Language differences between the children who are brought up by mothers and those by caretakers in Dhaka City

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A Dissertation Submitted in Partial Fulfillment of the Requirement for the Masters of Arts in ELT and Applied Linguistics

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Abstract

Language development is considered as a useful indicator of a child's overall development. It is the medium of a communication which helps to express the needs, thoughts and ideas of human being. Language is a communicating system consisting of sounds, morphemes, words and rules of sentences. Every child follows a natural progression for mastering the skills of language. But an enrich environment with sounds, sights and consistent exposure to the language of others can help to develop the best language skill. This research was done to find out whether there was any language difference between children who were brought up by mothers and those by caretakers in Dhaka city. The research was divided in five chapters. Each chapter discussed different section of the research. In the beginning the dissertation started with introduction about the research and discussed about the problem of the statement, purpose, significance, limitation of the study and also gave a light on operational definition. Various theories have arisen that attempt to account for how children acquire language. The second part of the research highlighted about those theories that related to child's language acquisition. To get the data, 17 mothers were interviewed and observation was done on 14 children of 6-7 years old. Among 17 mothers 10 mothers were housewife mothers and 7 were working mothers. The dissertation included two open-ended questionnaires for housewife mothers and working mothers for interview. Housewife mothers questionnaire were prepared to find what kind of language mothers usually use when communicated with their children. On the other hand, the questionnaires for the working mothers were prepared to found what kind of differences they find in their children language as their children spent most of the time with the caretakers. The observation was done children in the

playground. As the paper was done on the language differences therefore the children were observed in natural setting to get their daily use of language during communication. The dissertation also discussed about the analysis and findings of the survey. After analysing all the data and findings, it was found that there was a language difference between the children who were brought up by mothers and those by caretakers. Children who were brought up by mothers, their way of speaking, expression, ideas and used of working words in standard Bangla langugae were quite different than the children who were brought up by caretakers. Children who were brought up by caretakers they spoke in dialect, using slang words, spoke in harsh way. Through the discussion of the central research questionnaires the dissertation came to conclusion that there was language difference between the children in Dhaka city, who were brought up by mothers and who were by caretakers.

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CHAPTER 1- INTRODUCTION

1.0 Introduction

Learning is autonomous. The development of language is one of the child's most natural and impressive accomplishments. According to David (1999), language has a fundamental role to play in the development of learning and understanding. Without language and speech, they cannot let others know what they want, their needs and what is important to them. Simplified speech (often fondly called Motherese; Newport, Gleitman , and Gleitman, 1977) may play a causal role in the language-learning process itself. In children's language development, parents are children's first teachers and family becomes the first teaching place. In a family, mother is the nearest person who stays with her child most of the time. It is obvious that mothers talk differently to their young children than they talk to elders and other family members. Generally, she is the first person to notice her child's language development. As Olson (1986) claimed that mothers are the only person who mostly spent time with their children to communicate. So from mothers' verbal input, children can acquire the language gradually. Also Snow (1977) showed the importance of mothers' speech to their children's language development. Jamieson (2007) also mentioned that children's first speech is always an attraction to mothers. In children's language development, mothers play the important role. Therefore mothers always keep trying to develop their children's first language skill in a perfect manner. In Bangladesh, especially in Dhaka city, children are usually brought up either by their mothers or by their care givers at home. Bangla is the mother tongue in Bangladesh. Like other languages, it has language variations in

standard Bangla and dialect. Therefore, there is language difference in mothers' and care givers' language. The goal of this study is to find out if there is any language differences between the children who are brought up by mothers and those by caretakers.

1.1 Problem of the statement:

Language is the only way to communicate with the world. In recent years, the psychologist Nelson (1973) has found that children's early social interactions play an important role in development of their language skill. He also mentioned that after the first month of birth children began to communicate by sounds with the people around them. By the progression of time besides their physical growth they developed their language as well. Nelson (1973) has also mentioned that during child's language development period there is language differences among children from different social class. Holf Ginsberg (1991) divided social class from three main factors—educational degree, income and status. He also mentioned that different social class caretaker's language affect in children's language development. Holf Ginsberg (1991), Lewis and Wilson (1972) mentioned that there is an effect on caretaker speech on children's language development. Therefore they put the importance of mother's verbal input in child's language development. Based on this theories and linguists point of view it can be said that there might be language differences among the children in Bangladesh as well. In Dhaka City it has been noticed that some children used standard Bangla language whereas few used dialect.

1.2 Purpose of the study

The main purpose of the study was to found the difference of language variations, pronunciation of mothers and care givers while they talk with children and whose language is the most influential to the children in their language development.

1.3 Central Research Questions/ objective of the study

In early age of children's language development, both mothers and care givers has played an important role. Therefore, the objective of my study was to know the answers of the following questions:

1. Is there any differences in language of children who are brought up my mothers and those by care-givers? If yes, what are those differences?
2. Do the mothers follow any different patterns while communicating with their children?
3. Whose language is most influential for children's language development?

1.4 Significance of the study

In our country there are many housewife mothers and working mothers whose children are being brought up by the caretakers. This study will help to make those mothers aware about the importance of their role in child language development.

This study will provide an insight into the influence of environment surroundings on the progress of growing up children. So this study will help the parents to be more aware of their children's first language development.

This study will also encourage and provide important information to the researchers those will work on child's first language acquisition further in the future.

1.5 Limitation

The research paper was based on urban children not on rural children. The dissertation was prepared on limited families because most of the parents were not interested for interviews for their personal objections and due to time limitations. During the research, the political situation of Bangladesh was turbulent. Therefore, the data collection was hampered and some of the interviews of mothers were taken over phone. It was also found that few mothers were not much co-operative for interviewing. Also the interviewees' allotted fixed time so it provided a limited view. Moreover in Bangladeshi contexts most of the care givers are illiterate so while the observation was going on they did not use their daily language as they usually do. Rather they spoke less with the children.

1.6 Operational Definitions

1.6.1 Standard language:

"The variety of a language which has the highest status in a

community or nation and which is usually based on the speech

and writing of educated native speakers of the language."

(Longman Dictionary of Applied Linguistics, 1985,p.271)

Similarly Bangla language has Standard Bangla which is used in educational

institutes , offices, government offices, political and cultural centres and also uses by

educated people especially in Dhaka city in Bangladesh.

1.6.2 Dialect:

"A variety of a language, spoken in one part of a country (regional

dialect), or by people belonging to a particular social class (social

dialect or sociolect), which is different in some words, grammar, and/or

pronunciation from other forms of the same language.

A dialect is often associated with a particular accent."

(Longman Dictionary of Applied Linguistics,1985,p.80)

CHAPTER 2 - LITERATURE REVIEW

2.0 Introduction:

The main objective of this dissertation was to show the language differences among children those were brought up by their mothers and those were by their caretakers. Stork and Widdowson (1974) argued that there are many different languages in the world but all human beings are capable of learning any of these as a native language with equal ease. According to Kess (1993), no child fails to learn a native language, and it is learned largely before the age of 5 (five). It is also amazing that all children do it in much the same way and ends with the same general abilities.

2.1 The Behaviourist theory:

The behaviourist theory stands among the major theoretical perspectives within the field of first language acquisition. J.B. Watson (1913) was generally regarded as the originator of behaviourism. The cornerstone of behaviourist theory was the theory of 'classical conditioning' (Pavlov,1927). The influential version of this theory was put forward by B.F. Skinner in 1957.

> "It led to theories of learning which explained how an external event (a stimulus) caused a change in the behaviour of an individual (a response) without using concepts like "mind" or "ideas" or any kind of mental behaviour."

> (Longman Dictionary of Applied Linguistics,pg.27)

Based on behaviourist theory it was believed that children learn oral language from the adults by a process of imitations, rewards and practise. Cooter & Reutzel (Skinner, 1957) also explained that when a child attempts to inmate or learn adults speech or sounds, adults usually praised them as rewards. They also gave affection for their efforts.

Later, B.F. Skinner (1938) developed a new concept of "operant conditioning". Standridge (Skinner, 1957) defined operant conditioning as 'the rewarding of part of a desired behaviour or a random act that approaches it.' Operant conditioning took place among individuals when they learned naturally.

2.1.1 Operant Conditioning

Skinner (1938) developed a more comprehensive view of operant conditioning. The operant conditioning was based on the principle that effective language behaviour consists of producing responses (behaviours) to the correct stimuli (situation). When a response was followed by a reinforcement (reward) then it was conditioned to occur again. Therefore operant conditioning was used to describe the effects of the consequences of a particular behaviour on the future occurrence of the behaviour. According to Skinner (1957), three things could happen to affect future behaviour. Those were positive reinforcement, negative reinforcement and punishment.

2.1.1.1 Positive Reinforcement

In positive reinforcement a positive reinforce was added after a response and increased the frequency of the response. As experiment Skinner (1957) used a rat in a cage with a lever. He mentioned that when a rat pushed the lever it gets a bit of rat food. In this way sooner or later the rat pushed the lever accidentally and food appeared. Therefore, after a few similar occurrences the rat learned to press the lever to get food.

Here the presentation of food had acted as a positive reinforcement for the behaviour of lever pressing.

2.1.1.2 Punishment

Here punishment was used to erase undesirable behaviours by presenting a distressing stimulus when the behaviour occurs. In this part the mechanism was changed so that when the rat pressed the lever it got electric shocked instead of food. Here Skinner used electric shocked as punishment.

2.1.1.3 Negative Reinforcement

In this part the mechanism was changed again. The floor was set on the electric mode and altered the mechanism so that when the lever will pressed it switches of the current. So when the floor was electrified the rat started bouncing and pressed the lever. This turned off the electric current. In this way by repeating, the rat learned to

press the lever immediately the current was turned on. Therefore, by this it re-established and strengthened the lever pressing behaviour to reinforcing it.

Thus, it is quite visible that the behaviourist theory according to Skinner was represented as a "stimulus-response-reinforcement" chain.

2.2 Maturation Theory

Lenneberg (1966, 1967) had presented a different viewpoint on language development. He compared language development with the development of other skills in man (primarily motor skills) and with the development of skills in other animals.

According to Lenneberg (1966, 1967), language development was seen principally due to a process of maturation. He also mentioned that the development of speech was co-related with age and with the development of other skills.

Lenneberg (1966) reported that generally children were born with normal hearing. But who go deaf before age two was become deaf by born. But those who became deaf after two years old they could learn language easily. He also reported that the language function of human was located in the left hemisphere of the brain. Therefore, if a child receives an injury to the left-hemisphere before the age of thirteen, language can be re-learnt by right hemisphere.

2.3 Cognitive theory

Piaget (1954) argued that children must continually reconstruct their own understanding of phenomena through active reflection on objects and events till they eventually achieve an adult perspective. He posited that the process of intellectual and cognitive development was similar to a biological act, which was adaptation to environmental demands. Conceptually, cognitive development and growth proceeds in this fashion at all levels of development from birth to adulthood (Piaget, 1960).

Piaget (1960) posited four major stages of cognitive development. Those stages are given below:

1. Sensori-motor: Birth to 2 years old

2. Pre-operational: 2 to 7 years old

3. Concrete operation: 7 to 11 years old

4. Formal operation: 11 years to adult

Sensori-motor (Birth-2 years)

- Differentiates self from objects

- Recognises self as agent of action and begins to act intentionally

- Achieves object permanence: realises that things continue to exist even who no longer present to the sense

- At this point of development, children see themselves at the center of all actions in the world

Pre-operational (2-7 years)

- Learns to use language and to represent objects by images and words

- Thinking is still egocentric: has difficulty taking the viewpoint of others

- Classifies objects by a single features: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of colour

Concrete operational (7-11 years)

- Can think logically about objects and events

- Achieves conversation of number (age 6), mass (age 7), and weight (age 9), length, liquid, areas, volume etc.

- Classifies objects according to several features and can order them in series along a single dimension such as size

Formal operational (11 years and up)

- Can think logically about abstract propositions and test hypotheses systemically

- Becomes concerned with the hypothetical, the future and ideological problems

2.4 Early stages of child's first language acquisition:

Roeper (in Hyams, 1986) said that the ultimate issue in linguistic theory was the explanation of how a child can acquire any human language. Alan Cruttenden (1979)

& Thomas Scovel (1998) had discussed the various stages of child language development which is given below:

2.4.1The Neonate

- The new born baby takes one or two gasping inspiration and gives a cry. It lasts for only one second, its voiceless and tense.

- For the next few months, different kinds of cries take place.

- Wolf (1969) identified three types of cry during the first two weeks:

2.4.1.1 Hungry cry:

➤ rythemic type of cry, the child is inspired in the period of silence and it is paired with voiced expirations for the next half a second.

➤ It shows that they are uncomfortable.

2.4.1.2 Plain cry:

➤ Long bursts of voiced expiration that lasts of 4 seconds.

2.4.1.3 Mad cry:

➤ A cry of exasperation and rage.

➤ All these cries have a pitch pattern which at first rises and then falls towards the end.

➤ From the third week onwards Wolf (1969) was able to identify a "fake cry."

After the discussion of Wolf (1969) about the three types of cry Alan Cruttenden (1979) & Thomas Scovel (1998) the rest of the stages were discussed below:

2.4.2 Babbling Stage:

- It begins at around five to six months.

- Child utters sounds and sounds sequences that are as yet meaningless.

- So babbling does not have a connection with mother tongue acquisition.

2.4.3 The one-word stage:

- Between 12 and 18 months, children produce variety of recognisable single unit utterances. like milk, cookie, daddy

- It used for naming objects.

- One word may refer to another word associated with it. like 'Karen' and 'bed'

2.4.4 The Two-word stage:

- From 18-20 months to 2 years.

- The child learns the variety of combinations of words. like baby chair, mommy eat, cat bad.

- These two word structures have different meaning according to their contexts.

- The adult acts as if the communication taking place and the child receives feedback from the adult to be assured that the utterance worked.

- By the age of 2, the child knows atleast 50 words.

- He is treated as an entertaining conversational partner by the principal caretaker.

2.4.5 Telegraphic Speech:

- Between 2 and 3 years old, the child begins producing a large number of utterances.

- It comes in a series of lexical morphemes. Like Andrew want ball.

- Grammatical inflections are seen in these phrases. like in, an, on etc.

- By 2 and half years old the child's vocabulary expands rapidly.

- By the third year he knows hundred of words.

(Cruttenden, 1979, p.1-15, Scovel, 1998, p.7-24)

2.5 Child-Directed Speech:

According to Fernald & Morikawa (1993), child-directed speech was a type of speech that adult used to talk with the infants. In the child-directed speech the communication was completely different from adult-adult communication. Newport (1975) reported that 23% of all utterances addressed to children are repetition. In adult-adult communication although use of language partially depended on the social context and reference. But in adult-children communication use of language was totally different from the way adult speak to adults and friends. (ibid)

According to Ferguson (1964), especially mothers and parents of infants generally used easy sentences, easy words, repeated their speech and also used hand-gestures to make communication more understanding to infants. Papousek (1981) also mentioned that mothers usually used prosodic vocal to convey their speech to their children.

Gleason's (2005) thought, he declared that conversations may be learned in early interactions, such as taking turns and the way they express. As a result, this life long process of development was dependent on social interaction and that social learning actually leads to cognitive development.

On the other hand, Brown (1977) had remarked that some very education oriented parents considered to use adult speech to their babies rather than baby talk. They believed that as their babies already know baby talk and should not be spoken to in a simplified register but in normal one.

2.5.1 Motherese language/parantese language:

Snow (1977) declared language acquisition was a process of interaction between mother and child from birth. Brown (1973) characterized the sentences used by mother as short and grammatically complete. Philips (1970) found that mothers took longer and were more fluent when reading particular sentences in a story to young children then when reading the same sentences to adult.

"The simple speech used by mothers, fathers, babysitters, etc when they talk to young children who are learning to talk."
Characteristics of motherese language –
- Shorter utterances than speech to other adults
- Grammatically simple utterances
- Few abstract or difficult words, with a lot of repetition
- Clearer pronunciation, sometimes with exaggerated intonation patterns"

(Longman Dictionary of Applied Linguistics,p.g.34)

Brown (1977) suggested that there were two sources from which caretakers derive their special register : 'talk of babies' and 'adult speech.' He found that caretakers were very much concerned while they talk to baby. They restricted themselves to what the baby already knows in order to hold his/her attention to pass the message. Since most of this studies were conducted western contexts. So their caretakers were probably educated whereas in Bangladesh caretakers might not be educated and careful enough towards their use of language while they communicated with the children.

In deed many features found in the caretaker's speech which were also relevant in the way babies try to talk. Garnica (1975) and Sachs and Johnson (1976) had

demonstrated that adults and infants alike used a higher fundamental pitch than adults did when talk among themselves. Snow (1972) and Clark (1977) had suggested that mothers may facilitate acquisition by gradually and systematically exposing the child to the complexities of linguistic structure. They carefully avoided the confusing characteristics of adult speech.

Also Cazden (1969) and Brown (1977) argued that simple and well-formed motherese assists the child in acquiring syntactic rules.

2.5.1.1 The Motherese Hypothesis:

Newport (1977) noticed that mothers did not talk in the same way to their babies as they talked to others. According to Snow (1972) maternal utterances were very short, usually consisting of a single clause, they were clearly enunciated, did not contain grammatical errors. Cross (1977) and Pinker (1979) described motherese hypothesis as the hypothesis that there special properties of caretakers speech play a casual role in acquisition.

2.6 Social class and language development:

The name particularly associated with this section has been that of Bernstein (1971) who had attempted to formalise the differences between the language of working class children and that of the middle-class children. He proposed that there were two codes of language – restricted and elaborated.

2.6.1 Restricted code:

Bernstein (1971) said that restricted code required a great deal of shared knowledge between communicators because much meaning was hinted at, suggested, implied and supported by a great deal of non-verbal scaffolding.

According to Longman Dictionary (1985), the restricted code is said to have a more reduced vocabulary range, to use more question tags, to use pronouns like he and she instead of nouns and to use gestures such as hand movements to help give meaning to what is said.

2.6.1.2Elaborated code:

In Longman Dictionary (1985) it was mentioned that the elaborated code was described as highly specific, frequently abstract with nothing left to intimation or suggestion. Sentences were carefully structured and complete and words were chosen with great care and accuracy. Typically it was the language of formal communication.

People those used an elaborated code generally made greater use of adjectives, more complicated sentence structures and the pronoun 'I'. The elaborated code claimed to be more explicit and speakers using it do not assume the same degree of shared attitudes and expectations on the part of the addressee. It was claimed that while middle-class children have access to both codes, working-class children have access only to the restricted code.

Central to Bernstein's (1971) writings was the distinction between the restricted code and elaborated code. There were some differences between the codes. Those are described below:

- Syntax differences that means the combinations of words to form sentences is more formally correct in the elaborated code, but looser in the restricted code.

- There are more logical connectives like 'if' and 'unless' in the elaborated code, whereas the restricted code uses more words of simple coordination like 'and' and 'but'.

- There is more originality in the elaborated code, but are more clichés or lack of originality in the restricted code.

- Reference is more explicit in the elaborated code but more implicit in the restricted code. So the restricted code uses a greater number of pronouns than the elaborated code.

- The elaborated code is used to convey facts and abstract ideas, whereas the restricted code   used attitude and feeling.

The elaborated code was the one which, in the adult language, would be generally associated with formal situations, the restricted code that associated with informal situations. In the earlier articles it was implied that middle-class children generally use the elaborated code, whereas working-class children use the restricted code. But Bernstein later modified this viewpoint. He mentioned that even working-class children might sometimes use the elaborated code.

In addition, Labov (1969) noted the common faults of "so-called middle-class speech". He mentioned that in many ways working-class speakers are more effective

narrators, reasoners and debaters than many of middle-class speakers who temporize, qualify and lose their argument in a mass of irrelevant detail.

On the basis of this theory, Bernstein (1974) and his associates concluded that the two codes were distributed across social classes in basically contrasting ways: members of the middle and upper classes make greater use of an elaborated code, members of the lower and working classes greater use of a restricted code. Bernstein(1974) also placed emphasis on a number of factors that might conjointly account for this contrasting distribution of the two codes across social classes. He emphasized three basic factors which are given below:

1. Familial roles tend to be "personal" in the middle-class, "positional" in the lower-class; hence in the former the communicative pattern that result are more consultative, while in the latter they are more authoritarian.

2. The middle-class tends to be based on "organic" forms of solidarity, the lower-class on "mechanical" forms of solidarity; as a consequence in the former the cultural base is more heterogeneous and greater elaboration is required in communication, while in the latter it is more homogeneous, and greater restriction is possible in communication.

3. Middle-class parents tend to transmit to their children a code that they perceive to be appropriate for communication in schools and other educational settings, while lower-class parents are not generally speaking in a position to transmit this code to their children.

2.7 Role of society in child language development:

According to Lewis and Wilson (1972), social class could be divided into two subcategories, which were the social status and cultural difference. Both class and culture were played an important meaningful role in children's language development. Sometimes social status played a vital role in children's language acquisition.

Moerk (2000), discussed the mothers' behaviour from different cultured background. He claimed that in some cultures, some parents did not have the concept of talking with their children. For example, Harkness and Super (in Moerk, 2000) stated that the Kipsgis mothers took less active role in language teaching to their children. In comparison with French mothers and African mothers, African mothers don't usually talk to their children during child care or diapering (Rabain-Jamin; in Moerk, 2000). Therefore it could be said that cultural differences will also influence the mothers' input of language in children.

Bruner (1975) was the first to address the role of social development in language learning. He suggested that social interaction could be mapped transparently onto linguistic structure. The role of social development had been widely recognized within language development and has a long tradition dating back to the 1970s.

In a recent review, Clark (2003) mentioned that infants were born into a social world, a world of touch, sound and effect a world of communication. Young children were curious and willingly involved in their own learning but Vygotsky (1978) found that social contribution plays more important role rather than their self-initiated discovery.

In the language differences of children along with mothers and care takers speech early stages development, language variation used by people around them by their growing period and social aspects also playing an important role.

CHAPTER 3- METHODOLOGY

3.0 Introduction

This chapter presented an overview of the research methodology to find out the difference in Bangla language of 5-7 years old children from specific aspects of use of verb, tone, pitch, intonation and how they use language in order to describe any objects.

3.1 Research Design

In this part ethnographic approach and qualitative approach was used for data collection. According to Hymes (1974) in studies of language learning or in

descriptions of how a language was used, the term ethnographic research was used to referred to the observation and description of naturally occurring language. Therefore the dissertation had emphasized on ethnographic research approach for children's use of language variation and qualitative approach for mothers.

3.2 Theoretical Framework

Bernstein (1971) had developed a theory that suggested the existence of two language codes that was elaborated codes and restricted codes. According to him elaborated codes was used by middle class and restricted codes by working class people. The restricted code was said to have a more compact vocabulary range, to use more question tags, to use pronouns like he and she instead of nouns and to use gestures such as hands movement to help to give meaning to what is said. The elaborated codes were said to make greater use of adjectives, more complicated sentence structures and the pronoun I. It was more socially and culturally precise. Bernstein (1971) also mentioned that a working class person communicates in restricted code due to the conditions in which they were raised and the socialization process. The same was true for the middle class person with the exception that they were exposed to the elaborate code as well.

3.3 Sampling

To conduct the survey 14 children of ages 6 (six) to 7 (seven) years were selected. Among them 8 children were brought up by mothers and 6 of them were brought up by caretakers. For the data collection of questionnaires 17 mothers were interviewed.

Among them 10 mothers were housewives and 7 mothers were job holder mothers in different sectors. Mothers were informed about the study objectives before the interview. They were also ensured that all the information would remain confidential.

3.4 Setting

The survey setting was informal. The children were not informed beforehand but their parents' permission was taken and informed earlier about the purpose of observation. They were deeply observed everyday two hours while they were playing in the playground.

3.5 Instrumentation

To conduct the survey a questionnaire and playground observation were used as research instrument for this study. Questionnaire is the easiest way for collecting huge amount of data. For survey two open-ended questionnaires were used for interviewing mothers. One was for the working mothers and the other was for the housewife mothers. On the other hand the children were observed in the playground because it helped to get authentic data about the language difference.

3.6 Data Collection Procedure

It should be noted that as the dissertation was on the language differences of children, so data were collected by two ways. One was by observation the children and other was by questionnaire for interviewing the mothers. At the beginning the survey

conductor deeply observed the children for two hours in the playground every day. In this way the survey conductor noted down their languages thoroughly in diary without informing them. On other side the conductor took interviews by using questionnaire for mothers.

3.7 Data Analysis Procedure

In this dissertation the data were analysed from two perspectives. One was by observing the children where the researcher got the natural uses of language uttered by the children. By analysing those data, the differences of language in use of verb, tone, pitch, intonation, description of objects were found.

In second perspective, two open-ended questionnaires were used for housewife mothers and working mothers. The questionnaire for housewife mothers were prepared to find what kind of language awareness they followed while they communicated with their children. On the other hand, the questionnaire for working mothers were prepared to find what kind of language differences they found in their children as their children spend most of the time with the caretakers.

3.8 Obstacles Encountered

In the questionnaire session it was not possible to interview the caretakers as they were not educated enough to answer the question. Therefore the survey conductor had to take interview of the working mothers to find out the language that caretakers used when they communicated with children.

Chapter 4 - FINDINGS AND DISCUSSION

4.0 Introduction

This section of the dissertation had discussed about the findings and discussions of the topic. It was already mentioned before that the paper was on child's first language differences those are brought up by mothers and those by caretakers. Therefore, the findings and analysis had been done in three steps. At first steps two categories of questionnaire was analyzed. First category of questionnaire was designed for the housewife mothers to find out their awareness and steps they followed while they communicate with their children. As in our country maximum caretakers are uneducated and came from village. Therefore it was difficult to take their interviews. So the second category was designed for working mothers to find out whether there

were any language differences among their children. In second steps the analysis and findings has been done on children's languages through observation. In last part, overall analysis of two open-ended questionnaires and findings were discussed.

4.1 Questionnaire for the housewife mothers

This section of the paper had discussed about the housewife mothers questionnaire. Here 10 (ten) housewife mothers were interviewed.

The first question was about whether the mothers used standard Bangla language with their children or not. Among 10 (ten) housewife mothers eight of them (80%) replied that they always tried to speak in standard Bangla language with their children. They also mentioned that children not only learned from their family but also learned from surroundings. So, as a mother they must speak in standard Bangla language rather than dialects with their children. The rest of two housewife mothers said she did not speak in standard Bangla language always and the other remain neutral but said it was not possible to speak all the time in standard Bangla language.

The next question was about whether the mothers used negative words or not. Here 9 (nine) mothers (90%) said that they tried to speak in a positive way. Even when they wanted to say any negative words they said it in positive way. For example "You are a bad boy" is a negative expression. So mothers tried to explain by using positive words like "You are not a good boy". Among 9 (nine) mothers 3 (three) mothers (33%) also said that they sometimes tried to compare thsseir children with other

children in positive way. For example "You are good like him then why don't you listen to your mother? See he always listen to his mother." They tried to avoid negative words as much as possible. But one mother said that she used negative words in some situations. As a description she said that sometimes her child did not listen to her. So she used negative words. For example "day by day you are becoming stubborn and do not listening to me."

The third question was about when the mothers become angry whether they speak loudly with their child or not. In this question 7 (seven) mothers (70%) said they did not speak loudly and 3 (three) of them (30%) said they do. Those said they did not, they mentioned reasons behind it. They said if they talked loudly their children might learn and apply it to someone else. They also explained as the children of age 5-7 are kids so as a mother they should speak softly and tried to make them understand. For example "Dear, please do not use bad words otherwise people will think you are not a good girl." Some also said that they remained silent and did not speak to their children to make them understand that their mother was angry with them. On the other hand, the others did not agree to speak softly all the time. They said that sometimes as a mother they should speak loudly when their children did not listen to them. For example "If you do not eat properly I won't let you to watch cartoons." They also mentioned, not all the time but sometimes they need to speak loudly according to the situation.

The fourth question was do their children speaks loudly when they become angry. Among 10 (ten) mothers 8 (eight) of them (80%) said that their children did not speak

loudly while become angry. But among eight of them, 2 mothers said that their children did not shout but cry loudly. Left of the 2 (two) mothers said as their children were very stubborn so they talked loudly when became angry.

The fifth question was whether the mothers focused on their pronunciation while they talked to their children. Among 10 (ten) mothers eight of them (80%) said they strongly maintained to speak in correct pronunciation and 2 mothers (20%) said they did not. The mother who agreed used correct pronunciation, said as a reason that sometimes incorrect pronunciation could changed the whole sentence and its meaning.

The sixth question was about the repetition of sentences. All the mothers said that they usually repeated their sentences. One of the mothers said by repeating, children could learned the sentence structure well. Some said sentence was repeated when the mother ordered to do something to their children. In that case to make their work understandable they repeated the sentence.

The seventh question was whether the mother used simple sentence or complex sentence. All of them said they used simple and easy sentences to communicate with their children. Some said they rarely used complex sentences when situation demanded.

The next question was whether there was any tone variation in their speaking. Most of the mothers gave similar answers. They said there was tone variation. Like when they

talked they did in soft tone. Again when they described about any ferocious animal they used a little bit high tone to give more emphasis on that animals characteristics. Similarly they used "very good", "bravo" etc in various tone to show their excitement.

The ninth question was how they described anything to their children. Few mothers said that children liked to pay attention on those things which could be described by interesting way. They generally used adjectives. For example when they described about any objects like 'ambulance toy' they described its colour, how was used.

The tenth question was about how the mothers praised or encouraged their children. Most of the mothers answered that they always tried to praise their children when they did anything good. Some of them mentioned that they also encouraged them by clapping hands and said they were doing well. Even if they failed to do they said that they were doing correctly but need to do better in future. For an example one of the mothers said that when she found her child cannot match the puzzle correctly, she encouraged her child by saying that everything was perfect only one puzzle was placed wrong.

The final question was about their opinion whether every mother should speak consciously with their children or not. They strongly replied yes that every mother should speak consciously and in standard Bangla language with their children.

4.2 Questionnaire for the working mothers

This section of the dissertation had discussed about the questionnaire of working mothers. Here the main focus was to find out whether the working mothers get any language differences in their children. As mentioned that it was not possible to take interview of caretakers therefore through working mothers' interview the differences of language in children were finding out. From the total mothers 7 (seven) working mothers were interviewed for this part.

The first question was whether the mothers found any language differences in their children. Among 7 (seven) mothers 6 (six) of them (86%) replied that they found differences. Some of them also said that they found that their children most of the time used dialect at home and outside also. One of the rest mothers said that she sometimes found her child to speak in dialect and sometimes found to speak in standard Bangla language.

The second question was what kind of differences they found. From the total 7 (seven) working mothers 7 (seven) of them (100%) said that they found that their children used doing words (verbs) in dialect. For an example 'khaiso' , 'korsi' etc. Few also mentioned that their children speak in dialect as well. Like 'ami ki kaaj ta kortam, ma?'

The next question was whether their children spoke loudly when they become angry. Among seven mothers all of them (100%) replied yes. They said when their children became angry or they did not want to do the work they became to shout or speak loudly.

The fourth question was whether they frequently used negative sentences or not. 5 (five) of the mothers (71%) said yes. They said whenever they asked to do something their children said no. Even when they expressed their negative opinion they directly said it in a negative way. On other hand 2 (two) of the mothers (29%) replied that they found their children to used negative sentence but not frequently. They said that their children only use negative sentences while they do not feel to do that work.

The fifth question was do their children used any slang words while speaking. Among 7 (seven) mothers, 5 (five) of them (71%) said that sometimes they used slang words while playing. They also gave an example like their children said 'chagoler baccha', 'shoitaner baccha'. Among five mothers, one of them mentioned that when her child watched any action movies or action cartoons he especially used slang words for the villain characters. On other hand rest of 2 (two) mothers (29%) gave different answer. They said that their children very rare used slang words. As a reason they mentioned that their caretakers are girls of 13-15 years aged and have passed primary level of education. Therefore they helped their children not to used slang words in any situation.

The sixth question was whether their children were co-operative with other children while they play. Among the mothers 3 (three) of them (43%) replied that they were

co-operative but it depends on their mood. On other hand 4 (four) mothers (57%) said they were not that much co-operative rather became angry if other children touch their toys.

The seventh question was whether they found mistakes in pronunciation frequently in their child's language. From the total mothers 3 (three) of them (43%) found pronunciation mistakes frequently in their children. Some of them also found that their children mispronounced very simple daily words like 'bisana' (bichana/bed), 'fani' (pani/water) regularly. Rest of the 4 (four) mothers (57%) replied they did not find mistakes frequently but sometimes found which was very rare.

The final question was whether the mothers think that the language of caretakers influenced their children's language. Among 7 (seven) mothers, 5 (five) of them (71%) said as their children spent most of the time with the caretakers so their language style influenced on their children. Rest of the 2 (two) mothers (29%) said they were not that much sure because their children went to school and they might learn from their school friends as well.

4.3 Findings from observation

This section of the dissertation had discussed about the findings that done on children through observation.

Variation in doing words (verb)

Here the following table will show the different way of speaking of doing words by children.

English	Standard Bangla	Dialect
Have Eaten	kheyechi	khaisi / khamuna
Say	bolo	bolso
Move	shoro	horo
Going	jacchi	jaitasi
Doing	koro/korechi	kortasi
Work	kaaj	kaam

Table-1- Same working words used by children in Standard Bangla and in dialect

From the above table it shows the use of variation of same words by children. Here during the observation some children were used this words in standard bangla and some used in dialect.

4.4 Variation in way of speaking

In this part of the dissertation had discussed how the children who were brought up by mothers and those by caretakers used different ways of speaking in same situation.

4.4.1 Standard language vs. Dialect

During observation children were found speaking in standard Bangla those were brought up by mothers. Like "amake khelata bujhia dao." On other hand children those were brought up by caretakers were found speaks in dialect. Like "tomra khelata bujhtesona." Therefore there was language variation among children's way of speaking.

4.4.2 Order vs. Request

As mentioned earlier that the survey of the children was done while they were playing on playground. Therefore when they were, playing the variation of their speaking was found. Children those were brought up by mothers were found to request others in the playground. For example one child request other child like "apu ami ki tomar khelna ta nite pari?" Whereas, children those were brought up by caretakers were found to ordered other children. For example among the children two of them ordered others as "ai amake ball ta dao."

4.4.3 Encourage vs. Discourage

When they were playing sometimes one of them might not play well. Therefore children those were brought up by caretakers they had some tendency to discourage other children by saying that they cannot play. For example "tumi to kheltei parona." But among of them those children were brought up by mothers they were different. They trying to encouraging others. Like "tumi kintu parcho,dekho tomar ball kora hocche."

4.4.4 Threaten vs. Silent

Threaten was one of the important behaviour found among children's those brought up by caretakers. During the playground while the children were playing sometimes few of them threaten others for giving their toys. Like "tui amake tor laal garita na dile tor gari venge felbo." On other hand it was found a total opposite picture among the children who were brought up by mothers. They were found remain silent or started to cry by threatening.

4.4.5 Truth vs. Lies

While surveying it was a common observable fact that most of the children were found lying. But those children were brought up by caretakers they lie very often. They sometimes taken away others toys but avoided to tell the truth. Whereas children those were brought up by mothers were trying to tell the truth and avoid lies.

4.4.6 Fighting mood vs. Friendly mood

There were also some differences in their language mood. Among those children few were always in fighting mood. Like "tui amake na dile tore akta mair dimu." On other side few were very friendly. They tried to play in together. In this point it was quite different in the sense that especially boys were in fighting mood than the girls. It was rare to saw any girl in fighting mood rather the girls were in friendly mood most of the time.

4.4.7 Underestimate vs. Overestimate

During observation upon the children it was very common scenario that especially some girls those were brought up by caretakers were always trying to underestimate other children. For example few of them feels they wear better dressed and have fancy dolls than others. Whereas children those were brought up by mothers they did not underestimate others. Rather their way of speaking was quite different. Like sometimes they said to others that like them other also dressed well.

4.4 Overall Findings

In this part the overall findings of mothers' interview and children's observation was discussed. In first steps the housewife mothers said that they were very much concern while speaking to their children. They always tried to speak in standard Bangla language. But working mothers mentioned that they found their children do not speak in standard Bangla rather in dialect. Therefore in second steps in children observation part it was found that children those were brought up by mothers speaks in standard Bangla whereas children those were brought up by caretakers speaks in dialect.

Again housewife mothers never discouraged their children rather encouraged them. But working mothers said they found their children to discourage others. They also found that sometimes they were not co-operative to other children. In second steps it was found that some children always discouraged others and also in fighting mood. On other hand some are encouraged and in friendly mood.

In first steps in questionnaire portion housewife mothers said they always tried to teach their children how to speak in a proper and polite way in different situations.

They also teach their children how to talk with elders with respect and softly. Similarly while discussing second steps it was found that few children do request to others while playing in the playground. But working mothers said that they found their children to order others than speaking softly and always tried to fight if situation aroused.

In order to compare and contrast the interview of housewife mothers and working mothers and observation of children it showed that there was language difference in children. Based on the above information and from findings it showed that mothers always spent a lot of time to communicate with their children. They gave more concentration on their pronunciation, speaking style, how to talk politely etc.

4.5 Answer to the central research questions

This part mainly discussed about the final findings of the central research questions.

1. Is there any difference in language of children those brought up by mothers and those by caretakers? If, what are those differences?

After the analysis it was found that there was language differences between children those were brought up by mothers and those were by caretakers.

Through overall observation it was found that children those were brought up by mothers they generally speak in standard Bangla language and very rare use daily words in dialect. But the children those were brought up by caretakers speak in dialect

both inside and outside their home. They usually used doing words (verb) in dialect. It was also noticed that there was difference in using of their language in similar situation. Like in playground those children were brought up by mothers they used to request other children if needed something. They also encouraged others and speak the truth. Moreover they used to remain silent and more or less friendly to their friends. But children those were brought up by caretakers they ordered others and also underestimate them. They were always in fighting mood and discouraged others while they played. Even they took others doll and tell a lie that they did not take and shouted upon them.

2. Do mothers follow any different patterns during communicate with their children?

From previous studies, the researcher discussed the importance of mothers' language in their children's speech. In addition, the researcher mentioned that parents are children's first teachers and family becomes the first teaching place. Mothers are the only person who devoted their time for their children. A large amount of the mothers' time is dedicated to caring for their children from every side. Through the children's observation and mothers' interview it has already found that mothers are always conscious about their way of speaking to their children. Most of the mothers try to speak in standard language. They focus on their pronunciation, expression, descriptions of any objects.

3. Whose language and why influenced the children most in their language development?

Input and interaction are crucial in children's language development. From the analysis and discussion part of the paper it has been found that the influence of language depends on the amount of quality time spends with the children. If the children brought up by their mothers than the mothers language influenced to the children's language development. But, if the children are brought up by caretakers than their language influenced to the children. It means that whoever the caretaker of the children is, used verbal input such as control, negative response, positive response and bad emotion, children would be influenced by their language, and then children use more similar output.

4.6 Combined the findings with theories

In Berstein (1971) code theory, he described that there is elaborated code and restricted code in language. In his theory of code, it has been described that syntax is formally more correct in the elaborated code than restricted code. From the above study and discussion it is said that children those are brought up by mothers used more correct syntax than the children who brought up by caretakers. Children those are brought up under mothers' supervision, their language is more accurate and speaks in standard language.

In his theory he also mentioned that in elaborated code reference is more open and clear but more implicit in the restricted code. Here in the findings some children were found more open and clear in their speaking. Whereas some were not that much descriptive in their way of expression.

Bernstein (1971) also mentioned that the elaborated code is used to convey reality and abstract ideas but restricted code conveys attitude and feeling. Here in the above discussion it has been found that children those are bringing up their mothers their ideas, way of expressing their thoughts is based on reality than of other children. Children those are brought up by caretakers they express their thoughts through their attitude, feelings. Like they shout loudly to dominate other children and sometimes they threat to others.

CHAPTER 5 – CONCLUSION

5.0 Introduction

This part of the dissertation had given an overall discussion of data analysis and findings of the study.

5.1 Summary of the findings

The objective of this study was to find whether there was any language difference among the children those were brought up by mothers and those by caretakers. From all the data collection and children observation, it can be said that the influence of

mothers and caretakers speech put huge impact on children's first language acquisition. It was found from the observation of children that their languages were influenced from their different caretakers which affect their daily communication process. Children who were brought up by mothers generally spoke in standard Bangla language. Their use of words was also different and their presentation was polite and respected than the children who were brought up by caretakers. The survey was done on 14 children where 9 of them were brought up by mothers and 5 of them were brought up by caretakers. The result showed that there was a language difference among the children. There was also an exception found among two children those were brought up by some caretakers who were primarily educated. It was found that those primary educated caretakers used more polished and better language with the children. They tried to speak in standard Bangla language and also made correction to the children while they misuse language. It showed that an educated caretaker could also take good care as a mother of the children.

5.2 Practical implication

The information and data got from the study will be helpful for the mothers those are still unaware about the importance of proper language development of children in early stage of life. Moreover, the paper will help the parents and also other family members to be more conscious while communicate with their children. The paper will also enlighten the parents that language is a useful dictator of a child overall development and cognitive ability.

5.3 Recommendations

After completing surveys and analyzing the data the recommendations would be following

- Mothers should be more conscious during the language development of their children in early age.

- Though the caretakers are taking care of children still parents should help their children to overcome their mistakes in their language process.

- Parents should not use any negative verbal output in front of their children.

- Parents especially the mothers should trained caretakers primarily and give some basic instructions about their way of communication with the children.

5.4 Conclusion

Language development is a gradual process and reflects a child's cognitive capacities. Children expand their development of language by relating what they get from their parents, family members and from surroundings. Sherman (1971) often suggested that imitation serves to increase the child's language abilities, that is, that he learns about language through imitating it. Therefore parents and caretakers should be more conscious while communicating with the children because the children first learn from their home. Parents can help the children to recover from wrong pronunciation of their speech and can give a rich language environment to flourish their language development in proper way.

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Appendix

Questionnaire for Housewife Mothers

Q.1. Do you speak with your child in standard Bangla language ?

Q.2. Do you use negative words while speaking to their children?

Q.3. As a mother do you speak loudly while become angry?

Q.4. Do your child speaks loudly when they become angry?

Q.5. Do you focus in correct pronunciation in general communication?

Q.6. Do you frequently use repeated sentences?

Q.7. When you speak with your child, do you use simple sentences or complex sentences?

Q.8. Is there any tone variation in your speaking?

Q.9. When you describe about something to your child, how you describe it?

Q.10. How you encourage or praise your child?

Q.11. Do you think as a mother, every mothers should speak consciously with their children?

Thank You

Questionnaire for Working Mothers

Q.1. Do you find any differences in your child language ?

Q.2. If you find differences, what kind of differences you find in their language ?

Q.3. Do your child speaks loudly when they become angry ?

Q.4. Do your child use negative sentences commonly while speaking ?

Q.5. Do your child use slang words while they speak ?

Q.6. Do you find your child co-operative while they play with other children ?

Q.7. Do you find mistakes in your child pronunciation while they talk with you ?

Q.8. As a mother, do you think that the language of caretakers influence in your child speech ?

Thank You