

The Role of Child Directed Speech in First Language Acquisition:  
A Case Study of a Bangla-speaking Child

By

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A Thesis

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's full name and Signature**

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## Approval

The thesis “The Role of Child Directed Speech in First Language Acquisition: A Case Study of a Bangla-speaking Child” submitted by Lamia Zahid, 17103043, of Summer, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on September, 2021.

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## **Ethics Statement**

The data are collected by preserving all the ethical measures in mind. The researcher collected the video recordings of the child after taking permission from the caregivers. All the data are collected in the participant's home with the help of the caregivers of the child. The researcher used right words to avoid biasness on the paper as well as provided proper in-text citation and reference to avoid plagiarism. The names of the participants were not disclosed to maintain their privacy.

## **Abstract**

This qualitative case study investigates how the family members of a Bangla-speaking child provides child directed speech in his first language acquisition. Naturalistic approach was used to collect video-recording samples of a three years old Bangla speaking child interacting with his family members in a Bangla speaking environment. The results were analysed based on the researchers own idea supported by existing literature. The findings showed both the child and the family members used child directed speech significantly over the period of one month. The findings of the study are important for the caregivers of first language in any ESOL country such as Bangladesh, since the present study works as a guidance for the them.

**Keywords:** Child directed speech, Caregivers, Features of Child Directed Speech, Halliday's Function of Language, Bangladesh, First language Acquisition.

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## **List of Acronyms**

CDS          Child Directed Speech

ESOL        English speakers of other language

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# Chapter 1

## 1.1. The role of CDS in L1 acquisition

Child directed speech is a specialized speech register which is used globally by adults while speaking to the young children. It is used intentionally or unintentionally by adults worldwide for years. ESOL countries are no exception. Therefore, the researcher as a citizen of a ESOL country like Bangladesh, willing to see how child directed speech works in a Bangla-speaking environment. This study is going to investigate how the family members of a three years old Bangla-speaking child provides child directed speech to his first language acquisition. The following little demo of actual exchange of dialogues between a child and his mother can be meaningless or useless for many. However, the importance these conversations have in the first language acquisition phase of a child is indescribable.

X: Mum eta ki penguin? /Mum is this Penguin?

M: Na baba eta to dolphin. /No baby it's a Dolphin.

X: Eta dolphin mum? Dolphin kivabe sound kole? /Is it Dolphin mum? How do dolphins sound?

M: gihhh gihhh gihhhh (Mimics the sound of a dolphin)

X: Mum Monkey and Golillar chobi kon page e? /Mum monkey and gorilla's picture on which page?

M: Eije baba tomar monkey ar gorilla. Baba bolo to monkey ar gorilla kivabe sound kore? /Here is the picture of your monkey and gorilla baby. Tell me, how do the monkey and gorilla sound?

X: oo hoo oo hoo, roar (Mimics the sounds of monkey and gorilla).

This is a normal everyday conversation between a child and his mother. It may seem unremarkable for some people. However, this is anything but insignificant because this exchange of speech contains words and sounds which built up interest in this child to know more, to question himself, helps him understand conversation patterns. This conversation contains multiple traits of child directed speech which are not visible to people unfamiliar with the term, but for the linguists, this little piece of conversation is everything. Parents and caregivers play vital roles in providing child directed speech to young children which help them in building up regular speech pattern. According to Tomasello (2000a, 2008), children most of the time do not acquire words directly, rather they prefer conversations with the adults around them. They try to understand the adult utterances, as a result, they acquire the words alongside its meaning and the functional role of those words.

The researcher when working on topic selection, experienced herself how to provide child directed speech to a child. At that time, her sister had a baby who was living with the researcher in her house. She communicated with the newborn everyday with multiple variations like modifying expressions and gaze direction, singing songs, reciting poems, repeating words and sentences, asking questions again and again, using short sentences and all. The speech pattern directed towards the child gradually changed on the basis of the response of the child. This way of communication stimulated an interest in the researcher's mind that why is she following these pattern to communicate? which led her to child directed speech. Gradually, more questions aroused within her mind that does every caregiver in Bangladesh deliver child directed speech towards the child in his/her first language acquisition exactly like this? That's how, the researcher ended up looking for the answer of the question, "How do the family members of a Bangla-speaking child provides child directed speech in his first language acquisition?"

## **1.2 Problem Statement of this study**

Child directed speech is a global phenomenon. There are numerous studies on the different aspects of child directed speech all over the world. However, mostly the focus of those studies remains on the use of child directed speech in the second language acquisition of children. In Bangladesh, there is also no exception. Nevertheless, it is also essential to examine the use and influence of child directed speech in the first language acquisition of children. In ESOL countries, People use their first language in everyday life. The caregivers of those countries use the first language to interact with the children from the beginning. Therefore, there must be the use of child directed speech in their speech registers as well. On the other hand, most of the studies focuses on the outcome of implementing CDS in the interaction of caregivers and children. Nonetheless, there still remains a question, “How do the adults provide child directed speech in the first language acquisition of the children?” Therefore, in this study, the researcher wished to fulfil this research gap by observing how Bangladeshi caregivers provides child directed speech to a Bangla-speaking child in his first language acquisition.

## **1.3 Focus of this study**

The present study tends to focus on the first language acquisition of a Bangla-speaking child from the perspective of child directed speech provided by his family members by analyzing a three years old male child. This is a naturalistic case study where the child and his family members are observed in some natural settings over video recordings to get the answer for the research question which is- “How do the family members of a three years old Bangla-speaking child provides child directed speech in his first language acquisition?”

#### **1.4 Significance of this study**

This study delivers an insight into how family members of a Bangla-speaking child provides child directed speech in his Bangla language acquisition in a Bangla-speaking environment. The outcomes of this study will open a new door for further studies on this issue. The researcher will be able to use this study as an inventory to conduct further researchers. The participants of this study English speakers of other language, thus if the outcomes of the study confirm a positive result then it will be beneficial for both Bangla speaking children as well as for children of other countries. Moreover, this study will create opportunities to explore the other areas of Bangla language in light of child directed speech. In addition, the present study elucidates a question, which is how to provide child directed speech into child's first language acquisition. It will guide the caregivers how to apply the techniques to use child directed speech. As a result, a major issue like delayed child language development will decrease.

#### **1.5 Scope of the study**

This is a qualitative based case study where naturalistic approach is used to collect data. The participant of this study is a three years old Bangla-speaking child who lives with his family in Dhaka. In this study, the researcher explored the aspects of language and child directed speech to determine the answer for the research question which is "How the family members of a Bangla-speaking child provides child directed speech in his first language acquisition?" The data collection process lasted for almost one month and the data are collected by video recording of the interaction between the child and his family. To determine the answer, the researcher transcribed the recording samples and after that analysed those samples based on the features of child directed speech and Halliday's functions of language.

## **1.6 Limitation of this study**

The researcher acknowledged some limitations during the study. Due to the pandemic situation, the researcher couldn't visit the house of the child personally, thus the researcher had to choose the naturalistic study to collect data. However, it is also worked as a strength, because the presence of the researcher would've affected the natural data collection process. Another limitation for this study is, the father of the participant was not available when the data was collected due to Covid-19. As the study focus is how the family members provides child directed speech, so the involvement of a father is necessary. Finally, as the main subject of the research was a three years old child, it was really difficult to keep him in one place record the samples of his utterances. To collect the enough samples to regulate a thesis was tough, however, the caregivers of the subject successfully collected those samples and delivered it to the researcher.



## **Chapter 2**

### **2.1 Literature Review**

Family members play a vital role in children's language acquisition phase. While conversing with the children they often use a particular type of speech pattern which is known as Child Directed Speech. In contrast of other speech registers, child directed speech is a simpler, slower and higher pitch contained speech register (Fernald et al., 1989; Soderstrom, 2007). There are also some other names of child directed speech, like Motherese, Baby Talk and Infant Directed Speech. This term 'Baby talk' was at first introduced in contemporary linguistics by Leonard Bloomfield in 1933. There are multiple ways by which caregivers can provide child directed speech. Those are- joint attentional speech, mutual assignment, maternal receptiveness and use of turn-taking between the conversation among adult and children (Hirsh-Pasek et al., 2015; Hoff, 2006; Zimmerman et al., 2009).

Bruner (1983) states that, by using child directed speech parents 'scaffolds' a child's language acquisition and helps to progress. He familiarized this method as LASS (Language Acquisition Support System). According to Bruner (1983), people are born in a world that is organized in cultural terms and where language is an important element to survive in a society. Also he thinks that people have the knowledge to acquire those cultural and language concords on their own.

### **2.2 Features of CDS**

Child directed speech is specially designed to communicate with the infants and young children. There are some features of CDS which is used by the adults to interact with the children (Baron, 1990). Those are:

#### ***Phonological features***

Phonological features compiles features like slower pace of speech, higher pitch, clear pronunciation and variation in pitch regularities (Baron, 1990).

### ***Lexical features***

It includes features like using easier vocabularies and shortened names to address (Baron, 1990).

### ***Syntactic features***

Syntactic features comprise of features like use of syntactically simple and short sentences. Moreover, use of more nouns than pronouns and even if someone uses pronoun, it should be plural which includes the child within the sentence (such as- We are going to make a castle). Furthermore, using proper names to make the reference clear (Baron, 1990).

### ***Conversational features***

It includes frequent use of question and repetitions. As well as, repeating what the children is saying and the topic of the conversations should be limited (Baron, 1990).

## **2.3 Purpose of CDS**

A child's language learning skills develop on the basis of the quantity and quality of language they hear around them (Hoff, 2006; Rowe, 2012). Thus, it is the duty of the grown-ups around them to provide a good quality language input. The purpose of child directed speech is to help the child develop the target language learning skills. According to Moskowitz (1978), human children lives in a linguistically active atmosphere where the adults who are in-charge of taking care of them communicates with them on a daily basis (1978, p. 5). She also declared that baby talk was, a discrete language register which is different from other methods in its basic vocabulary (1978, p. 5).

According to de Boysson-Bardies (1999), the purposes of CDS, or motherese are to capture the child's concentration, to inspire children to speak with others, express affectional values by harmonious forms. In CDS, the most significant stimulus is voice which incites smiles in babies, captures their stare, as well as permits direct verbal interactions (p. 83). Throughout the verbal interaction sessions, a social response cycle begins. For instance, the infant may stare at something, which stimulates the parent to converse about it. At that time, the baby expresses, by "oh!" or "au!". The parent replies once more. Though it doesn't look like an exchange is happening, that's how kids start to comprehend the forms of speaking with others (Elman, 2001; Freudenthal, Pine, and Gobet, 2002). This type of interactions with the parents helps infants to comprehend the style of oral communication.

## **2.4 Halliday's Functions of Language**

Halliday (1978) is a linguistic whose contribution in the development of language is undeniable. He proposed seven functions of language for which the child uses language. These seven functions are known as 'Developmental Functions' or 'Micro-functions' (Halliday, 1978). He further stated that, the way children communicate has meaning. As well as, social interaction is extremely important in the development of language of children. The interaction between the caregivers and children begins right after they are born. Even a smile or a facial gesture can be acknowledged as response of a child. Halliday classified this functions on basis of Nigel's use of language (Matychuk, 2004). According to Halliday (1978), there are seven functions of language which parents can use to provide child directed speech-

***Regulatory function:*** Fundamentally, this means requesting, persuading, and instructing. For instance, "Come here, baby!" or "Can you please give me a pen?"

**Heuristic function:** Heuristic function contains questioning or clarification patterns to explore what is happening around. For instance, “Is this Sara’s pen?” or “What does tree plantation means?”

**Representational function:** This function works to tell the baby about everything around him/her. For example, “It is a toy”, “It is a book”, “Look at the picture, it’s an elephant.”

**Interactional function:** With communicating through baby talk, caregivers or parents frequently say the baby’s name. The parents or caregivers may question the little one about something and restate or comment on what the kid told. Such as, “Where are you going, Gabby?” or else “Yes, a car. Gabby have a blue car. Do you want to play with it?”

**Personal function:** In personal function, language is used to convey personal opinions. For instance, articulating the feelings, response and personality of speakers.

**Imaginative function:** Imaginative function refers to the imaginary concepts adults create while speaking with a child. More specifically, telling the children fairy tales like Snow White, Beauty and the Beast and others so that their imagination skills develop.

**Instrumental function:** Through instrumental function of language people convey their desire to get something done or needs. For example, I want to buy a house to live. I want this to happen as soon as possible.

## **2.5 Theories related to CDS**

From an early time to present day, theorists, researchers are trying to identify every aspect of how infants acquire language. There are multiple theories, researches and criticism of those. The researcher in this part will discuss some theories which are related to CDS in various ways.

### ***Behaviorist Theory***

According to Behaviorism, babies learn their first language by babbling the words or sentences he hears around him. At that point, for his effort of talking, he gets rewarded and gets positive reinforcement which encourages him to try to produce more words and sentences. Thus, as they grow, they try to imitate every words they hear around them and the process continues. Some traits of Behaviorism can be found in child directed speech. Firstly, child directed speech exhibits that, the interaction between a child and his caregivers start even when he is in the womb. When the baby is born, his smile, gaze and cooing is also a way of communicating with the caregivers. The Caregivers also responses to the child, smiles at them, modulates their facial expression to interact with the child. It works as a reinforcement which encourages the baby to speak (Shneidman et al., 2014). Moreover, in child directed speech, when a child hears a word or sentence directed to him he/ she tries to imitate it and use it in his/her utterance (Shneidman et al., 2014).

### ***Socio-cultural Theory:***

The sociocultural theory by Vygotsky (1978), explains learning as an important procedure well as the beginning of the human intelligence in society. Vygotsky's hypothetical context of socio-cultural theory focuses on social communication, which plays an essential part in the development of cognition. Vygotsky supposed everything is acquired by two stages. Firstly, interacting with other people, and after that integrating into the individual's mental structure (1978).

Another feature of Vygotsky's theory is the concept that the possibilities for cognitive development is restricted to ZPD or Zone of Proximal Development. This zone mentioned here is the zone of analysis for which the learner is always ready. However, it needs assistance and communication to cultivate the process completely (Briner, 1999). An instructor or more knowledgeable peer is capable to offer the learner 'scaffolding' to help the

learner to develop intellectual capacity or to develop multiple skills. There are certain strategies like discourse and scaffolding which supports in developing the comprehensiveness and skills of learners and facilitates intentional learning. According to Bruner Bruner (1983), parents ‘scaffolds’ a child’s language acquisition by using child directed speech and helps to progress.

According to Field et al., (1982), socio-cultural theory covers a vast area in child language development which subsumes child directed speech within it. Child directed speech emphasises on the interaction between the child and its caregiver through some particular speech patterns. Socio-cultural theory correspondingly states that the caregivers plays a vital role in the development of language of the child by interacting with them (Piper et al., 2006). They furthermore stated that, from the recent studies it is discovered that socio-cultural theory says children are quick learners whose learning skills get polished with the assistance of the caregivers.

## **2.6 Previous works on CDS**

There are various studies conducted on CDS by multiple researchers. To start with, common studies on CDS or baby talk which were conducted at 1970s, examined the way Western conventional people communicated with children. From those studies they discovered the fact that it was different from the methods they use to communicate with each other. While having a conversation with the children, adults prefer using a higher pitch and slower speech delivery. They often limit the topics of having conversation. Moreover, they are selective about the words and syntactic differences which are used while conversing with the children (Snow and Ferguson, 1977; Lieven, 1994).

Tomasello and Manle (1985) did a research on the effect of child directed speech provided by elder siblings in the beginning of language learning. It was a qualitative research where the

researches collected data by videotaping the interactions between 10 infants and their siblings. The research showed positive result where the elder siblings mostly provided two features of child directed speech which are- directive and questions and repetitions. As a result, the infants learnt a very few words from the interaction between them and their siblings.

Furthermore, another study on CDS was conducted by Faulkner et. al, at (2003) and their focus was on the child directed speech pattern which is based on the structure of first language. It is a qualitative method based research. For this study, the researchers collected data from Manchester corpus (Theakston et al., 2001). The outcomes of this study were- (i) normally about 15% of all the speech produced by mother had SVO form, in which there are mostly questions, requirements, copulas, and lastly excerpts; (ii) 51% of all the produced statements by mothers started with one of fifty-two element based phrases, generally contains two words or morphemes, and finally (iii) kids used various similar element-based phrases, that connected greatly with their mother's regularity of use (Faulkner et. al, 2003).

A study on Spanish-learning children by Pan et al., (2005) and Hurtado et al., (2008) which replicates a positive outcome. This study exhibited the application of almost all the features of baby talk within the everyday conversation between adults and children using their first language. They stated that the involvement of adults increases the chances of language learning significantly. This study was conducted on 18 Spanish speaking children and their parents and were interviewed and observed in different contexts.

Rowe (2006) in her study, discussed about why American parents from varied socio-economic families interacts through various methods with their children while providing child directed speech. Total 47 toddlers and their primary caregivers were video recorded while occupied in real life interactive session at their house for 90 minutes. It is a qualitative

research method based study. The outcomes of this study shows multiple points: (1) baby talk with babies who are aged between 2 to 6 envisages the vocabulary skill of child in future, monitoring for earlier infant vocabulary proficiency; (2) baby talk associated with socio-economic position as evaluated by salary and Representational proficiency; lastly (3) the connection between socio-economic position and baby talk is facilitated by parental understanding of the development of child (Rowe 2006).

Meadow and Shneidman (2012) in their study discovered an analogous outcome and stated that, “Yucatec Mayan” speaking children acquired the language with meaningful implementation of infant directed speech by their family members. It was a qualitative research where they physically observed 19 Yucatec Mayan speaking children and their mothers of Belize. They directed speech towards the child using numerous techniques of infant directed speech which resulted a proper language learning rate. The focus of this study was the role of infant directed speech in “Yucatec Mayan” language.

Another study which was done by Marklund et. al (2014) which is a qualitative research compared parental pause and utterance length in exchanges from the 60 baseline recordings featuring 15 children and parents collected from ‘SPRINT’ project. The children were aged between one to six. The result of the study demonstrations that, the responses of parents depends on the vocabulary size group. For instance, the parents of the children (large vocabulary size group) responded more efficiently than the parents of children (usual vocabulary size group).

Moreover, Hoff et. al, (2019) did a mixed method research on how the quality of baby talk is influenced by the speaker’s language skill and the effect of speaker’s knowledge on baby talk. They video recorded total 60 mothers. The result denotes that the child directed speech



delivered by both native and non-native speakers with excellent language skills are better than the adults who have better knowledge of baby talk (Hoff et. al, 2019).

Additionally, some other researchers worked on the impact of Child directed speech on word learning. It was conducted by Shi et. al on 2021. It is a qualitative method based research and the data were collected from ECOLANG corpus. According to Shi et. al (2021), this research examined how caregivers (mostly mothers) modify their speaking level consistent with children's knowledge of lexicon, and the setting of the communication. Lastly, this study also focused on how such modifications generally influences children's word-learning. The researcher examined semi-naturalistic corpus, in which the caregivers spoke about different toys with the children ranged from 3 to 4 years. The outcome showed that the modifications made by the caregivers in their speaking rate worked in a useful way at the times the conditions were more challenging, which helps children in word learning.

There are certain criticisms of CDS, which proposed multiple points against CDS. To start with, Lightfoot (1991) stated that, motherese or infant-directed speech is invented to deliver multiple patters of speech registers. Initially the babies generalize this speech patterns and there are multiple reasons according to Lightfoot, which indicates why the generalization of the speech patterns are not appropriate for infants in the language acquisition (Lightfoot, 1991).

All these previous works focused on different aspects of child directed speech and conducted on different context. However, all these studies emphasised on the language acquisition of the children with the help of their caregivers and parents. The present study will also demonstrate how the family members of a Bangla-speaking child delivers child directed speech in his first language acquisition which will add another context with the previous studies. This study

focuses on the language acquisition of Bangla-speaking child. Therefore, as this area of study is not discussed earlier this study is significant.

First of all, Lightfoot (1991) commented that, CDS is not universal. Not every part of the world practices CDS, at those places children eventually acquires first language. So, he is affirmative that CDS is not that essential. However, Haggan (2002) opined in against of Lightfoot's criticism in his study. He discussed that, his interview participants who are Kuwaiti mothers thought that they never provided motherese to their child, however, after the research it was sound that they did provide motherese to their children which helped them learn Kuwaiti language. Haggan said that, it means every culture has their own kind of technique to provide motherese to their children, as those techniques are different they do not consider it as CDS. Secondly, Lightfoot (1991) said, there is no accurate basis exists that supports the statement that infant only acquires what is filtered for them by their parents' which they make purposely simplified. However, according to Matychuk (2004), maybe it is not certainly syntax which is filtered by child directed speech as much as it is affect. It is the way that shows how those who uses child directed speech with a child, communicates in a language that fits the child's emotional condition. Syntactic issues aren't the main focus of explanations of the features of child directed speech.

## **2.7 Previous works on CDS in Bangladesh**

There are several other researches done on CDS in the context of first language acquisition all over the world. Among them a recent study showed that, child's linguistic development is attached with socio-affective development. The surroundings of a child play a vital part in the development of its language (Green et al. 2010). In Bangladesh, Yasmin and Jahan (2016) worked on child directed speech in their study, discussed about the current baby talk that is in use in present Bangla language as well as to specify the modifications of Bangla baby talk

that have happened in independent Bangladesh. A qualitative research method is applied in this study to gather data about Bangla baby talk among the caregiver, parents and children in Bangladesh. Mother of 22 children were interviewed in this study for 4 months. All of them are native Bangla speakers. In the outcome, they've found several important factors on Bangla baby talk. They've found use of other languages during the Bangla baby talk sessions, then they found use of various new words, furthermore, parents address the children with different names (based on their gender) and finally, they showed how the parents omitted specific words which represents that the parents of Bangladesh have become more sensible.

Another study by Afia Dil (1971) was published in a journal titled 'Word' and in 1978 it got published in 'Bangla Academy Journal'. In this paper, a standard amount of data on Bangla baby talk was used by parents and children in daily basis was used. It was a qualitative research method based study and the outcome gave the idea of a contextual application of baby talk from context of Bangladesh.

## **2.8 Research gap**

Researches on CDS are done all the around the world for a long time. Multiple researchers focused on different areas of CDS in the context on first language acquisition in their studies. Such as, Pan et al., (2005) and Hurtado et al., (2008) focuses on the application and of the features of baby talk within the everyday conversation between adults and children using their first language, Hoff et. al, (2019) did his research on how the standard of motherese depends on the utterer's first language speaking ability, Shi et. al (2021), in their research examined how caregivers modify their speaking level consistent with children's lexical information and the setting of the communication, in addition, how such modifications influences children's word-learning. In Bangladesh, there are a few papers or researches which discussed about CDS (Yasmin and Jahan, 2016). The researcher found only two papers

which directly discussed about CDS (more specifically, about Baby Talk). In the study by Yasmin and Jahan (2016) they focused on current baby talk that is used in present Bangla language as well as to specify the modifications of Bangla baby talk that have happened in independent Bangladesh. On the other hand, Dil (1971) focused on the language used in Bangla baby talk. However, the present study is different from the previous studies on CDS. In the present study, the researcher emphasized on how the family members of the target child provides CDS to his/her first language. The previous works focused on the application and outcome of child directed speech in first language acquisition. Also, the two works on Bangla language focused on different areas of child directed speech. Therefore, as the present study emphasises on the question “how do it gets delivered”, it can open multiple doors for further studies about child directed speech in the context of Bangladesh as well as for other ESOL countries.

## **Chapter 3**

### **3.1 Methodology**

#### **3.1.1 Introduction**

This This chapter includes detailed information about the methods used for this study, the research design of the study, all the information about the participants and data collection process. Furthermore, the researcher provided reasons behind choosing naturalistic method of case study design as well as the reason behind using the qualitative method, more specifically, using observation to collect data. The primary purpose of this qualitative case study is to explore how the family members of a three years old Bangla-speaking child provides child directed speech in his first language acquisition.

#### **3.2 Research Design**

This is a qualitative case study in which the researcher thoroughly examined a child's interaction with his family members to determine the answer of the research question. According to Baxter and Jack (2008), a qualitative case study is a method of research which explores a single case or multiple cases from the perspective of its context by using a single data or multiple data sources. The researcher selected a qualitative case study because child directed speech is a global phenomenon. Thus, how to provide child directed speech in the first language acquisition is a significant factor to explore. Qualitative case study is the most suitable approach for this study as the researcher explored a single subject to explore the question "how". Therefore, in this study, there was no any need to do a survey or numerical data. Furthermore, the researcher used naturalistic approach to collect data. The study is also conducted based on qualitative method by assessing a three years old Bangla-speaking child's

daily interaction with his family members. The researcher observed the child through videos and audios which are sent by his mother and aunt.

Furthermore, this is a single case study as the researcher examined a single case for this study. A case study was an appropriate research method according to the researcher because it is a systematic investigation of a single individual (Woods, Calanzaro, 1980). According to Yin (2003), a case study method should be used when the researcher opts to determine answer to the question “how” and “Why”. Therefore, as the primary focus of this study was to see how the family members delivers CDS to the child, the researcher selected case study to conduct this research. Moreover, the case study is defined as an important qualitative strategy in the field of qualitative research methodology (Hallberg et. al, 2013; Creswell 2013b).

Naturalistic approach was the most suitable method to collect data for this study because naturalistic approach is a method in which a study depends on the data collected through video record in a natural setting. The focus of the study was how the family members of a Bangla-speaking child provided child directed speech to his first language learning. The main participant was the three years old boy and the researcher collected the video-recordings of him interacting with his family members. The researcher decided to apply the naturalistic approach because due to the pandemic situation the researcher was not able to visit the subjects physically. Therefore, the researcher found this method the most effective one to conduct this study.

### **3.3 Participant**

The main subject for this research was a three years old boy. He was addressed in this study as X to maintain his privacy. He was born on 30th July, 2018 and only son of his parents. His father works in a multinational company, his mother is a homemaker, his aunt is an

undergraduate student, grandfather is a businessman and his grandmother is also a homemaker. As the researcher collected the data of the family member’s utterances also, so she considered them also as participants for this study.

X was chosen because the researcher knows them personally and the researcher knows that X was growing up in a Bangla speaking atmosphere where his family members usually speak in Bangla all the time. The researcher chose X because he is a fast learner and he and his family would help with this study as much as possible virtually. X’s family members, especially, his aunt and mother uses a few English words in their sentences (see appendix), otherwise, they communicate in Bangla in the house. The TV programs X watches are also in Bangla (Data). For example, he watches “Duronto” which is a TV channel only for children and the language used in this channel is Bangla.

Basic information about the participants are discussed below:

Table 3.1 Details of the participants

<b>Name</b>	<b>Age</b>	<b>Native language</b>	<b>Gender</b>
X	3	Bangla	Male
Mother	32	Bangla	Female
Aunt	24	Bangla	Female
Grandfather	62	Bangla	Male
Grandmother	59	Bangla	Female

### **3.4 Instrumentation**

The researcher collected natural language samples X for this study. In this research, as the data collection procedure was online based, the mother and aunt of the child mostly helped the researcher to collect data. They video recorded the child's activities like reading story book with his mother, drawing and coloring drawing books, playing with the family members and talking with them. The videos were taken in the child's home. The devices used to record these videos and audios are iPhone 6+ and Xiaomi note 7 pro. The researcher collected the data from 25th July, 2021 to 23rd August, 2021, for almost 1 month.

### **3.5 Data Collection Procedure**

To collect data for this research, the researcher took permission from the family members beforehand. As the main focus of this research was to see how the family members provide CDS to the child in his first language acquisition, there were multiple sessions from which the researcher collected data with the help of the family members.

According to Eisenbeiss (2009a), collecting as well as going through those collected samples of utterances from children has played a vital role in an area of linguistic study since its early stages. In this study, the researcher collected conversations between the subject and his family members in a naturalistic setting. Also the researcher collected naturalistic speech samples from a three years old child. His mother and aunt collected his language data through multiple playful sessions. A set of toys, books, coloring pencils, drawing books and gadgets were used to make those sessions engaging and productive. His family members used different instruments while recording the conversation at different times. The duration of all the sessions are between 6-7 minutes as the child was so enthusiastic. He does not seat in a place steadily for a long time. He keeps moving all around the house, so it was a difficult task to record his activities for more than 7 minutes. All these recording processes were directed by the researcher all the time. Beside the long videos, the researcher also collected short



videos and a few audio files of the boy talking to the family members. Moreover, his aunt and mother often talked about what he's doing, what he's talking about and so on. Furthermore, in naturalistic studies, the researchers only focus remains to gather samples by recording the learners as well as further participants through video or audio. At times, the subject was unaware that he was getting recorded which made it more natural. As a result, this type of data collection method based studies usually does not gets influenced by the researcher's partiality (Labov, 1972). In this research, the participant, the child was also unaware of him being recorded most of the time. However, sometimes his mother recorded his little funny videos with him knowing that he is being recorded.

### **3.6 Data Analysis Procedure**

After transcribing all the data, the researcher examined them from the lens of the features of child directed speech and Halliday's function of language. The data are assessed in a descriptive manner with relevant literature review and the researcher's own ideas. Thorne (2000) categorized the data analysis procedure as one of the complex and important phase in dissertation. The researcher exhibited all the findings from the collected data in a separate chapter to make the results clear and understandable for the readers. Moreover, discussed those findings in a separate chapter under certain themes. Those themes were narrowed down by qualitative thematic analysis. Nowell et al., (2017) stated that, thematic analysis is the most suitable method in a qualitative research to analyse data sets and creating themes. Starks and Trinidad (2007) opined that every qualitative research has its own kind of methods to collect data, examine those, coding and lastly theming those. However, it depends on the researcher own preference on how to make those data trustworthy and beneficial. The researcher analysed the data and based on that identified the themes. Additionally, discussed those findings thoroughly in the following section to validate the findings. All these

procedures were conducted within the concepts which consists the features of child directed speech alongside the functions of language proposed by Halliday (1978).

### **3.7 Ethical Considerations**

The data are collected by preserving all the ethical measures in mind. The researcher collected the video recordings of the child after taking permission from the caregivers. All the data are collected in the participant's home with the help of the caregivers of the child. The researcher used accurate words to avoid biasness on the paper as well as provided proper in-text citation and reference to avoid plagiarism. The names of the participants were not disclosed to maintain their privacy.

Lastly, the researcher was not present physically at their house due to the pandemic situation. However, it worked as a plus point because maybe the researcher's presence would have affect the data collection process. The child wouldn't have feel comfortable around the researcher during the data collection process, which was not the case when his mother and aunt video recorded him. As the setting was all natural and normal for the child, the data collection process went smoothly and naturally.

## Chapter 4

### 4.1 Findings

The researcher presents the findings of the data which have been collected through video and audio-recording where the subject X was interacting with his family members. This chapter reverberates some significant results collected from the data.

**Day 1:** Mum ajke kon book polbo? /Mum which book will we read today?

Mum mum eta venge gese (lower pitch)/Mum Mum it is broken.

**Day 3:** Mum eta ki lanna kolcho? /Mum what are you cooking?

Mummy (higher pitch) ami luti khacchi, tumi khaba? /Mummy I am eating bread; will you eat?

Nanmoni, Nanmoni, amake mum bokche (Higher pitch)/ Granny, granny, Mum is scolding me.

**Day 4:** Dekho amal new shoe mummy (Higher pitch in joy)/Look at my new shoes (Mummy)

Sulf ecel daag theke dalun kisu, sulf ecel daag theke dalun kisu.

**Day 7:** Nanabhai cholo na football kheli (cholo na in slow intonation and emphasis on football kheli). /Grandfather let's play football

Mum Pooh boi ta koi? /Mum where is the Pooh book?

**Day 8:** Mum ajke TV te ki dekhechi jano? /Mum do you know what I saw on TV today?

Puttu baccha ami, cute baccha ami. /I am a puttu baby, I am a cute baby.

Mum amal mon khalap. /Mum I am sad

**Day 9:** Mummy ami takku hoyechi (laughing). Takku, dekho mummy ami takku, tomala takku, sobai takku, takku (High pitch) /Mummy I am bald. Bald, look mummy I am bald, you are bald, everyone is bald, bald.

Mum pink tedi kine dao na mum. /Mum please buy me a pink teddy.

**Day 2:** Baby “Halum jabe onek dur” ber koro. (Emphasis on halum jabe onek dur) /Baby bring out “Halum jabe onek dur”.

X cow kivabe sound kore? (Emphasis on cow kivabe sound kore) /X how do cows sound?

**Day 5:** X, baba red color pencil ta koi? (Slower speech rate and pause after calling X) / X, baby where is the red pencil?

Puttu shona, drawing book ber koro. /Puttu shona, bring out the drawing book.

**Day 6:** Lokkhi shona asho, dekho mum ki baniyeche (pause after asho and slow intonation). /Lokkhi Shona, come on look what mother made.

Baba, cholo amra homework kori. (Emphasis on homework) / Baby let’s do homework.

**Day 10:** Puttu baccha amar eta, khali dustami kore. (Emphasis on khali dustami kore) / My puttu baby is just naughty.

**Day 12:** Mum dekho ami colol kolechi apple (higher pitch). /Mum look I have colored the apples.

Katbilali katbilali (slow speech rate) peala tumi khau? Katbilali katbilali peala tumi khau? /Squirrel squirrel you eat guava? Squirrel squirrel you eat guava?

Mum mum nanabhai notun toy eneche (High pitch in joy) / Mum mum grandfather has brought new toys.

**Day 13:** Mum ‘Alur khoje’ bel kole dao. (Emphasis on ‘Alur khoje’ book) / Mum take out “Alur Khoje.”

Mum Ekli ki koleche jano? (High pitch in excitement)/ Mum do you know what Ekri did?

Mummy laptop e Michel chachul gaan chele dau. (Slower speech and emphasis on Michel chachu)/ Play Michael uncle's song on laptop mummy.

**Day 16:** Mummy I love you (Emphasis on I Love You).

Mum amla baile jai cholo. /Mum let's go out.

Ajke class kolbo na mum. /Mum I will not do classes today mum.

**Day 17:** Mum uncle clow ki kolche? /Mum what is uncle crow doing?

Mum mulgi khabo na. /Mum I will not eat chicken.

**Day 20:** Nanabhai amake ekta led cal kine dao na. (Emphasis on red car kine dao na)/ Grandfather buy me a red car.

Mum kotha bolo na Azan hocche. (High pitch)/ Mum don't talk Adhan is being called.

Mummy eivabe kotha bole, Hello dost! (High pitch)/Mummy talks like this, Hello friend!

**Day 11:** Baba edike esho (Higher pitch as his mother was calling him).

X ki hoyeche haate? Betha peyecho? /What happened X? Are you hurt?

Baba jao to osi posi ke plate ta diye esho. /Baby go and give the plate to ost posy.

**Day 14:** X ami eshechi. Baba, eshechi ami. Mum eshe giyeche. (Pause, higher pitch and repetition)/ X I am here. Baby, here I am. Mum has arrived.

**Day 15:** Hatti matim tim, tara mathe pare dim, tader khara duto shing, tara hatti matim tim. Hatti matim tim, tara mathe pare dim, tader khara duto shing, tara hatti matim tim (slower rate of speech and stress on each word).

**Day 18:** Love you too X. (Emphasis on every word)

**Day 19:** Ajin mama esheche X (Higher pitch)/ Ajin mama has come X.

**Day 21:** Nanabhai, eta ki (pointing at the cassette player)? (Pause after addressing his grandfather)/ What is it grandfather?

Nanmoni, ki kolcho? Shuye acho keno? (High pitch)/ Grandmother what are doing? Why are you lying down?

Mum onek ghum pacche. (Emphasis on onek ghum pacche)/ Mum I am very sleepy.

**Day 22:** Mum amla keno leady hocchi? /Mum why are we getting ready?

Mum eikhane ki long hobe? /Mom what color will be here?

**Day 26:** Mummy eta ki long? Bolo na eta ki long? Mummy? (Repetition and higher pitch)/ Mummy what color is it? Tell me what color is it? Mummy?

Nanabhai ball e eivabe malte hoy. /Grandfather through the ball like this?

**Day 27:** Mum ajke miss amake good boleche. (Emphasis on good boleche) /Mum today miss called me good.

Mummy shukka chachul gaan ta dao na. /Mummy play shukka uncle's song.

Mum oije kalo jama gaan ta chalo. /Mum play the black dress song.

**Day 23:** Nan dekhe jao ki enechi ami. (Higher pitch)/ Nan come and see what I have brought.

Baba ajke assignment diyeche tomake miss. 'A' kivabe likhe dekhate hobe. (Emphasis on assignment)/ Baby miss gave you an assignment today. You have to see how to write 'A'.

**Day 24:** Nanabhai asho ektu ghar malish kore dao. /Nanabhai come and give me a little shoulder massage.

X eivabe 'A' likhte hoy. Miss dekhiye diyeche upore ekbar. /X this is how to write 'A'. Miss showed up once above.

X ei chair e boshe study korbe. /X will study sitting in this chair.

**Day 25:** Edike esho baba oshudh khabe. /Come here and take medicine baby.

Amar puttu baccha ta ke khub miss korchi. Kothay puttu baccha ta? /I really miss my puttu baby. Where is puttu baby?

Nanabhai ami eshe porechi. /Nanabhai I have come.

**Day 28:** Tumi puttu baccha taina X? Dustu puttu baccha. /Aren't you a puttu baby X? Naughty puttu baby.

Kothay eshecho x? /Where did you come X?

Chair e bosho X. Sit down! /Sit on the chair X. Sit down!

## Chapter 5

### 5.1 Discussion

The results from the previous chapter shows how the conversations were initiated by the main subject X and his family members. The researcher in this section tried to the answer to the research question, “How the family members of a three years old Bangla-speaking boy provided child directed speech to his first language learning?”

The researcher found the use of the features of child directed speech in the language initiated by the main subject X. The researcher assumed that the child acquired as well as imitated the speech pattern from the adults around him. Shneidman et al., (2014) supported this fact by stating that, child directed speech plays a vital role in the practice of imitation. Their study showed that from the age of 15 months, children starts imitating every linguistic input they are exposed to. Furthermore, from the present study, the researcher also found evidence of using Halliday’s function in the language of X.

#### *Phonological Feature*

The findings showed that X used phonological features of CDS in his speech. The researcher confirmed it based on the findings where X used higher pitch, slower speaking rate, lower pitch and emphasised on certain words. X acquired this patterns of speaking from the speech of the family members around him. According to Baron (1990), in phonological feature, there are varieties of pitch rates like higher, lower and slower speech rate. As well as, speakers inflate and stresses certain pronunciations when necessary. Matychuk (2004) consisted with this finding of the present study as in his study he found a similar result. It was also found that the use of higher pitch was frequent in the subject’s speech rather than the other features. The researcher has explanation for this finding. It can be assumed that the child adopted the practice of using higher pitch from the surrounding where his caregivers also used higher



pitch at times and X ended up using it even when it was not necessary. The researcher explained this finding as overgeneralisation, since at this age a child adopts everything they see or hear around them. However, he did not understand the use of high pitch, and ended up overgeneralising it. Kitamura (2009) agrees with this statement as he found the similar result in his study where he examined 10 Japanese speaking children on the basis of child directed speech.

### *Syntactic Features*

The researcher found traits of syntactic features in the speech of X. The child tried to imitate the use of nouns and pronouns in his speech which ended up into overgeneralisation. For instance, he used nouns often than pronouns like, he addressed his mother ‘Mum’, addressed his aunt ‘Mummy, his grandparents ‘Nanabhai’ and ‘Nanmoni’ at the beginning of his speech, in middle as well as at the last. He never used pronouns to talk about any of them. Syntactic features comprise of features like use of syntactically simple and short sentences. Moreover, use of more nouns than pronouns and even if someone uses pronoun, it should be plural which includes the child within the sentence. Furthermore, using proper names to make the reference clear (Baron, 1990). The researcher assumed that it was a way of using syntactic feature but through overgeneralisation. For example, he uttered sentences like, “Mum nanabhai baile gese. Kokhon ashbe nanabhai? Keno nanabhai baile gese?” Here, instead of ‘se’ or ‘tini’ X used ‘Nanabhai’ again and again within one single conversation. Yasmin and Jahan (2016) agreed with this finding as they found a similar outcome.

Moreover, even when he used pronoun, he included all the people around him within it. For example, “Mum amla baile jai cholo” or “Mum amla ledy hocchi keno?” Instead of saying, “Ami ready hocchi keno” he used “Amra ready hocchi keno” even when only he was changing his dress. The researcher found that he learnt it from his mother to use plural pronouns during conversations. However, his mother uses plural pronouns to increase the

interest of X while doing a task. When he hears sentences like, “Ekhon amra draw korbo” or “Mum ar X ekhon assignment korbe”, he feels someone important and attentively completes the tasks. However, Clark and Wong (2002) contradicted with this finding as he found that children at this age becomes self-centered. Therefore, the subjects of his study did not liked it when their caregivers used plural pronoun. Rather they preferred singular pronoun where only they were focused. On the other hand, Mintz (2003) totally agreed with the finding of the present study and stated that children at the developmental stage gets exposed to the cognitive and linguistic skills which creates room for frequent overgeneralisation.

### ***Conversational Features***

The researcher found a frequent use of conversational features in X’s speech. The subject X acquired this pattern of speech from the language used by the family members around him. According to Baron (1990), conversational features includes frequent use of question and repetitions within the conversation. As well as, repeating what the children’s utterances and the topic of the conversations should be limited. X in his utterances asked a numerous questions and kept repeating certain words or sentences again and again. For instance, “Mum ajke kon book polbo?”, “Mum eta ki lanna kolcho?”, “Sulf ecel daag theke dalun kisu, sulf ecel daag theke dalun kisu”, “Mummy ami takku hoyechi. Takku, dekho mummy ami takku, tomla takku, sobai takku, takku”. Repeating words and sentences is a common part of language development. The researcher assumes that the subject X repeats words to emphasise on what he was saying and to grab the attention of the people around him. Therefore, the researcher confirmed the use of conventional features in X’s language. Newman et al., (2015) affirmed a similar result in their study.

### ***Regulatory and Instrumental Function***

The researcher complied these two functions in one because the main subject X used both of the functions within one sentence frequently. For example, X used sentences like, “Nanabhai

amake ekta led cal kine dao na”, “Mum pink tedi kine dao na mum”, “Mummy shukka chachul gaan ta dao na”, “Mum oije kalo jama gaan ta chalo”. According to Halliday (1978) regulatory function means requesting, persuading, and instructing. On the other hand, through instrumental function people conveys their desire to get something done or needs. The examples above confirmed both use of regulatory and instrumental function. The researcher assumes that X requested his grandfather and mother to buy him stuffs using the functions because the desperation or request in his speech could persuade his family members to get him stuffs he needs. As well as, X requested his mother and aunt to play his desired song. Matychuk (2004) consisted with this finding as his study portrayed the same result.

### ***Personal Function***

The researcher found X using personal function in his speech. According to Halliday (1978), in personal function, language is used to convey personal opinions. For instance, articulating the feelings, response and personality of speakers. In the previous chapter, the researcher presented an example of X using personal function where he said, “Mum amal mon khalap”, “Mummy I love you”. In these sentences, he expressed his emotion of feeling sad and his feelings towards his aunt. Simanjuntak and Manik (2015) found a similar result where he observed an English-speaking classroom and found the students expressing how they felt during tasks directed by the teachers.

### ***Heuristic Function***

It was found that the main subject X used heuristic function in his speech. According to Halliday (1978), heuristic function contains questioning or clarification to explore what is happening around. From the previous chapter, it was found that X recurrently asked question regarding multiple matters. For instance, “Mum eikhane ki long hobe?”, “Nanmoni, ki kolcho? Shuye acho keno?”, “Nanabhai, eta ki (pointing at the cassette player)?”, “Mum uncle clow ki kolche?”. From the examples, the researcher understood that X has a very keen

interest for everything that happens around him. His curiosity triggers his desire to ask multiple questions regarding, what his grandmother is doing and why was she lying on the bed, which color he should use to color an orange, what is a cassette player, what are the crows doing and so on. The curiosity to learn and asking questions based on that plays a vital role in the child's language learning, especially, when the child is acquiring first language. Simanjuntak and Manik (2015) agreed with this result as they also found a similar result in their study.

The family members are found to use different features of child directed speech as well as Halliday's function of language in the conversations they initiated. They balanced the use of the features of CDS depending on X's preference and response.

#### Phonological Feature

The family members are found to apply phonological features during the conversation with X. Most of the conversations were directed by the subject's mother and gradually the rest of the family members. Yasmin and Jahan (2016) exhibited similar finding and stated that, in Bangladesh the mothers are the primary caregivers in most cases. Furthermore, the researcher confirmed that they used phonological features in their speech, which includes higher pitch, slower speech rate, pause, and emphasis on certain words or on whole sentence.

The researcher explained how and why they used these feature during child directed speech. They used higher pitch only when necessary and in a very precise way. The researcher assumed that the variation in vocal pitch range depends on the child's age difference. As the subject was a three years old child, he was exposed to more language and cognitive skills than before. Therefore, pay more attention to the speech inputs and loses interest in high pitch movements. Likewise, Kitamura and Burnham (2003) stated that, the preference of vocal pitch range are triggered depending on the developmental stages of children. Caregivers

alters their speech delivery according to the child's predilections so that the outcomes are fruitful.

Moreover, they used slower speech rate and pauses wherever possible to make their statements clear and understandable. In addition to that, Zangl and Mills (2007) in their study on two English-speaking children found that, both of the subjects preferred slower speaking rate in child directed speech, which helped them in learning language quick. Finally, the findings of the study demonstrated that the family members emphasised on some certain pronunciation so that the child acquires it correctly and understands the use of it within a sentence. Garnica (1977) conformed with the present study since her study also exhibited similar result. She found that adult speech rate differentiated during child directed speech. The subjects of her study used higher pitch and slower speaking rate with the children.

#### Lexical Features

The family members are found to use lexical features often. For instance, in the previous chapter there was a sentence initiated by his mother where she asked X to join her in completing his homework which was assigned by his teacher. Instead of saying 'Barir kaj' she used 'Homework' because the word 'Barir kaj' could have been confusing for him as it also has a different connotation in Bangla language. Therefore, she used a common English term 'Homework' which was used globally as a task given by the teachers to do at home regarding studies. In addition, the other members of X's family exhibited examples of lexical features. For example, his aunt used diminutives in her speech while speaking to X, such as- Ajin mama esheche X, here the name of his uncle was 'Shahajin', but X was not able to utter the full name, that's why his aunt and the other family members shortened his name and called him 'Ajin'. They omitted certain words when talking to X so that he could utter it easily. Notley (2009) presented a similar result in his study where he observed 12 English-

speaking children through the lens of child directed speech to see how they improved their morphological learning.

### Syntactic Features

It was found that the family members of X used syntactic features of child directed speech in their speech. To start with, the use of noun and proper names while addressing X or other person and things. For example, “X”, “Lokkhi shona”, “Baba”, “Nanabhai”, “Nan”, “Puttu baccha” and other names to address X. Then again, instead of using “Oi boi ta ber koro”, X’s mother used “Halum jabe onek dur” ber koro, instead of saying, “Dekho ami ki baniyechi”, “Dekho mum ki baniyeche” and so on. They used noun and names because directing X with pronouns or directives like “eita”, “Oita” could be confusing for him. Thus, the use of nouns and names were easier in terms of understanding the speech direction as well as it helped him understand how to use nouns. Matychuk (2004) consisted with this finding and stated that, the subject of his study was exposed to the frequent use of noun which increased their vocabulary.

Furthermore, they used plural pronouns during their conversation as well as shorter sentences. For instance, “X cholo amra homework kori” instead of “X cholo tomar homework kori” Then again, short sentences like, “X edike esho”. They use shorter sentences to keep his attention stable. Though X listened to them attentively most of the time. However, there were also times when they had to use plural pronounce and shorter sentences to grab his attention. Foulkes et al., (2005) exhibited a similar outcome where the adults used short and simple sentences while speaking with the children.

### Conversation Features

The researcher affirmed the use of conventional features in the speeches of the family members of X. The use of repetition was fair, for instance, “Hatti matim tim, tara mathe pare dim, tader khara duto shing, tara hatti matim tim. Hatti matim tim, tara mathe pare dim, tader

khara duto shing, tara hatti matim tim”. Bjorkenstam et al., (2016) affirmed that variety set of repetition within speech triggers child’s vocabulary learning skills. Findings showed that they used frequent amount of questions, i.e. “X cow kivabe sound kore?”. Moreover, while conversing with X they did not jumped to multiple topics rather stayed on the same topic throughout the conversation. The researcher has explanation for all these findings. When they asked questions frequently X was observed to use his cognitive skills to think about the answer. For instance, when his mother asked him about how cow makes sound, he was quite for a little bit and then answered “Hamba, Hamba”. Secondly, his mother repeated a poem line again and again in a slow pitch with emphasis on each word so that he understands them clearly and remembers those. Simultaneously, she kept discussing about the poem with X without jumping to another topic. Kazakovskaya and Balčiūnienė (2012) agreed with the confirmation of the present study and stated that, question asking is the best way to assist the language development of Lithuanian and Russian child. Another noticeable aspect was his mother reproduced the phrases uttered by X, i.e. “Puttu baccha”.

#### Regulatory and Instrumental Function

The research showed that the family members of X also used regulatory function of language in their speech. For instance, “Baba, cholo amra homework kori”, “Edike esho baba oshudh khabe”. As well as instrumental function of language, i.e. “Nanabhai ashoktu ghar malish kore dao”. These utterances affirm the use of regulatory and instrumental functions in their speech. They used the regulatory function so that X understands the urgency of following the instructions and get them done. Making the child do what an adult wants them to do is not an easy task. Therefore, by using regulatory function the family members stated their instruction which X followed attentively. On the other hand, they used instrumental function in their speech to express their needs or desire to make something done by the subject. Such as- X’s

grandfather asserted his desire to get a shoulder massage by X. Matychuk (2004) also found a similar result in his study.

### Personal Function

X's family members are found using personal function of language. Halliday (1978) stated that, in personal function, language is used to convey personal opinions. For instance, articulating the feelings, response and personality of speakers. For instance, X's aunt expressed her feeling towards X by saying, "Love you too X". As well as, his mother opined about writing 'A' appropriately in his assignment and said, "X eivabe 'A' likhte hoy. Miss dekhiye diyeche upore ekbar." Therefore, it was confirmed that the family members of X also used personal function during their speech. The researcher assumed that, they often expressed their feelings and opinions towards X so that it makes their bonding strong. Maintaining the bonding between caregivers and children during the child directed speech is extremely essential (Fernald et al., 1989; Soderstrom, 2007). Simanjuntak and Manik (2015) consisted with this as in their studies they further focused on how the teachers reacted and expressed their opinions regarding the activities of the students.



## **Chapter 6**

### **Conclusion**

#### **6.1 Summary of the study**

In conclusion, the researcher employed the data collection process which is naturalistic method; to examine “how the family members of a three years old Bangla-speaking child provide child directed speech in his first language acquisition.” In this study, the researcher discovered that the implementation of child directed speech plays a positive role in the development of child’s language learning. Additionally, the family members played a remarkable role in delivering child directed speech in the child’s first language acquisition. The daily online assessment of the interactions between the child and his family members confirmed the use of different features of child directed speech in the speech of the child as well as his family members.

#### **6.2 Implication**

Even though, the quantity of the participants was less so the accuracy of the result can be questioned by many, however, with the findings of this study confirms that adults around the children intentionally or unintentionally provides child directed speech in their language acquisition phase. The researcher assessed the daily activities of the Bangla-speaking child and the ways the family members communicated with him in different settings via video recordings. Therefore, this study can be used by other interested researchers who are willing to work on the area of child directed speech in Bangla language acquisition. This study contains real-life data which are collected in a Bangla-speaking environment, so this is undoubtedly an authentic source to use as an inventory.

In Bangladesh, there are very less works on the child directed speech in the first language acquisition. Of course the caregivers in this country uses child directed speech to direct language to the child who is going through the language development phase (Onnis, Waterfall, and Edelman, 2008). However, how they deliver child directed speech in the first language acquisition of children still remained unclear. In this case, this present study elucidates how to deliver child directed speech to the first language acquisition of the child.

### **6.3 Recommendation for future studies**

This is a short study on how the family members provide child directed speech in a Bangla-speaking child's first language acquisition. Therefore, recommendation for further studies are given below-

- 1.The further studies can extend the same study with a larger number of participants from different linguistic and ethnic background.
- 2.Then again, there can be a longitudinal research in which the researcher can observe several children within the same period of time.
- 3.Researchers can examine the effect of child directed speech on different areas of Bangla language. For example, the relationship between child directed speech and grammatical rules of Bangla language.
- 4.The future researches can follow different data collection method.

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## Appendix A

### A1. Sample transcription of video-recording of subject X

**Setting 1.** In this setting X and his mother was reading animal planet book (6.30pm)

X: Ajke amla ki book polbo mum?

M: Ajk X baby ar mum Animal Planet Book porbeeee (with affection in voice)

X: Tai mum!

M: Ji baba. Dekho to book e kar kar pictures ache.

X: Mum onek animals mum! (Exclaims with joy and uttered the sentence with high pitch)

M: Bolo to baby ki ki animals ache ei page e?

X: Mum eta ki penguin?

M: Na baba eta to dolphin.

X: Eta dolphin mum? Dolphin kivabe sound kole?

M: (Mimics the sound of a dolphin).

X: Mum Monkey/Golilla kon page e?

M: Eije baba tomar monkey ar gorilla. Baba bolo to money ar gorilla kivabe sound kore?

X: (Mimics the sounds of monkey and gorilla).

M: Hae eksom thik hoyeche baba, khub bhalo.

X: Mum ajk al na poli?

M: Keno baby mojar book to eta. Ajk mum ar X kotto animals er name janche. Kotto moja taina baba?

X: Cholo mum oi book ta poli mum please (points at a story book)

Here, the video ends as the child moves from the frame to collect another book and ended up playing with toys.

**Setting 2. In this setting X and his mother was using coloring pencils and drawing books (12.30 pm)**

X: Mum ajke ki dlaw kolbo?

M: Ajke amra fruits draw korbo, color korbo.

X: Kon flut mum?

M: Eije dekho kotto fruits baby. Bolo to eta ki fruit?

X: Eta apple mum. Apple to led color hoy taina mum?

M: Very good! hae apple red color. Red color kore felo baba.

(After coloring the apple)

X: Mum eikhane kon long dibo?

M: Eikhane komola rong hobe. Eta to tangerine, tai komola rong hobe baba.

X: Eikhane komola rong hobe?

M: Hae baba.

(X started coloring the Tangerine)

M: Baby hoyeche? Amra ki eibar onno fruit color korbo?

X: Na mum alektu.

M: Accha baba.

(After he finished coloring Tangerine)

X: Mum eta ki fruit?

M: Baby eta amader jatio fol, ki fol? Jatio fol, katal.

X: Jatilo fol ki mum?

M: Jatio fol mane, jei fol shobar pochondo. Kathal to amra pochondo kori taina?

X: Hae mum.

M: Tai eta jatio fol.

(After that X's father called and the video ended)

**Setting 3 In this setting, X was watching television with his aunt (7.30 pm)**

X: Mummy caltoon dao mummy.

Aunt: Asho X amra ei show ta dekhi.

X: Na mummy, pleazz caltoon dao.

Aunt: Accha eta dekhe tarpor dicchi.

X: Shukka uncle el sow mummy?

Aunt: Hae, onek mojar show X, dekho.

X: (laughing) Eta ki holo mummy?

Aunt: Tumi bolo X ki holo eikhane?

X: Sona aunty pole gelo, shukka uncle dhole fello.

At the same day at 8 pm-

Aunt: X edike esho.

X: Ki mummy?

Aunt: Mum ke bolo, oi show te ki hoyechilo?

X: Sona aunty pole jacchilo, shukka uncle dhole feleche.

(After that X went to play again, and the video ended).

**Setting 4 In this setting X was talking with his grandparents about Cassette**

**Player (4 pm)**

X: Nanabhai, ki kolcho?

GF: Nanabhai amra gaan shunchi. Tumi shunbe? (GF=grandfather)

X: Ki gaan shuncho? Eta ki? (pointing at the cassette player)

GM: Nanmoni Eta cassette player. Cassette player e gaan shona jay.

GF: Bolo nanabhai cassette player.

X: Cassette playal nanmoni?

GF: Hae cassette playal (laughing).

X: Keno cassette playal e suncho?

GM: Eta nanabhai notun kine anse.

X: Keno kinecho nanabhai?

GF: Tomar nanmonir jonno upohar nana.

X: Dalao mum keo deke ani.

(After that he went to call his mother with his aunt as she was recording)

**Setting 5 X was reading story books with his aunt (11 am)**

X: Mum Pooh boi ta koi?

M: Boro maar room e.

X: Okay mum.

M: Peyecho X?

X: Ha mum peyechi. Mum ajke Pooh boi ta polbo.

M: Accha baba.

**Setting 6 X was in the kitchen with his mother (12 pm)**

X: Mum ki lanna kolcho?

M: Khichuri ranna korchhi.

X: Keno mum? Keno khichuli lanna kolcho?

M: Shobai khabe baba.

X: Mum amio help koli tomake?

M: Hae koro.

X: Ki kolbo mum?

M: Tumi stool e boshe amake bolo kivabe ranna korbo.

X: Accha mum.

**Setting 7 X was having breakfast with his grandparents (6<sup>th</sup> August, 9 am)**

X: Mummy, ami luti khacchi tumi khaba?

A: Na X tumi khao.

X: Khao na mummy ettu.

A: Na baba ami ruti khabo na.

X: Keno mummy?

A: Ami bread ar tea khabo.

X: Amio tea khabo mummy.

A: Accha aunty ke bolo tomakeo dite.

X: Lital ammu aunty (to their maid) amakeo tea dio.

**Setting 7 X was watching TV with his aunt (11.30 am)**

X: Mummy sulf ecel!

A: Tai!

X: Hae mummy, Sulf ecel daag theke dalun kisu, sulf ecel daag theke dalun kisu.

A: Very good!

X: Thank you mummy. I love you.

A: I love you too.

X: Ekhon onno ta hocche.

A: Etar song ta paro?

X: Na mummy. Ektu sune dekhi.

A: Accha dekho.

**Setting 8 X was having a conversation about a TV program (4.30 pm)**

X: Mum jano ajke TV te ki dekhiyeche?

M: Ki baba?

X: Ajke TV te Sisimpul dekhiyeche.

M: Tai baba! Ekri ar Halum ajke ki ki korlo?

X: Mum Ekli al halum ajke onek moja koleche.

M: Ki koreche?

X: Ekli ajke gaan koleche, Halum dhol bajiyechi.

M: Wow baby! Tai!

X: Hae mum. Gaan ta onek bhalo legeche.

M: Ar ki hoyeche?

X: Elpol ola khela koleche. Onek khela koleche, koleche. Elpol ola ghumiye poleche.

M: Tai baby! Tumio ajke onek dustumi korecho.

X: Na mum, ami ettuo dustumi kolini.

**Setting 9 X had a haircut and was showing it to his aunt (10am)**

X: Mummy ami takku hoyechi (luaghing). Takku, dekho mummy ami takku, tomla takku, sobai takku, takku.

A: Kothay takku hoyecho tumi dustu? (Laughing)

X: Eije takku, takku. Tumio takku.

A: Na tumi notun haircut diyecho, takku hou ni pagol.

X: Na mummy ami takku. Shobai takku.

A: Dara dustu, khali dustami.

X: (Laughing).

A: Tomar mum ke dekhiyecho haircut?

X: Na dekhai ni.

A: Jao dekhiye esho.



X: Muuum...

**Setting 10 X was looking for a story book (8.30 pm)**

X: Mum 'Alul khoje' bel kole dao.

M: Boro maar room e ache.

X: Pacchi na mum.

M: Osy posy ke bolo khuje dite. Mum kaj korche baba.

X: Ki korcho mum?

M: Ami ranna korchi baba.

X: Ki lanna kolcho?

M: Dinner banacchi shobar jonno.

X: Ki banaccho?

M: Steak banacchi baba.

X: Accha mum.

**Setting 11 X was persuading his mother to go out (4.30pm)**

X: Mum cholo na amla baile jai?

M: Ekhon to baire corona baba.

X: Amla mask pole thakbo mum.

M: Na baba baire onek corona.

X: Cholo na mum please.

M: Ajke na X, arekdin jabo.

X: Tahole mum chaade jai cholo?

M: Accha nanabhai ke niye jao.

X: Accha mum football niye jai?

M: Jao.

**Setting 12 X was insisting on not doing classes (8.30 am)**

X: Ajke class kolbo na mum.

M: Keno baba?

X: Iccha kolche na mum. Ektu caltoon dekhi?

M: Na baba, class onek joruri.

X: Keno joruri mum class?

M: Class e onek kichu porabe, shikhabe.

X: Ami shikhbo na mum.

**Setting 13 X was playing with a toy guitar with his aunt (5.30 pm)**

A: X kon gaan ta shunabe?

X: Kon gaan?

A: Tumi bolo kon gaan?

X: Shunabo na gaan.

A: Shunabe na? Accha thik ache. Ke diyeche guitar tomake?

X: B fuppi.

A: B fuppi ke thanks diyecho?

X: Na mummy.

A: Thanks diye dao?

X: Thank you B fuppi.

**Setting 14 Was playing with a mask (10 am)**

X: Mum dekho ami tigel (ahhhggg- the sound of tiger)

M: Ore baba tiger.

X: Hae mum (ahhhggg)

M: Bhoy pacchi to.

X: Bhoy peyo na mum.

M: Tiger jodi amake kamor dey?

X: Kamol dibo na mum. Ami good Tiger.

M: Tai! amar baby good tiger?

X: Hae mum.