and Nina Spada said that Stephen Krashen's Monitor Model was established in early 1970. He described his model in terms of five hypotheses.

#### **i. Acquisition-learning hypothesis:**

In this hypothesis Krashen contrast the two terms acquisitions and learning. The 'acquired system' or 'acquisition' is the product of a subconscious process. It is very similar to the process that children undergo when they acquire their first language. It requires meaningful interaction in the target language, natural communication in which speakers are concentrated not in the form of their utterances but in the communicative act.

On the other hand, "learned system" or "learning" is the product of formal instruction and it embraces a conscious process which results in conscious knowledge of the language or focus on grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

#### **ii. Monitor hypothesis:**

According to this hypothesis, the acquired system initiates a speaker's utterance and is responsible for spontaneous language use. Such monitoring takes place only when the speaker/writer has plenty of time and concerned about producing correct language and has learned the relevant rules.

**iii. Natural order hypothesis:**

The Natural Order hypothesis is based on research that the acquisition of grammatical structures follows a 'natural order' which is predictable. In the first language acquisition, second language acquisition explains in predictable sequences. The language features that are earliest to state are not necessarily the first to be acquired.

**iv. The input hypothesis:**

The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' which is one step beyond of his/her current stage of linguistic competence.

**v. Affective filter hypothesis:**

This hypothesis represents Krashen's view that there are numbers of 'affective variables' play a facilitative but non-causal role in second language acquisition. Like-motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can raise the affective filter and form a mental block that prevents the language acquisition. (as cited in Lightbrown and Spada, 2006, p.36-37).

#### **2.4.2. Behaviourism Theory/ Lerner Perspective Theory:**

“The Learning perspective argues that children imitate what they see and hear, and children learn from punishment and reinforcement.” (Shaffer, Wood, & Willoughby, 2002, p, 68 as cited in *The Role of Neuro-Linguistics in Language and Behavior of Communication*).

The main theorist associated with the learning perspective is B.F. Skinner. Skinner claimed that adults shape the speech of children by reinforcing their babbling or whatever sounds they make. Language learning is an activity for them which child acquire by external force. Child learn language whatever his environment teaches him. Skinner (1971) defines his theory as positive and negative reinforcement in his book *Beyond Freedom and Dignity*. If the children work well, do hard work, be enthusiastic in their studies parents' give them reward to encourage and motivate them. In this way children will be motivated in their classes even when they grow up at work places they will behave the same. So this positive reinforcement means that if someone gives a positive response to something or do some positive action he or she should be rewarded positively. A warming smile, pat on back, praising words etc can be the example of positive reinforcement.

On the other hand, negative reinforcement is the reduction of a repetition process. For example, if a child cries for candy but he is slapped so he learned that slap is the consequences of crying. As a result she does not cry for the accomplishment of his desires. (p. 39-41).



### **2.4.3. Chomsky's Innateness /the Nativist Theory:**

The nativist perspective argues that humans are biologically programmed to gain knowledge. Chomsky proposed in his book *Language and Mind* that “innate knowledge of Universal Grammar (UG) permits all children to acquire the language of their environment during a critical period of their development” (p. 88). All humans have a language acquisition device (LAD). The LAD contains knowledge of grammatical rules common to all languages (Shaffer, 2002, p. 100 as cited in *The Role of Neuro-Linguistics in Language and Behavior of Communication*). The LAD also allows children to understand the rules of whatever language they are listening to. Chomsky also developed the concepts of transformational grammar, surface structure and deep structure. “Transformational grammar is grammar that transforms a sentence. Surface structures are words that are actually written. Deep structure is the underlying message or meaning of a sentence”. In general, what is in our mind receives a threefold classification into ideas or concept, beliefs and faculties or capacities of our ability to learn a language. (as cited in Cowie, *what's within: nativism reconsider*, 2003, p. 245).

### **2.4.4. Cognitive theory:**

A Swiss psychologist Jean Piaget was famous for his four stages of cognitive development for children, which included the development of language. In his book *The language and thought of a child* said that “a child has to understand a concept before he or she can acquire the particular language which expresses that concept. For example, a child first becomes aware of a concept such as relative size and only afterward do they acquire the words and patterns to convey that concept.” (p.23). Piaget developed an interest in the

intellectual development of children. Based on his observations, he saw the child as constantly constructing and reconstructing individuals who are achieving an increased understanding by integrating simple concept into more complex ones at each stage of development. However, according to Goodluck (1992), in his book *Language Acquisition: A Linguistic Introduction* describes that, “once language does emerge it is usually within certain stages and children go through these stages in a fixed order that is universal in all children.”(p. 92). Piaget's cognitive theory states that, children's language reflects the development of their logical thinking and reasoning skills in stages. The child have to be at a particular stage of development to be able to learn new concepts. There are four stages of Piaget's cognitive development theory, each involving a different aspect of language acquisition.

**Sensory-Motor Period-** (birth to 2 years) Piaget described the first two years of a child’s life as the sensory motor stage. At that time babies’ and toddlers’ knowledge and understanding level are depends on their physical action and their senses like sound, sight, taste, touch and smell. During the sensory-motor period, children's language is egocentric and they talk either for themselves or for the pleasure of others who are there with the activity of the moment.

- i. **Pre-Operational Period-** (2 years to 7) From the age two to seven years of age children learn to manipulate the environment and represent objects by words, which supports them to play with ideas, logics. They can use symbolic words which allow them to talk beyond the "here and now" and also about the past, future feelings.

- ii. **Egocentrism-** this stage involves "animism" which refers to young children's tendency to consider everything, including lifeless objects such as his/ her favourite toys as being alive. Language is considered egocentric because they see things purely from their own perspective.
  
- iii. **Concrete Operational Stage-** This stage form about seven to eleven years of age. At that time more logical thought develops. They emphasize on classification or categorization, similarity and differences.
  
- iv. **Operational Period-** (7 to 11 years) and (11 years to adulthood) Piaget divides this period into two parts: the period of concrete operations and the period of formal operations. According to Concrete Operational Stage, this stage form about seven to eleven years of age. At that time more logical thought develops. They emphasize on classification or categorization, similarity and differences. And in Formal Operation Stage (12 to adulthood) he claimed that children become master of orderly thinking and logical thought. At that time they can manipulate abstract ideas, make hypothesis and see the implications of their thinking on others. (as cited in Miller and Pound, 2010, p. 47-49).

#### **2.4.5. The Sociocultural Theory:**

Vygotsky's social interaction theory incorporates that children's cognitive development, including language development can be influenced by their environment as

well as the language input children receive from their care-givers. The interaction theory proposes that language exists for the purpose of communication and can only be learned in the context of interaction with adults and older children. Lightbown and Spada (2013) explain that learning is thought to occur when an individual interacts with an interlocutor within his or her zone of proximal development that is in a situation in which the learner is capable of performing at a higher level because there is support from an interlocutor. (as cited in *How Language are Learned*, p. 47).

Vygotsky develop the concept that children are not egocentric but social. Play is one important aspect in his theory. He argued that in their play children perform at a higher level than in other real life contexts. It gives them an opportunity to identify solutions of the problems and develop an understanding of the rules. In the same way, Vygotsky emphasises on communication, language and thought. He stress the importance of labelling process in the formulation of concept. Young children always talk to themselves. They use language as a tool for regulating their actions. Children never shy to express their feelings through communication especially in their own group. (as cited in Berk,1994, p. 30- 39 ).

Another best known aspect of Vygotsky's theory is the 'Zone of Proximal development.' This describes clearly the gap between what a child can do alone and what they can do with the help of others. It is the capability of a child to learn through instructions which is a fundamental feature of human intelligence. A child's learning is not only depend on their readiness or existing knowledge it also depend on their ability to learn with help. That's why, two children may have same level of competence but their success depend on their different abilities of getting benefit from the instructions that given them by others. (as cited in Doolittle, 1997, p. 83- 103).

#### **2.4.6. Factors that Influence Toddlers' Second or Foreign Language Learning:**

In the article ‘‘Internal and External factors affecting foreign language teaching and learning’’ , Daniel Madrid explained that he got the evidence in several research that the learners individual characteristics can help to explain ones' individual outcomes. How learners understand their learning process and what results they will obtain are depends on the roles played by male and female, their social contexts, beliefs and experiences, age, aptitude, cognitive characteristics, their affective states and personal characteristics. So according to Dainel Madrid the things that influence learners' language are:

**Gender:** This variable has biological interference but it is considered that gender is often played a very important role in language learning. Based on many researches like sociolinguistic research by Labov, 1991, p. 206-7), Burstall's longitudinal research (1975) and many other studies by Boyle (1987), Nyikos (1990) studies have found that females has a more positive attitude to learning L2 than males.

**Social Context:** Students' social context is determined by a set of social factors associated with their social class, cultural level, home language, environmental language, ethnic and religious context etc. For example, students who live in a bilingual families and influenced by a supportive environment. Any natural settings where L2 is used for communication such as official or as a community language and also in the educational settings where L2 is used as a means of instruction in the classroom.

**The student's beliefs and experiences:** Second language learners are not always of their individual cognitive or perceptual learning style but virtually they have strong beliefs and opinions about how their instruction should be delivered. This beliefs are based on

learners' previous learning experiences and the assumption. L2 learning might affect the way students' behave in class and the interest they show in their academic tasks.

**Affective factors:** Language learning often involves in emotional reactions which determine positive or negative results. Students react to their teacher's performance in class in a variety of affective ways. Sometimes they become really enthusiastic about the L2 class and sometimes they reject the teaching situations. Scovel argued that, affective variables have often been defined as the converse of cognitive variables. They are everything which impinges on language learning which is unrelated to cognition. (as cited in The effect of affect on foreign language learning, 1978, p. 130).

**Motivation:** Motivation is the willingness to learn something. It is a key factor to understanding the student's affective state. A common problem associated with motivation is in SLA motivation has a complex phenomenon. Learners' motivation defined in two factors. On one hand learners' communicative needs and on the other hand their attitude towards SLA. (as cited in Nina Spada, p. 63).

**The student's personality:** The research studies focused on the effect of certain personality traits on the student's L2 achievement personality features. These personalities are shyness, extroversion, ethnocentrism, Machiavellianism, anomie, persistence, participation, empathy, cultural permeability, cultural tolerance and anxiety. (p. 11).

**Age:** There is a belief that young learners are better at learning languages than adults and this concept fall under critical period hypothesis. According to this hypothesis the early years before puberty offer the most favourable stage for L2 learning to take place naturally and with ease but now a day many critics deny this concept and give different opinion about learning language in adult age. (as cited in Skemmen,2013, Second Language Acquisition, p. 10).

**Aptitude:** Patsy M. Lightbown and Nina Spada said in their book named *How languages are Learned* that “Specific thought to predict success in language learning have been studied under the title of language learning aptitude.” (2006, p. 57).

**Cognitive styles:** Students perceive, process and organize their learning in different ways. These particular ways in which they try to learn are called cognitive styles. The cognitive styles received most attention by researchers that are field-dependence and field-independence. These students seem to learn in opposite ways. Other learner styles include these dichotomies reflexive/impulsive students, focalizers/selective, totalizer/partialist, tolerant/intolerant, etc. (1995, p. 73).

#### **2.4.8. Bilingualism in Multicultural Society:**

“As globalization and population movements are increasing, different cultures certainly come into more contact with each other which resulting in growing numbers of multicultural societies”. (Hamers & Blanc, 2000, p. 27). When the multicultural society meets to communicate each other they start learning each other’s language which become a cause of bilingualism. Skutnabb-Kangas and McCarty (2008) explain that a bilingual possesses “proficiency in and use of two or more languages by an individual; the term does not always imply an equally high level of proficiency in all the relevant languages” (p. 2). Language development is a complex, dynamic process which influenced by the child’s age, language exposure and social interactions. Sometimes bilingualism is a necessity. When children go to school they need to learn more than one or two languages. According to Mackey and Anderson, “Bilingual children are better able to focus their attention on relevant information and ignore distractions.”(1977, p. 9). In the article “Bilingualism in Early Childhood” Eugene E Gracia considered *Bilingualism must have cognitive and social*

*domains because the acquisition of language coincides with identifiable periods of cognitive development within significant contexts.* (1980, p. 52). In this article Gracia said, early bilingualism happens to children mainly during the first five years and includes some conditions.

- Children are able to produce some aspects of each language. They can memorize one or more vocabularies and they can be fluent in both or more languages.
- Bilingual environment is very important in a child's first three to five years. If they get exposure naturally from a nuclear or an extended family that use two languages for social interaction then they learn more languages easily.
- The simultaneous character of development must be apparent in both languages. After become fluent in native language children began to learn second language. (p. 55).

#### **2.4.9. Multilingual Model of Language Acquisition:**

Now a day globalization has a great impact on communities and understanding multilingual communication. To develop a transitional relations, migration and digital communication people now become proficient in multilingual interactions. In such communities language acquisition also works differently such as they learn and use the language together. Suresh Canagarajah and Adrian J. Wurr argues in their article "Multilingual Communication and Language Acquisition: New Research Directions" that "they decode the other's grammar as they interact, make inferences about the other's



language system, and take them into account as they formulate their own utterances.’’ (2011, p. 3). House (2003) also argues that those users that use ELF (English lingua franca) are competent enough to be able to monitor each other’s moves at a high level of awareness. (p. 559). Canagarajah and Wurr also explained that objective of multilingual language learning is totally different. The multilingual learners do not have any aim to become proficient in any language. They know the codes which are sufficient for them to perform any language. They adopt different codes for different context and perform the language. They don’t focus on total competence of individual languages. (p. 4).

Another linguist Thomas Andrew KrikPatrick explains in his article ‘‘English as an Asian lingua franca and the multilingual model of ELT’’ that adopting a multilingual model is appropriate for today’s world. English now plays a role of lingua franca that means it becomes the common language of communication by multilingual people whose first language is not English. He also said in recent years English is not just an American English or British English, it has developed in many varieties such as African English (Ghanaian, Nigerian and South African), South Asian English (Indian, Pakistani and Sri Lankan) and Asian English (Bruneian, Malaysian, Philippino and Singaporean) (as cited in Krikpatrick, 2011, p. 216).

#### **2.4.10. Acculturation Theory:**

In the book *Foreign and Second Language Learning*, William Littlewood describes, the word Acculturation is coming from ‘Culture’. Culture means a way of living or the way we live. There are many ways and reasons through which individuals and group of people speak, conduct themselves, celebrate holidays, and express their belief systems. When individuals or groups of people that living a lifestyle of their own culture start move into a

lifestyle of another culture that is called acculturate. (p. 70). They are going to adapt the new culture's behaviours, values, customs, and language. In the article “Immigrant Adaptation and Pattern of Acculturation” Gibson (2001) said, “acculturation can be defined as ‘the process of cultural change and adaptation that occurs when individuals from different cultures come into contact’”. (p. 19). According to *Social science and Research council*, 1954, acculturation was defined as “Culture change that is initiated by the conjunction of two or more autonomous cultural systems”. (as cited in Immigrant Adaptation and Patterns of Acculturation, 2001, p 974).

Berry (1976) introduced in his paper “Acculturation: Living successfully in two cultures” the concept of psychological acculturation also. It means an individual who is facing the cultural changing can be influenced directly by the external culture and internal culture. External culture changes such as their behaviour for example in ways of speaking, dressing, eating etc. And psychologically their anxiety, uncertainty, depression, sense of well-being and self -esteem also changes according their intercultural living. (p. 293).

In this paper Berry also includes four types of acculturation strategies based on ethno cultural group. Those are:

- **Integration:**

When individuals maintain his or her own culture and at the same time participate in the immigrant culture, do the daily interaction with them the integration strategy occurs. They are more interested to participate in larger social network.

- **Assimilation:**

When individuals’ give up his or her own cultural identity and absorbed the immigrant cultural identity, the assimilation strategy is defined.

- **Separation:**

Separation strategy is when the individuals' maintain his or her own culture identity and reject to involve in immigrant culture.

- **Marginalization:**

The individuals does not identify with or participate in either his or her own culture or immigrant culture.

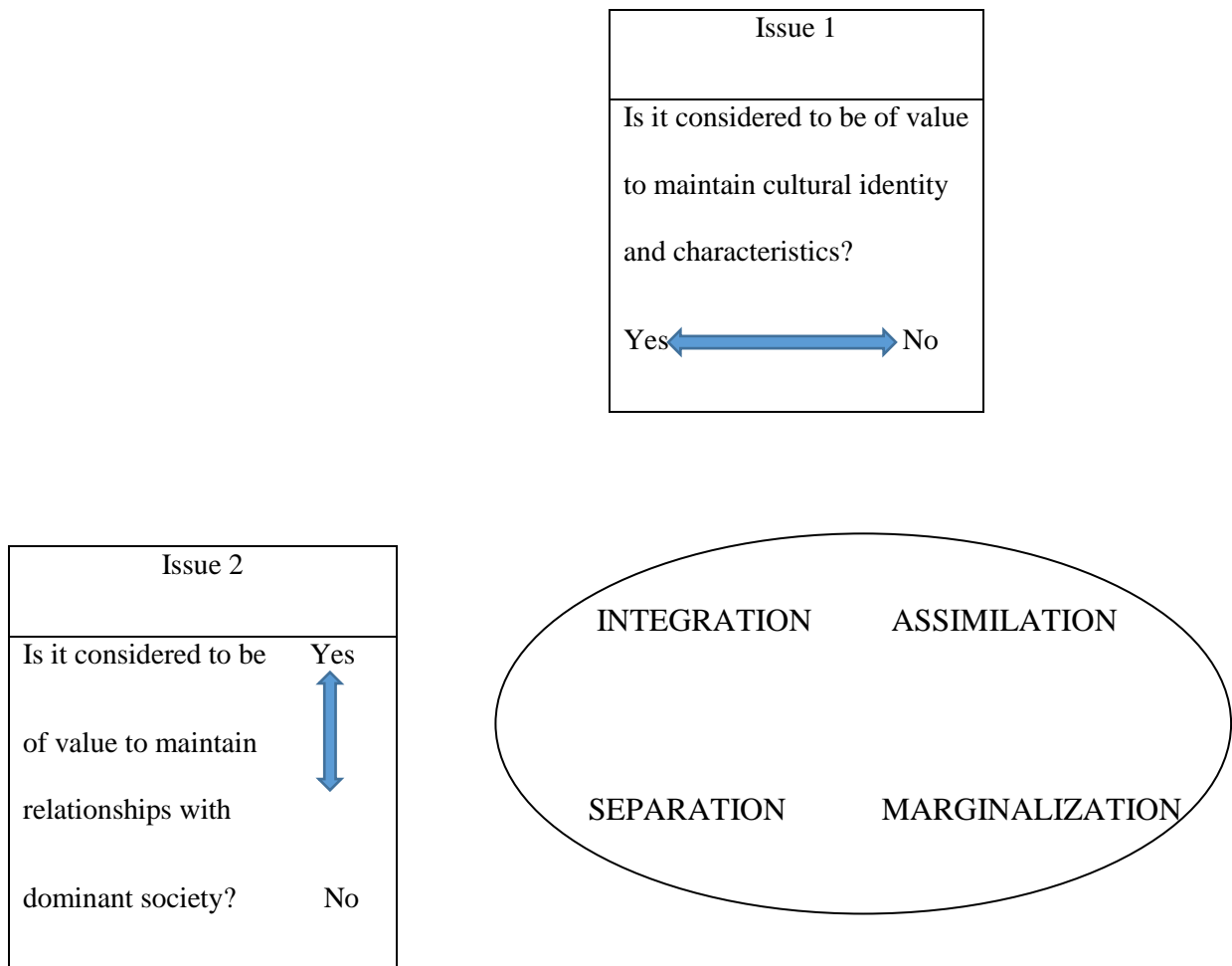


Figure 1: Four acculturation strategies based upon ethno cultural groups (p. 296).

#### **2.4.11. Adjustment of Children from Immigrant Families:**

Psychologist Andrew J. Fuligni describes in his article “The Adjustment of Children from Immigrant Families” that the children from immigrant families have a remarkable level of general adjustment. Even they often become more successful than from native families. (p. 99). Even those who are not born in immigrant country but enter there at their early age they also have surprisingly similar results in different subjects including English. Here he explains about some factors. Those are:

- **Socioeconomic factors:**

The immigrant children possibly come from an advantaged family background. The immigrant parents may be received an advanced education from their home countries and immigrant to another country for seeking better opportunities. So children from that families also have an urge to do better in their future. (p.100).

- **Psychological factors:**

Immigrant children always have some psychological issues that they have to perform better in schools or any other social activities which motivate them to do better in future. (p. 101).

- **Value of Education:**

Immigrant families see education is the best way that their children can succeed in native society. Families from different countries such as India, Mexico, Cuba and China all emphasize on education success and inspire their children to attend university/ college. They give more focus on English and mathematics, spent more time on doing homework and studying. (p. 101).

- **Family Obligation:**

Many immigrant families such as those from Asia and Latin America, come from collectivistic traditions that emphasize family members' responsibilities and obligations to one another. (Chilman 1993, Shon and Ja, 1982 as cited in Fuligni 1998). These tradition takes place because immigrant parents know very little about the native society. So the children who mingling with the native society they help more to their families to negotiate with their official tasks and informal demands. They believe they should help their parents financially and have their parents to live with them at their growing age. And the one and only way they have seen of their success is good education. (p. 102).

- **Cultural Identity:**

Despite all the pressures and influences of immigrant countries immigrant families always want to retain their original cultural identities. They want to make a distance themselves from the negative stereotypes of immigrant cultures. It is also found that immigrant families always focuses on their language first. So when they go back to their own country their children can speak to their mother tongue. Walters (1994) observed that those who did not have any cultural identity they come from a lower socioeconomic backgrounds and they experienced more discriminations. Despite all the observations it is found that the immigrant children that do well they all have a clear direction, a responsible role and a strong cultural identity. (p. 103).

## **Chapter 3**

### **Research Methodology**

#### **3. Research Design:**

##### **3.1. Objective:**

To evaluate ‘Children’s early learning and development’ done by NCCA (National Council for Curriculum and Assessment) mainly focuses on Ireland’s social and economic climate, increasing multicultural nature of society and relevant legislation and policy which play important roles for early childhood care and education of Ireland. Their modern day view is children are competent learner and capable of making their own choices and decisions in different contexts such as in family, early childhood setting, community and society. So, my objective for this research paper is to evaluate how toddlers cope up the second language in different environment and in different social situations in Ireland.

##### **3.2. Research Questions:**

- 1) In Bangladeshi families of Ireland how do children start to learn a second language?
- 2) What problem do the children face in Irish Environment?
- 3) How can parents support their dual language development?
- 4) How do toddlers respond to their language in an equal and diversified situations?
- 5) What factors influence their second language learning in a different culture?

### **3.3. Significance of the Research:**

This research will help in finding out how Bangladeshi children that use Bangla as their first language are surviving in different environment where their target language is not learned at home. The researcher also found out that children may know both Bangla and English but they only wanted to speak in one language which they found comfortable and had larger number of friends. By practicing this sometimes they even forgot their mother language and the target language became their first language. This research also tried to find out some solutions that how parents can deal with their children's language learning problems.

### **3.4. Methodology:**

#### **3.4.1. Setting:**

The setting of this research was home of the children

#### **3.4.2. The Instrument:**

- I. Questionnaire for the parents.

#### **3.4.3. Participants:**

The participants of this research were parents of toddlers and children. The parents of toddlers were mostly from Bangladesh whose first language is Bangla. There were 20 parents participated in the question answer sessions. The toddlers were from mixed background such as some of them were born in Ireland and some of them born in Bangladesh and moved in Ireland at the age of 2 to 4. The age range of children were 3 to 7 years.

#### **3.4.4. Procedure:**

The researcher distributed the questionnaire among the parents.

#### **3.4.5. Method of Analysis:**

A qualitative and quantitative method of data analysis was employed by the researcher to analysis the information received from the parents.

#### **3.4.6. Limitations:**

The researcher tried to find out how Bangladeshi children adapt English language in an Irish environment in every aspect. However, in this research researcher faced some limitations. Such as:

- In Ireland there is a very small community of Bangladeshi people.
- The number of Bangladeshi toddlers were very limited here. Most of the Bangladeshi lived here were Bachelors or had adult childrens.
- Another problem the researcher faced was most of the parents did not want to write the correct informations about their children's learning ability. They thought it might be a competition that their children did not know any Bangla rhymes or stories but other children know Bangla. So, they answered some questions which is not correct.
- For qualatitive questions some parents did not even want to write any explanation. They had found it too time consuming.



## Chapter 4

### Research Findings and Analysis

This chapter consists of the data obtained from parents of children and their analysis. Around 20 parents are involved in this survey.

#### 4.1. Analysis of Parents' questionnaires:

This study is mainly based on the data collected from the parents of children. Among the children 7 children moved to Ireland at the age of 2-4 and the rest, 13 children were born in Ireland. The following pie chart shows the ratio of participation of the native and non-native children in Ireland in this research.

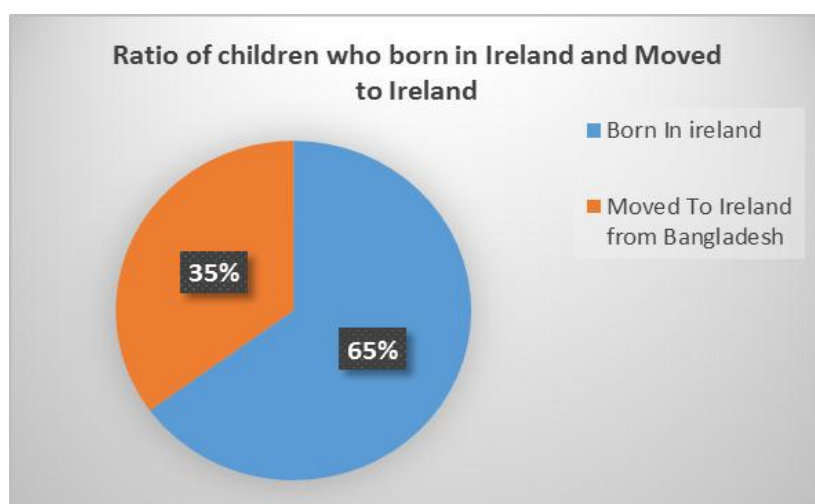


Figure 1: Ratio of Children born in Ireland and children who moved to Ireland

As per the pie chart (Figure 1), there were 35% of children moved to Ireland from Bangladesh at age 2- 4, whereas 65% children born In Ireland.

**Figure 1:**

**Timeframe to move in Ireland**

There were 18 questions in the questionnaire that were given to the parents of the children aged 2- 7 years. At first they were asked when they moved to Ireland and for how long they have been staying here.

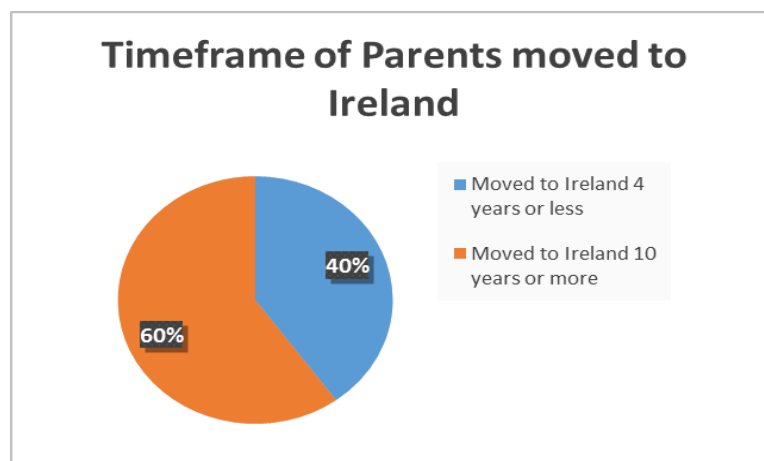


Figure 1: Parents' Timeframe of coming to Ireland

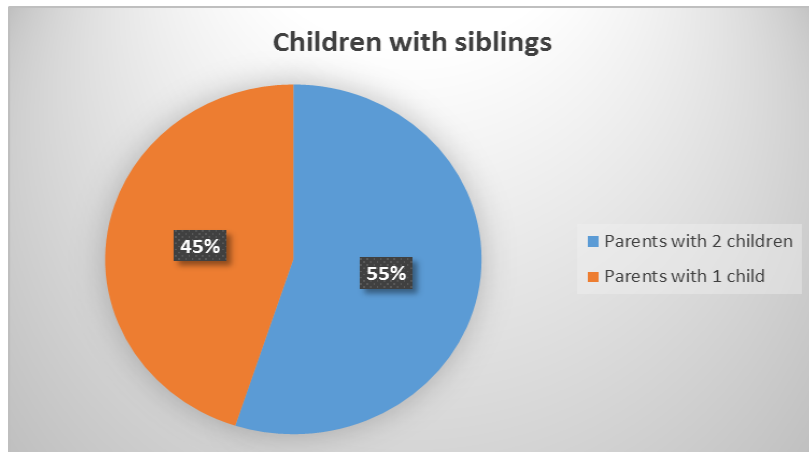
Again if we look at the (Figure 1) graph, we can see that 40% parents moved in Ireland from Bangladesh within 4 years or less with their 2-4 years children and 60% parents lived in Ireland more than 10 years and their children also born here.

**Nationality of parents**

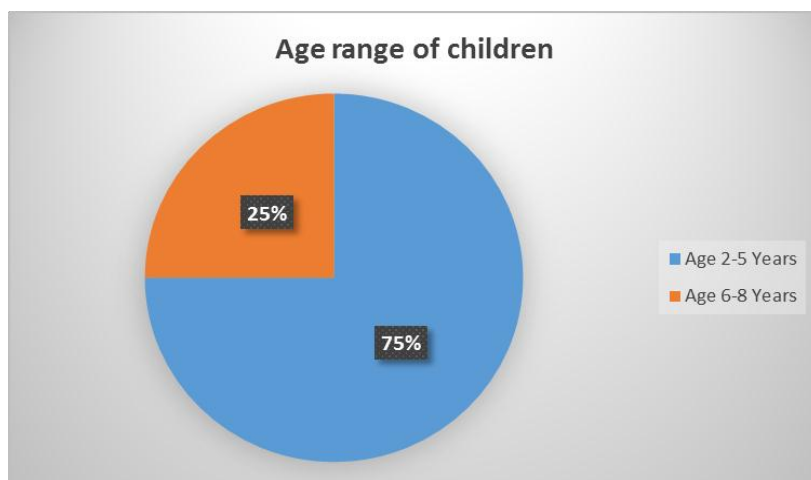
In the survey, researcher had taken the parents that both were from Bangladesh. So their first language is Bangla, which they feel comfortable to use.

**Figure 3:**

**Children with siblings and their age**



Pie chart 1



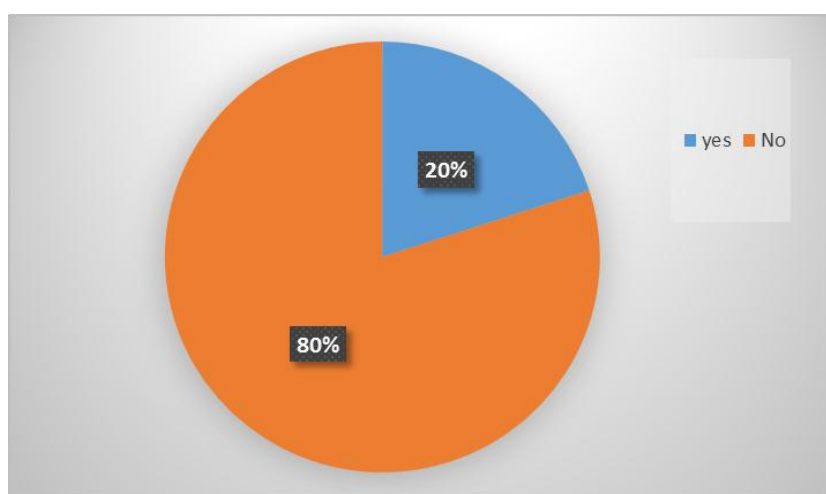
Pie Chart 2

Results of the pie chart 1 shows that 55% parents have 2 children and 45% parents have only 1 child. So, those who have siblings at their home it was easier for them to communicate with their siblings in both Bangla and English. But those who were only child at home it was difficult for them to mix with others. Also in pie chart 2 shows that there were

75% children whose age were among 2 to 5 years and rest 25% children were at age 6-8 years. So in that survey both toddlers and children were involved.

**Figure 4:**

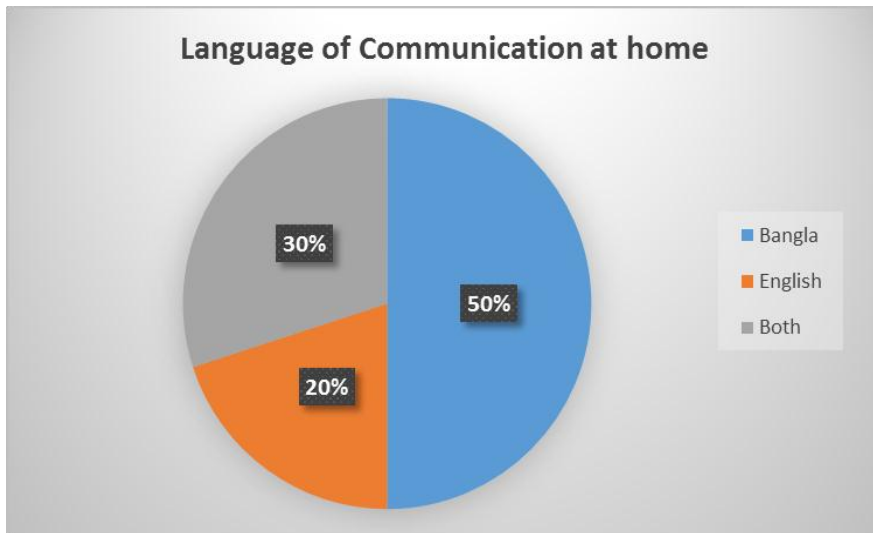
**Speaking in Bangla at home may delay learning English at school?**



From above pie chart it shows that 20% parents think that speaking in Bangla at home did not help their children to cope up with English at school. So they practiced both English and Bangla at home so that their children can learn English at school easily. And 80% parents thought that children are born learner and their brain is so sharp that they can easily cope up with English when they go to the school. So they did not bother to teach English at home.

**Figure 5:**

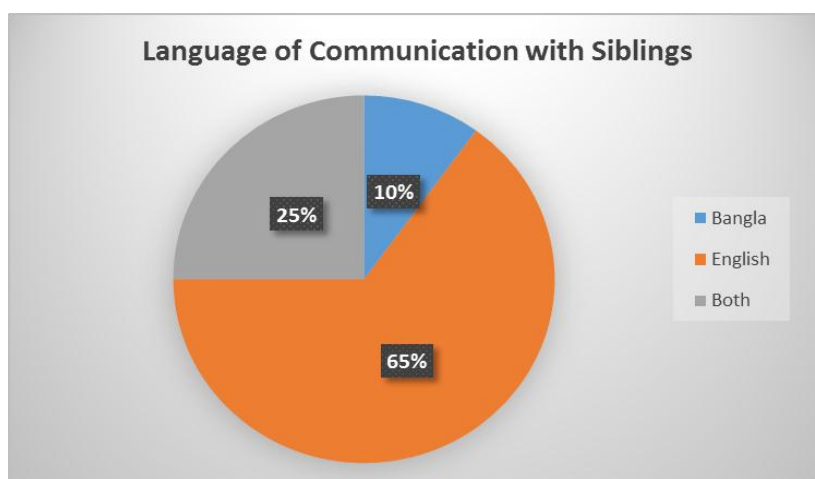
**Language of communication with children at home**



This graph shows that there were 50% parents who used Bangla to communicate with their children. 30% parents used both Bangla and English to communicate with their children. And 20% parents used only English to their children because the toddlers' do not understand Bangla at all though they born and brought up by a Bangladeshi family.

**Figure 6:**

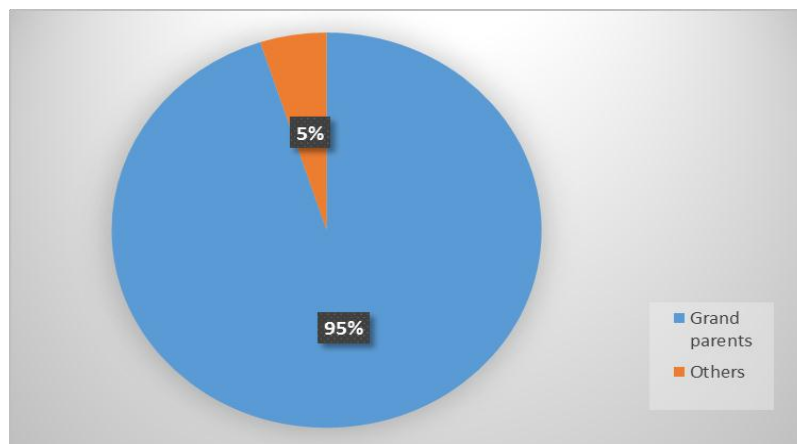
**Language of communication with the siblings/ Bangladeshi freind**



From the above graph it shows that only 10% siblings that age 3 years and 5 years communicate in Bangla where as 65% children preferred to speak in English with their siblings or friends when they play. And the rest 25% children speak both in Bangla and English with their siblings and bangladeshi playmates. The research had found that the 10% children that use Bangla with each other were a 3 year toddler who did not admit to school yet and his brother the 5 year old toddler boy only started his school 6 months back.

**Figure 7:**

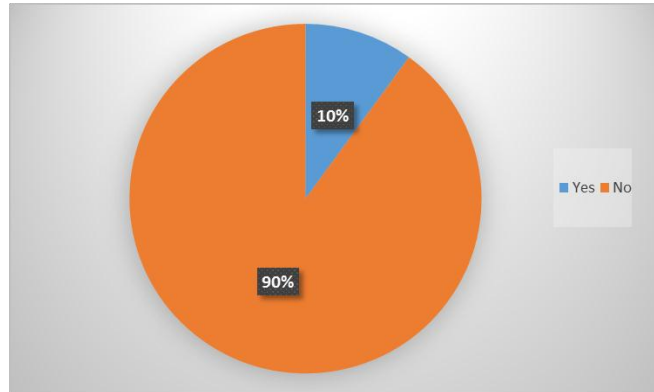
**Do any parents live in joint family here?**



In Ireland most people live without any grandparents or other relatives. The answer shows that in 95% families there were no other member lived with them. But it was found that there were only 5% families where other cultured men lived in rents and their first language were not Bangla.

**Figure 8:**

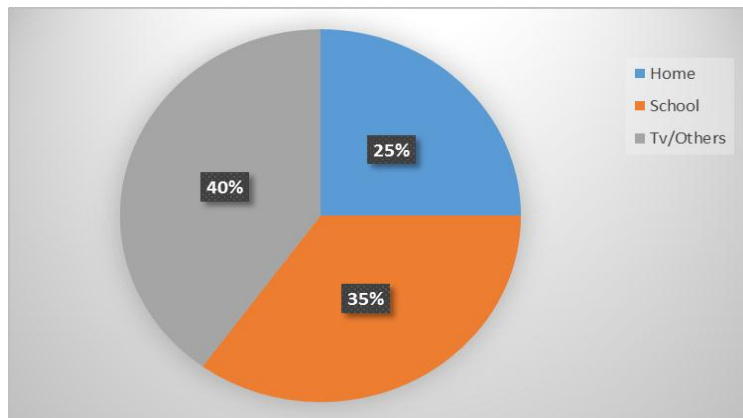
**Motivate children to speak in English at home**



Among respondents only 10% parents encouraged their children to speak in English at home because they think it will help them to cope up with the language at school. Whereas 90% parents did not prefer to speak at English at home because they want their toddler's also practice Bangla.

**Figure 9:**

**Children learn their first English from**

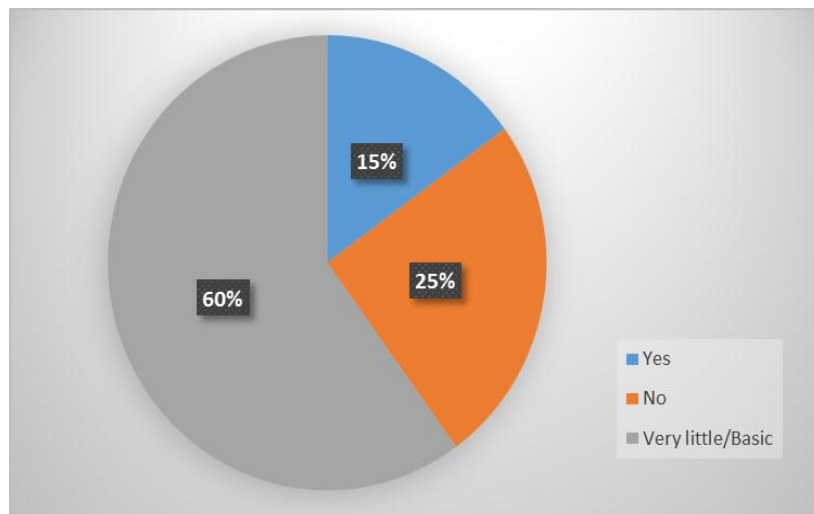


That graph shows that, 25% children learn their first English from home. Basically we observed that those who have siblings they learn their first English words from home. 35%

children learn their English from school whereas 40% parents confirmed that their children learn their English from cartoons or television.

### Chart 10

#### Understanding Irish Language

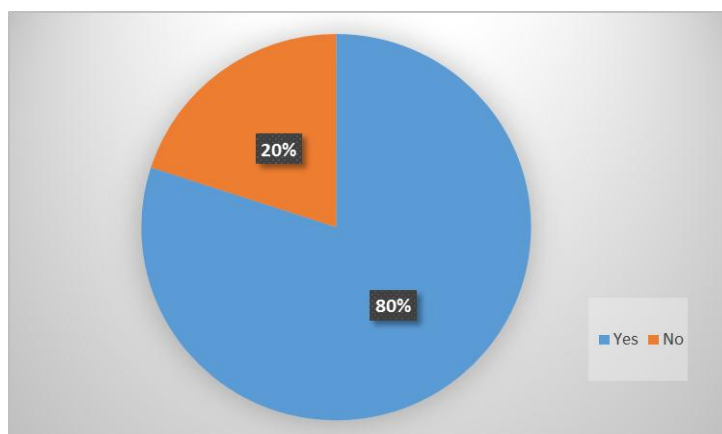


From above graph it shows that only 15% children understood Irish language properly. 25% children did not understand it at all. 60% parents said that their children know very basic or little Irish language. Irish is not a compulsory language in schools. Most schools follow English language for teaching and learning. If children want to take a language course they have options between French, spanish and Irish.

#### Figure 11:

#### Playing with Irish children except school





In this graph it shows that 80% parents said that their children play with Irish children except school time but found that 20% children does not play in any Irish community children except school time. Their parents thought that they were more shy to play with different cultural children also they were not comfortable to talk with them in English.

#### **4.2. Parents' responses to open ended questions:**

The following open ended questions were asked to the parents of children (see appendix 1). There were 7 open ended questions out of 18 questions in the questionnaire.

##### **a. Children learn Bangla language with reading and writing skills:**

In this question parents were asked that whether they like to teach their children Bangla with both reading and writing skill or they just want them to speak in Bangla. Participants found this question very interesting and they come up with different opinions.

Among 20 parents 25% parents answered they don't want to teach their children Bangla at all. 15% parents think it will confuse them. 10% parents did not give any reasons.

Another 13% parents answered they prefer their children to speak only in Bangla. They do not need the reading or writing skills. 11% parents did not give any reasons except 1

person said, she wants her children can communicate with their cousins when they visit Bangladesh.

26% parents answered that they want to teach their children Bangla with both reading and writing skills. Here different parents give different opinions. Some parents said, they don't want to forget their culture.

1 parent said, if they move to Bangladesh someday then their children need to know both reading and writing skills in Bangla.

2 parents said, their preference is first they are Bangladeshi and second they want their children should be fluent in both Bangla and English Languages.

And last 2 parents answered that, to communicate with relatives and Bengali community they want their children learn Bangla with both reading and writing skills.

#### **b. Children learn English language with reading and writing skills:**

27% parents confirmed they want to teach their children to learn English with both reading and writing skills but they don't explained any reason.

73% Parents answered that- "English is the main language in Ireland so to understand the academic courses properly and to communicate with outer world we prefer our children to teach English with both reading and writing skills."

#### **c. What Bangla rhyme or short story do the children know?**

The participants had very mix reaction to this question. 35% parents said their children do not know any Bangla rhyme or short story. 20% Parents answered their children

knew it but now they forget. And 45% parents said their children know the Bangla rhymes

but not any short story. Most common Bangla rhymes children knew are:

**Table 1:**

Bangla rhymes' name that children know:

Rhyme Name	Children	%
খোকা যাবে স্বস্তুর বাড়ি	6	20
ঘুম পারানি মাসি পিসি	8	27
কাঠবিড়ালি পেয়ারা তুমি খাও	4	13
হাটটি মাটি টিম	7	23
আয় বৃষ্টি বেপে	5	17

Other names of rhymes were also found such as 'নোটন নোটন পায়রাগুলি', 'আতা গাছে তোতা পাখি'।

**d. What English rhyme or short story do the children know?**

In answer to this question all the participants said their children know English rhymes and short story. Most common English rhymes were:

**Table 2:**

English rhymes' name that children know:

Rhyme name	Children	%
Jony Jony, Yes papa	19	22
Baa Baa Black sheep	18	21
Five little monkeys jumping on the bed	16	19
Wheels on the bus	15	18
Twinkle Twinkle little star	17	20

Other rhymes were found such as ‘Incy wincy spider,’ ‘Pussy cat pussy cat,’ ‘Hot crust bun,’ ‘Jingle bell,’ ‘London bridge is falling down’ etc.

75% parents mentioned their children know some English short stories that were teach in their schools. For example – ‘The splash,’ ‘Look out Teddy,’ ‘The Apple,’ ‘Hansel and Gretel,’ ‘Biff and chip stories’ etc.

25% parents also mentioned some stories name such as ‘Two frogs,’ ‘The dog and bone,’ ‘Thirsty crow,’ ‘Cinderella,’ ‘Rapunzel,’ ‘Three little pigs’.

#### **e. The Tv Channel/ Cartoon children like to watch**

In answer to this question it is found that most of the children like to watch English cartoon channel and no one watch any Bangla or Irish cartoons. Some of the common English cartoon’s name they mentioned were ‘Peppa pig, Pocoyo, Ben and Holly, Mickey Mouse, Animated movies’ and others.

**Table 3:**

English Cartoon name children like to watch:

Cartoon Name	Children	%
Peppa Pig	16	15
Pocoyo	20	19
Disney Animated Movie	20	19
Barbie	6	6
Ben and Holly	15	15
Mickey Mouse	18	17
Mr. Bean Cartoon	9	9

From the above table it can be seen that 15% children watched Peppa pig, 19% children liked Pocoyo, 9% children watched Mr.Bean, 17% watched Mickey Mouse cartoon. Also the rest 6% watched Barbie, 15% Ben and Holly and 19% liked Disney animated movies.

From the question the researcher also got some other cartoon show's names such as 'Number Jacks' and 'Masha and the Bear.'

**f. Differences of language when children communicate with Bengali community and Irish community:**

In this question 45% parents answered that they don't find any differences of the language when their children met with Irish children. 8 parents did not give any explanation here but 1 parent said 'as his children already know the English properly so it does not effect their communication with Irish society or Bengali society.'

Whereas 55% parents answered that they had found the differences of the languages and attitudes in their children when they met Irish community and Bengali community children. 8 Parents said, their children felt more comfortable when playing or communicating with Bengali community.

1 parent said, when their children play with Bengali community they use both Bangla and English but in Irish community they use only English even in Irish environment when they communicate with their Bengali Parents they preferred to speak in English.

2 parents did not give any explanations.

**g. Suggetions from Parents to deal with their children's second language learning:**

Parents were asked to give some suggestions on how they can deal with their children's second language learning. Most of the parents said, to teach children any second language first they should be exposed to that language. 35% parents said children should watch English channels more such as cartoons, rhymes, movies and also play games. English story books also help them to learn their second language easily. Mrs. X, parent of a 5 year child said, 'Parents should help the children in English writing'.

Another parent named Mrs. Y, parent of two children aged 4 years and 6 years said, “Parents should always follow children’s progress at school and if needed take the children in different cultural or community clubs where they can communicate with more different culture’s children.”

Mr. A, parent of a 5 year child said that, “Always encourage children’s efforts to speak in English. It does not matter what grammar or pronunciations mistake he/she had done. Do not always correct their mistakes. In school they will learn the correct forms of language.”

Unfortunately, 65% parents did not give any comment or suggestion to this question.

## Chapter 5

### Discussion

The focus of the research was how children learn their second language. As my research area is in Ireland. So the main focus was how Benglai children learn their second language in an Irish environment. Though Irish is the mother tongue in many Irish people but English is the main language in Ireland for communication. So the children who are born in Bangladeshi family in Ireland Bangla is their first language and English becomes their second language not Irish. For the research I asked some questions to all parents (see appendix 1). One of the questions is when they moved to Ireland. 40% answers they moved here within 4 years or less and 60% moved for 10 years or more. In the article “Immigrant Adaptation and Pattern of Acculturation” Gibson said, “the immigration experience is accompanied by acculturation. Acculturation is the process of cultural change and adaptation that occurs when individuals from different cultures come into contact.” (Gibson, 2001, p. 19). They all have 1 child or 2 children and it is found that with siblings 65% children communicate in English and 25% use Bangla and English both. They also play with Irish children except school time. 80% parents answered that their children play with Irish children whereas 20% does not feel comfort to play with them. Graves (1967) also found the similarity in his concept of psychological acculturation. It refers the change in individuals who want to participate in the changed cultural contact situation, they are influenced both directly by the external culture and internal culture of the changing culture. (p. 341). At the same time the 20% children who did not feel comfortable to mix with Irish children shows that here Berry’s (1976) marginalization type of acculturation is common. (p. 293). Children at that time cannot identify in which culture they will participate. On the other hand, those 80%



children who played with Irish children it was also found that they are good in English. Here integration steps of acculturation is implies. Again from the research it is shown that 26% parents want to teach their children Bangla with reading and writing skills and 13% parents want to teach their children only to speak in Bangla but don't want to teach them writing which is similar to Berry's integration step. (p. 703).

It is also found that 80% parents did not think that if their children speak in Bangla at home will delay to learn English at school. On the other hand 20% parents think that speaking in Bangla at home may delay their children to cope up with English at school. Professor Naomi Steiner explain in his book *7 Steps Raising a Bilingual Child*, children adapt their language from environment and also they can learn language well beyond 5 year of age. (p. 9). So it is not matter whether they speak in Bangla at home and learn English at school. According to the policy book *Pre- School for travellers, National Evaluation Report*, for early childhood education they make some policies. They noted that, those travellers who come to visit in Ireland and stay in short term condition they should speak in their first language to their Montessori going children otherwise it will change their second language pronunciation and vocabulary inputs. (as cited in Department of Education and Science, Primary School Curriculum, Dublin 1999 , p. 13). Similarly according to Chomsky's innateness theory in his book *Language and Mind*, "innate knowledge of Universal Grammar (UG) permits all children to acquire the language of their environment during a critical period of their development". (p. 88). children can learn any language at a certain age of their life. Skinner also argued that language learning is an activity which children acquire by external force. (p. 6). So it is really not a problem if children speak in Bangla at home because gradually they will learn English when they enter in the Montessori school.

In Ireland it was found that 65% siblings speak in English, 10% use Bangla and 25% use both Bangla and English. Vygotsky's social interaction theory incorporates with that findings, that children's cognitive development as well as language development influenced by their environment and the language input children receive from their caregivers. (as cited in Berk, 1994, p. 47). 65% children communicate with their siblings because they feel comfortable in that language and also when they went school they also found that all the children communicate with each other in English. So for the children English is the social language in which they should play with each other. 25% siblings speaks in both Bangla and English. Professor Naomi Steiner explained in his book *7 steps of raising a bilingual child* that when children learn two or more languages it is very common for them to mix the languages. (p. 6). As most Bangladeshi children listen Bangla from their parents and other relatives they also know the language. It was not always that children are proficient in both Bangla and English but when they need they can mix both languages and make a sentence. From Skutnabb-Kangas and McCarty (2008) bilingual theory they explain that the term bilingual does not always need an equal high level of proficiency in all the relevant language. (p. 2). Similarly when siblings used both languages they did not need the same level of proficiency in both Bangla and English.

In the research we see that 60% parents said that their children know very little or basic Irish language and 15% children know Irish language very well. According to multilingual language theory Canagarajah and Wurr explained that, the learners do not have any aim to become proficient in any language. They only know the codes which are sufficient for them to perform any language. They don't focus on total competence of individual languages. (as cited in *Multilingual Communication and Language Acquisition: New Research Directions*, p. 4).

Furthermore, the research shows that 45% children know Bangla rhymes whereas 20% parent said their children know it but now forgot. According to Piaget's cognitive development theory in sensory motor period and pre- operational period children involved in different aspect of language acquisition. As per theory at the age of birth to 2 years babies and toddlers learn the language from their care givers' physical actions, sounds, touch and smell. So when their caregivers' say any story or rhymes at that stage children can remember them. At pre- operational period children learn to represent those rhymes in words and can recite them (p. 47-49) but if they do not practice it gradually they start to forget the language as well as those Bangla rhymes and short stories also.

## **Chapter 6**

### **Conclusion**

Learning a new language in a new country is not easy for children. It may be different for them who born in the same country but those children who moved to another country at age 3 or more it becomes quite difficult for them to adopt the new language in new environment. As a result some children may be stop talking at outside, become isolated whereas some try to be more social and want to adopt the language willingly. In Ireland there have a small community of Bangladeshi people. But in every occasions and home parties they meet with each other and communicate. Also most of the Banglai families like to mix with Irish families which help the Bengali children making Irish friends. From the research now we know that children learn language from their surrounded environment. Though children live in Bengali family but from school, cartoons, siblings and friends children can easily coping up with their second language in Ireland. Children absorb all the habits and taste of the people around them in their early age and with time it becomes a part of their personality. From that research researcher finds that though Bengali people want to adopt the Irish culture but they also do not want to forget their own culture and language too. So, most of the Bengali families always encourage their children to speak in Bangla at home as they learn English at school and from their surroundings. That's how, in Ireland children become proficient in their second language and also try to remember their own Bengali culture in this multicultural Irish community.

## References

- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International journal of intercultural relations*, 29(6), 697-712. Retrieve from [https://books.google.ie/books?hl=en&lr=&id=Z0L7dwJKel8C&oi=fnd&pg=PA291&dq=4+strategies+of+acculturation+by+berry&ots=hDmWI7vi7J&sig=MULJibdFHbMxge2ZVvx0g-2fMPM&redir\\_esc=y#v=onepage&q=4%20strategies%20of%20acculturation%20by%20berry&f=false](https://books.google.ie/books?hl=en&lr=&id=Z0L7dwJKel8C&oi=fnd&pg=PA291&dq=4+strategies+of+acculturation+by+berry&ots=hDmWI7vi7J&sig=MULJibdFHbMxge2ZVvx0g-2fMPM&redir_esc=y#v=onepage&q=4%20strategies%20of%20acculturation%20by%20berry&f=false)
- Berk, L. E. (1994). Vygotsky's theory: The importance of make-believe play. *Young Children*, 50(1), 30-39.
- Canagarajah, A., & Wurr, A. (2011). Multilingual communication and language acquisition: New research directions. *The Reading Matrix*, 11. Retrieved from [http://www.readingmatrix.com/articles/january\\_2011/canagarajah\\_wurr.pdf](http://www.readingmatrix.com/articles/january_2011/canagarajah_wurr.pdf)
- Chomsky, N. (1972). *Language and mind* (p. 88). New York: Harcourt Brace Jovanovich.
- Cowie, F. (2003). *What's within? : nativism reconsidered*. Oxford University Press. Retrieved from [www.philosophy.dept.shef.ac.uk/papers/CowieReview.pdf](http://www.philosophy.dept.shef.ac.uk/papers/CowieReview.pdf)
- Crain, S., & Lillo-Martin, D.C. (1999). *An introduction to linguistic theory and language acquisition*. 5<sup>th</sup> Ed. Blackwell Publishing Ltd.
- Doolittle, P. E. (1997). Vygotsky's Zone of Proximal Development as a Theoretical Foundation for Cooperative Learning. *Journal on Excellence in College Teaching*, 8(1), 83-103. Retrieved from

[https://books.google.ie/books?hl=en&lr=&id=El-bAgAAQBAJ&oi=fnd&pg=PT13&ots=vqEHGjYucJ&sig=xyEa4tm17Ar3gU3r-8DCu0\\_AHB8&redir\\_esc=y#v=onepage&q&f=false](https://books.google.ie/books?hl=en&lr=&id=El-bAgAAQBAJ&oi=fnd&pg=PT13&ots=vqEHGjYucJ&sig=xyEa4tm17Ar3gU3r-8DCu0_AHB8&redir_esc=y#v=onepage&q&f=false)

Eve, P. H. D. (2013). The Role of Neuro-Linguistics in Language and Behavior of Communication. *International Journal of English: Literature, Language & Skills*. Retrieved from [www.ijells.com/wp-content/uploads/2013/04/April-2013-final.pdf](http://www.ijells.com/wp-content/uploads/2013/04/April-2013-final.pdf)

Fulgini, A. J. (1998). The Adjustment of Children from Immigrant Families. *Current Directions in Psychological Science*, 7(4), 99–103. Retrieved from <http://www.jstor.org/stable/20182516>

Garcia, E. E.. (1980). Bilingualism in Early Childhood. *Young Children*, 35(4), 52–66. Retrieved from <http://www.jstor.org/stable/42642795>

Gibson, M. A. (2001). Immigrant adaptation and patterns of acculturation. *Human Development*, 44(1), 19-23.

Goodluck, H. (1991). *Language acquisition: A linguistic introduction*. Basil Blackwell.

Graves, T. D. (1967). Psychological acculturation in a tri-ethnic community. *Southwestern Journal of Anthropology*, 23(4), 337-350.

Hamers, J. F., & Blanc, M. (2000). *Bilinguality and bilingualism*. Cambridge University Press.

House, J. (2003). *C. Journal of sociolinguistics*, 7(4), 556-578. Retrieved from <http://uk-online.-uni-koeln.de/remarks/d5134/rm2169656.pdf>

- Krashen, S. (1981). Second language acquisition. *Second Language Learning*, 19-39. [http://sdkrashen.com/content/books/sl\\_acquisition\\_and\\_learning.pdf](http://sdkrashen.com/content/books/sl_acquisition_and_learning.pdf)
- Kirkpatrick, A. (2011). English as an Asian lingua franca and the multilingual model of ELT. *Language Teaching*, 44(02), 212-224. Retrieved from <http://data.ulis.vnu.edu.vn/jspui/bitstream/123456789/2120/1/1.pdf>
- Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned 4th edition*. Oxford University Press.
- Littlewood, W. (1984). *Foreign and second language learning: Language acquisition research and its implications for the classroom*. Cambridge University Press.
- Mackey, W. F., & Andersson, T. (1977). Bilingualism in Early Childhood. Papers from a Conference on Child Language. <http://files.eric.ed.gov/fulltext/ED215560.pdf>
- Madrid, D. (1995). INTERNAL AND EXTERNAL FACTORS AFFECTING FOREIGN LANGUAGE TEACHING AND LEARNING. 59-82. Retrieved January 15, 2015, from [http://www.ugr.es/~dmadrid/Publicaciones/Individual\\_differences.pdf](http://www.ugr.es/~dmadrid/Publicaciones/Individual_differences.pdf)
- McLeod, S. A. (2015). Skinner - Operant Conditioning. Retrieved from <http://www.simplypsychology.org/operant-conditioning.html>
- McNamara, G., & O'Hara, J. (2005). Internal review and self-evaluation—the chosen route to school improvement in Ireland?. *Studies in Educational Evaluation*, 31(4), 267-282.
- Miller, L., & Pound, L. (Eds.). (2010). *Theories and approaches to learning in the early years*. Sage.

O'Grady, W. (2005). *How children learn language*. Cambridge University Press.

[https://books.google.ie/books?hl=en&lr=&id=zjNIBAAAQBAJ&oi=fnd&pg=PT7&dq=scholarly+articles+william+o%27grady+how+children+learn+language&ots=tSIE\\_4tSBU&sig=X9Li8hDggyYPpuBUw1FfFh4J9HE&redir\\_esc=y#v=onepage&q&f=false](https://books.google.ie/books?hl=en&lr=&id=zjNIBAAAQBAJ&oi=fnd&pg=PT7&dq=scholarly+articles+william+o%27grady+how+children+learn+language&ots=tSIE_4tSBU&sig=X9Li8hDggyYPpuBUw1FfFh4J9HE&redir_esc=y#v=onepage&q&f=false)

Piaget, J. (1959). *The language and thought of the child* (Vol. 5). Psychology Press.

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language learning*, 28(1), 129-142. Retrieved from

[https://scholar.google.com/scholar?q=related:C97Tg9i34SYJ:scholar.google.com/&hl=en&as\\_sdt=0,5](https://scholar.google.com/scholar?q=related:C97Tg9i34SYJ:scholar.google.com/&hl=en&as_sdt=0,5)

Skinner, B. F., Skinner, B. F., Skinner, B. F., & Skinner, B. F. (1972). *Beyond freedom and dignity* (No. 04; BF319. 5. O6, S5.). New York: Bantam Books.

<http://selfdefinition.org/psychology/BF-Skinner-Beyond-Freedom-&-Dignity-1971.pdf>

Sibomana, E. (2014). The acquisition of English as a second language in Rwanda: Challenges and promises. *Rwandan Journal of Education*, 2(2), 19-30. Retrieve from

[http://skemman.is/stream/get/1946/15018/35741/1/BA\\_EinarG.pdf](http://skemman.is/stream/get/1946/15018/35741/1/BA_EinarG.pdf)

Skemman, Second Language Acquisition, Retrieved from

[skemman.is/stream/get/1946/15018/35741/1/BA\\_EinarG.pdf](http://skemman.is/stream/get/1946/15018/35741/1/BA_EinarG.pdf)

Skutnabb-Kangas, T., & McCarty, T. L. (2008). Key concepts in bilingual education:



Ideological, historical, epistemological, and empirical foundations. In *Encyclopedia of language and education* (pp. 1466-1482). Springer US.

Steiner, N. (2008). *7 Steps to Raising a Bilingual Child*. AMACOM Div American Mgmt Assn. Retrieved from [https://books.google.ie/books?hl=en&lr=&id=VEMxVTchk-wC&oi=fnd&pg=PR7&dq=scholarly+articles+steiner+\(2008\)+language+learning+7+steps+raising&ots=wi3VfBhOrh&sig=cR6T4sKObR99B7BK0mSpJyhid-c&redir\\_esc=y#v=onepage&q&f=false](https://books.google.ie/books?hl=en&lr=&id=VEMxVTchk-wC&oi=fnd&pg=PR7&dq=scholarly+articles+steiner+(2008)+language+learning+7+steps+raising&ots=wi3VfBhOrh&sig=cR6T4sKObR99B7BK0mSpJyhid-c&redir_esc=y#v=onepage&q&f=false)

Tomasello, M. (2000). First steps toward a usage-based theory of language acquisition. *Cognitive linguistics*, 11(1/2), 61-82. Retrieved from [http://www.let.rug.nl/~nerbonne/teach/language-learning/papers/tomasello\\_2000.pdf](http://www.let.rug.nl/~nerbonne/teach/language-learning/papers/tomasello_2000.pdf)

Tricomi, E. T. (1986). Krashen's second-language acquisition theory and the teaching of edited American English. *Journal of Basic Writing*, 5(2), 59. <http://wac.colostate.edu/jbw/v5n2/tricomi.pdf>

**Appendix 1**

Name of the Parent :

Child's Name :

Child's Age :

Sex (child) : Male Female

Class :

Please put a tick on any one of the following options of each question. If the options do not express your thoughts properly, you can write your opinion in the blank spaces.

1) How many years ago did you moved to Ireland?

a) 5 years                      b) 10 years                      c) Other (please mention)

2) Are both of you Bangladeshi?

a) Yes                              b) No                              c) Other ( Please Mention)

3) How many children do you have and what is their age? Please mention age.





a) Yes

b) No

12) Which TV channel/ Cartoon your children like to watch?

a) Bangla

b) English

c) Irish

13) Where did your child learn English first?

a) Home

b) School

c) Other ( Please Mention

14) Do you encourage your child to speak in English at home? Please mention why?

a) Yes

b) No

.....

15) Do your children understand Irish language?

a) Yes

b) No

c) Very little/ Basic words

16) Does your child play with Irish children except school?

a) Yes

b) No

17) Do you find any difference in their language when they communicate with their own community and with Irish community? If yes, Please explain.

a) Yes

b) No

.....

18) Do you have any suggestions as a parent on how parents can deal with their children's second language learning?

a)

b)

c)

d)