

**Parental Attitude to Home Language: A Study on the Students of English
Medium School of Bangladesh**

Submitted to

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Declaration

I hereby declare that this dissertation represents my own work and that it has not been previously submitted to this university or any other institution for a degree, diploma or any other certification

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Certification

This dissertation, titled ‘Parental Attitude to Home Language: A Study on the Students of English Medium School of Bangladesh’ by Ananna Debnath, ID 2014-3-92-002 is being submitted as a partial fulfillment of the requirements for the degree of M.A in ELT.

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Abstract

Distortion of and negligence towards Bangla language and culture is a very common phenomena among the English medium students. Their use of English both as a academic and home language limits their exposure towards their own language and culture. As it is very natural and proved in different studies that parents' attitude and perspective influences the children to a great extent, this study aimed at investigating the parents' attitude to English, Bangla and local languages as home languages. Semi-structured interviews were conducted with 10 parents to find out in depth data about their specific attitudes towards these languages and the factors which are responsible for their attitudes. Besides, a questionnaire survey, based on both open-ended and close-ended questions, was administered to 35 English medium students who read in standard V to gather information about their parents' likings and disliking, suggestion and reactions towards their home language as well as their own. The data from both the interview and questionnaire survey reflects that most of the parents possess adverse attitude towards their children's use of Bangla and local tongues as home language. Because of the institutional pressures and linguistic imperialism that prevails in our society, the parents believe that English is the only key to success in academia and career; they purposely limit their children's use of mother tongues. By raising adequate awareness among parents, teachers and policy makers about the importance of mother tongue which represents one's one culture and identity can change parents' negative attitude towards these languages which will be consequently projected on the students themselves. Suggestions for further research in wider timeframe along with more respondents are also suggested to know in detail about the issue.

Key words: English medium education, parents' attitude, home language, local language, Bangla language & culture, linguistic imperialism.

Acknowledgement

Among English medium students negligence towards mother tongue is a very common phenomenon. I have initiated to conduct some researches in this field because I personally have experienced that English medium students do use English as a home language which strikes a lot and met some parents who are tremendously obsessed with their children's learning of English.

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Chapter-I

Introduction

1.0.Introduction:

This chapter provides detail discussion about the background of the research work. It defines well the terms ‘Home language’ and ‘Attitude’ and others related terms as well. Moreover, it also includes the proposed research problem, purpose, research questions along with the scopes and limitations of the study.

1.1.Background:

A country’s language, culture and tradition are what make it different from others. These are the identity of the citizens of that country. But for the massive influence of western language and culture, Bangladeshi culture along with Bangla Language is at stake. Because of the language policy of the inner circle countries (the inner circle of Kachru’s concentric circle, 1986), the languages of the periphery countries, where English is used as a second language, are displaced or at stake (Phillipson, 1992). In Bangladesh day by day parents are getting fascinated towards English medium Schools. A large number of English medium schools in almost every street corner of the main cities of the country confirm a strong popular demands of the English language, which has never faced declination before or after independence (Banu & Sussex, 2001).

The students of EMSs follow British curriculum and read books written by foreigners based on foreign context. As a result, students, studying in EMSs of Bangladesh, learn about western tradition, geography, history, political and cultural background, leaving out Bangladeshi

resources (Haque, 2009). The students are prohibited to use their L1 in the school premises from their early childhood. Most of the students of EMSs tend to feel comfortable using English rather than Bangla. So, ultimately they decrease their use of Bangla, and gradually they become detached from the culture as well (ibid). Henceforth, home is the only remaining domain where they can use their mother tongue or other dialects without any restrictions. But sometimes teachers also suggest the students and their parents to use L2 at home. As a direct effect of linguistic imperialism, the students may start to have strong perception that, Bangla language is inferior to English and so is Bangladeshi culture. This kind of perception about their own mother tongue creates a colonized attitude and linguistic tension among them. Then gradually they start to practice western culture and thought at the expense of their own tradition and culture.

In the article titled ‘Education in Transition: English based learning in Bangladesh today’ on August 28, 2011 in Volume 2 issue 41 of the Forum magazine of The Daily Star, writer Olinda Hassan quotes an English medium student who commented about Bangla medium students that “They are just different, we don’t share shame culture, you know?” Consequently, day by day they get very much unskilled in their L1. While reading something in Bangla, they even have to struggle to understand the meaning of the simple and familiar Bangla words. They are also found to use Banglish¹ language. Foreign culture is introduced in much more appealing and attractive way than local culture and the students are adopting that culture (Haque, 2009). Learning about foreign language and culture is not unappreciable, but if this practice undermines local or national culture, then this could be a problem in the future as

¹¹The term ‘Banglish’ has been variously used in the literature. Banu and Sussex (2001) use the term to mean ‘Bangladeshi English’ (p. 123). In this report I have used the term ‘Banglish’ to include all instances of code-mixing between Bengali and English.

language is not only a mode or way of communication. Language bears identity and culture from generation to generation.

1.2.Problem Statement:

In light of the above discussion it can be assumed that there is no doubt that home is the only domain where students of EMSs can use L1 or their own local dialects and they can practice their native culture. Whereas the students of EMSs find no space to nurture their L1 along with the culture relates to L1 in their academic context, they might not be forced to use L2 further in their home domain. But a large number EMSs' student often use English as a home language and its devouring effects are visible in our society. They find Bangla language less prestigious to use regional dialects totally useless and shameful. In some cases they do even hate their own regional dialects which bear culture and are actually resources of a nation.

Thus, it is disappointing to see the young generation using Banglish language and thus distorting their mother tongue. In the article titled 'The Dichotomy: Why English Medium and Bangla Medium Students are at Odds' on April , 2014 Mormee Mahtab bemoans that "English Medium Students are really bad at Bangla...for them competency in use of English is the one and only yardstick of knowledge." Sometimes they also fail to understand very common Bangla words and fail to communicate properly with the older member of the family. According to Siraji (2008) suppression of a language denotes subjugation of a nation whereas enrichment of a language ensures the development of a nation (as cited in Ullah, 2008, p. 34).

Parents' motivation, attitude towards the use of L1 and dialects guides and influences the learners to a large extent. As those students are using L2 in academic context, it is parents'

responsibility to ensure that they are using L1 at home, sharing their own native value and cultures instead of nurturing colonized attitude towards their own mother tongue. Using L1 as a home language is important to maintain family cohesion.

Farruggio(2010) states in his study that Latino immigrant parents believed that Spanish is a crucial survival tool that creates a strong ethnic identity, encourages respect, preserves cultural knowledge, and promotes healthy family relationships. In Li-Yuan and Larke's (2008) study, Chinese parents believed that maintaining Chinese will keep ties to their cultural and linguistic heritage. Fillmore (1991, 2000), asserts that, when home language is not maintained, family ties could be sacrificed and the result can be devastating for a family. Much of the knowledge and experiences about culture and values are gained through interactions with parents and relatives at home. Parents hold great responsibilities in raising their child. A parent should be able to meet educational, emotional, psychological, physical, material, social and spiritual needs of the child under his or her care (Chrispell & River, 2001). As the child's first teacher and role model, it is parents' responsibility to provide their children proper guidance to use L1 as a home language so that the children might not find using L1 and regional dialects shameful.

That is why it is important to find out English Medium students' parents' attitude to L1, L2 and regional dialects as a home language. It is crucial to find out whether they are aware about the distortion, subjugation and negligence of Bangla language and its dialects or not. It is also essential to find out whether their attitude can be detrimental for the students to learn their native culture or not.

1.3. Purpose of the study:

The purpose of the study is to find out the attitude of the parents of the students of English medium students in Dhaka city towards using their own native language in the home domain. The study intends to highlight the negative and positive attitudes of the parents along with the reasons behind these. The issue of this study is a crucial social issue embedded in society. Here native language is oppressed even in day to day conversation at home and it does not have the voice to protest or ask for its rights.

This study sought to establish the extent to which parents with children, studying in English medium school and who are in their puberty, value the use of the mother tongue and regional dialects in home domain. My study intends to make aware to the educators, practitioners and policy makers about the use of L1 and others dialects which bears identity of a nation.

1.4. Significance of the Study:

The study will be significant for the educators and policy makers as well as for the parents who will be able to have a critical sight on parent's attitude towards using L1, L2 and dialects of Bangla. If this small scale research gets access to all concerned people then it may create awareness. As it has been identified from the study that how parents attitude influence students language, they will be aware of linguistic imperialism of English and how it is connected with cultural imperialism. As a consequence, a strong national identity might grow up among them. This research will make the concerned authority aware and they must be aware of the ideological and imperialistic characteristics of the dominant language to resist the process of re-colonization. Moreover, as research works are really rare about parents' attitude and

perception in our context, researchers also will be highly benefitted by knowing the facts and they will be able to work further according to the findings of the study.

1.5. Central research questions:

The following research questions are developed based on the research purpose which guided the study:

1. What are parents' attitudes towards using English language in informal setting for their children in Bangladesh?
2. What are parents' attitudes towards using local dialects of Bangla/ regional dialects in informal setting for their children in Bangladesh?
3. What are the factors that responsible for the specific attitudes of the parents?

1.6. Delimitation:

In EMSs, students read from class One to O level and then they finish A level which is equivalent to H.S.C in Bangladesh. But this study focused on a certain age group, students aged between 10-12 years, and that is why data has been collected from the students of Standard V. This is the time when learners adopt new things and start to believe what they see, listen and practice. This period is the vital period for the development of their likings and disliking. Again as it is hard to go to all the EMSs' students, only one school has been selected as the representatives of all the EMSs. Students' data has been collected to enquire about parents' attitude from another source and interaction will be recorded to justify how students are influencing through parental attitude. The intention of the study is not to enquire about students'

attitude and perspective. Moreover, the dialect issue of the study is only concerned about respondents' local or regional dialects, not social dialects.

1.7. Limitations:

It would be better to collect data from many more EMSs but due to the time limitation and for the reluctance or lack of interest of the school administrative bodies, it was not possible. Due to the short duration of the study, it was not possible to observe longitudinal effects. It would be better if the interactions between the parents with their children could be observed. Besides, due to the small sample size, it was difficult to find significant relationships from the data. The small sample size may not ensure an accurate representative distribution of the population. Moreover, literature review is hardly available about this issue in Bangladeshi context. There has been very little or no research at all, at least to my best knowledge, on the attitude of parents' to home language. The current study hopefully will bring some insights about the issue.

1.8. Operational Definitions:

The important terms are defined below.

1.8.1. Attitude: Defined by Gardner (1985), "attitude has cognitive, affective, and conative components (i.e., it involves beliefs, emotional reactions, and behavioral tendencies related to the object of the attitude) and consists, in broad terms, of an underlying psychological predisposition to act or evaluate behavior in a certain way" (as cited in McGroarty, 1996, p.5).

1.8.2. Home Language: Home language is a language that people do use at home with parents, relatives, friends in the time of conversation and interaction. "A home language is the language

(or the variety of a language) that is most commonly spoken by the members of a family for everyday interactions at home. It is ‘also called the family language or the language of the home.’(Glossary of Grammatical and Rhetorical Terms, 2015)

1.8.3. Regional Dialects: Wardhaugh (2010) defined the regional variation as:

You travel throughout a wide geographical area in which a language is spoken and particularly if that language has been spoken in the area for many hundreds of years, you are almost certain to notice differences in pronunciation, in the choices and forms of words and in syntax. There may even be very distinctive local colorings in the language which you notice as you move from one location to another. Such distinctive varieties are usually called regional dialects (p.11).

1.8.4. Linguistic Imperialism: According to Ansre (as cited in Philipson,1992) linguistic imperialism has a subtle way of wrapping the minds, attitudes, and aspirations of even the most noble in a society and of preventing him from appreciating and realizing the full potentials of the indigenous languages.(p.56)

1.8.5. Cultural Imperialism: According to Schiller (as cited in Philipson, 1992) cultural imperialism in the following way:

The sum of process by which a society is brought into the modern system and how its dominating stratum is attracted, pressured, forced and sometimes bribed into shaping social institutions to correspond to, or even promote the values and structures of the dominating center of the system. (p.58)

1.8.6. Banglish Language: In the article titled ‘Education in Transition: English based learning in Bangladesh today’ on August 28, 2011 in Volume 2 issue 41 of the Forum magazine of The Daily Star, writer Olinda Hassan termed Banglish “is the use of English diction inserted randomly in the Bangla dialogue. This can make a conversation as much as 30% to 40% in English”. (p.2)

Chapter -II

Literature Review

2.1Introduction:

This chapter deals with the theoretical aspects of parents' attitudes and perspectives about home language in relation to different aspects of language and culture from various sources.

2.1.1. Attitude & Language Attitude:

Attitude is a complex concept and many authors and researchers defined it in different ways. Allport (1954, p.45) termed attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response towards all subjects and situations with which it is related'. Again, Bohner and Dickel (2011, p. 392-397) define attitude as 'evaluation of an object or thought' while Schwarz & Bohner (2001, p. 2-4) asserts that attitudes are created by researcher in order to explain phenomena under study.

Researchers propose language attitude differently. Richards et al. (1992, p. 199) describe language attitude as 'the attitude which speakers of different language or language varieties have towards each other's language or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistics difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status etc.' According to Ladegaard (2000, p. 216), attitudes are comprised of three parts. These parts are knowledge, emotion and behavior. Ager (2001, p.183) describes that attitudes are one significant component to

understand motives, such as the objectives and goals of language groups in child education planning and types of language behavior of parents.

2.1.2. Linguistic Imperialism:

The linguistic and cultural imperialism has been accompanied by the economic policies of the centre, that is, the centre make linguistic policies of the periphery countries using their political power to gain more power and benefit so that the whole world is bound to serve their capitalism (see Bisong,1995; Phillipson,1992; 2009). ELT is just on e way of linguistic and cultural imperialism of many (Phillipson, 1992, p. 55). Language is an important medium for expressing oneself, and in many countries it contains a nation's culture, tradition and exclusive flavor. For various reasons (e.g. political, economic, cultural, power domination, etc) some languages turn out to be more dominant than the others (Crystal 1997, p. 5). For example, English has become the most dominant language; Tomlinson (1991) states that other languages can be replaced by a language when the language becomes powerful. Now English is the global language (Crystal, 1997). Phillipson(1992, p.47) defines English as an imperialistic language. Linguistic imperialism can be defined as the dominance and importance of one language over other ones (Phillipson,1992). According to Philipson (1992) Linguistic imperialism is highly linked with social imperialism. It is related with transmitting norms and behavior of a model social structure which are embedded in language. It can happen anywhere English plays a major role in the pedagogical system of an underdeveloped country and transmit social values (p.54). Phillipson (1992, p. 47) holds that the legitimization of English linguistic expansion has been based on two notions: ethnocentricity and educational policy, with 'ethnocentricity' being the "practice of judging other cultures by standards of its own." These two practices have been used to impose a distinction between languages.

According to Galtung (as cited in Phillipson 1992, p. 52) imperialism is a type of relationship whereby “one society or collective in more general terms can dominate another” and which manifests itself in a variety of ways: economicⁱally, politically, militarily, culturally and socially.

2.1.3. Language and Culture:

According to McDevitt (as cited in Genc and Bada, 2005) language and culture always flow together, henceforth the study of a language involves the study of that culture. (Genc and Bada 2005, p. 73). They also opine that a language is never devoid of a cultural background and without it, a language, to some extent seems meaningless. This opinion is also agreed by the study of Byram and Kramsch (in Genc and Bada,2005, p. 73). Modiano (2001) believes that, foreign language learning can be a cause of violating cultural integrity of a nation . He again asserts that there are some strong evidences that, foreign language learning can hamper native language and culture. Thus, learning a language is deeply related to learning the culture of the native speakers of that language (ibid). The students of English Medium schools of Bangladesh are excessively fond of English language and culture (Al-Quaderi, 2010). So, as a result of this detachment from Bangla language and culture, these Bangalees are becoming half foreigners, half Bangles (ibid). The hidden agenda / the policy of USA to promote English is to promote their culture which enforces their capitalistic motif (Tomlinson, 1991).English language has a long history of dominating other peripheral languages and influencing the identity and culture of the native (local people of the peripheral countries) people (Canagarajah, 1999, p. 57). Philipson (2009) mentioned that, there is enough evidence to say that English is ideologically partial and it is serving some specific countries’ purposes. Wa-Thiongo (in Philipson 2009, p. 2) says that it should be realized with much concern that whether learning English is serving global empire or not. If it is serving the

colonial countries then again the learners are being the victims of colonialism. English is hampering the importance of native languages and when it is taught as a general subject (English Language Teaching) then it must be related to a nation's cultures and literature (Philipson 2009, p. 2-3). Philipson (2009) believes that it is impossible that English can be taught separating it from the culture of its native speakers, for instance, English is originated from Britain and then its speakers moved to different places, but the culture of British people is with them (ibid). So it is not unnatural that the foreign books read in the EMSs carry foreign culture and ideology (Kamol, 2009). A language can be standard and global but still there remain some cultural norms in it (Philipson 2009, p. 4). The exploration of western culture through English language has been the concern of many writers like Philipson (1992, 2009), Tomlinson (1991) and Canagarajah (1999). Philipson (2009, p. 9) provides insights about the target of USA and UK is to explore their culture around the world. America wants the whole world to adopt their culture and system, and so does UK (ibid). English is serving the purposes of USA and UK to make political, economical, cultural and linguistic empire (Phillipson 2009, p. 9; Canagarajah, 1999; Tomlinson, 1991). Language is the bearer of a culture, so if English language is imposed, so is culture. Consequently, the ideology, values of the central countries are shown superior and peripheral values are undervalued and marginalized and thus threatened (Phillipson, 1992, p. 27). The centre countries sponsor ELT materials and where their culture and ideology are mingled with the materials which facilitate cultural imperialism (Kilikaya, 2007).

2.1.4. English Medium Education in Bangladesh:

English as a language has gone through tumultuous period when all English medium schools were abolished in 1972 shortly after independence as an attempt to “establish Bangla in

all spheres of life” (Banu & Sussex, 2001, p.124). After the independence in 1971, EMSs were completely eradicated from Bangladesh in 1972 (Banu and Sussex, 2001, p. 131). Guided by the thought of nationality and love for mother tongue, the government of Bangladesh banned English medium schools (Banu and Sussex, 2001, p.129-31). However, English language could not be uprooted from tertiary level because the class lectures were needed to be conducted in English as the books and journals were all in English (ibid). On the contrary, the elite group of the society started to feel the ardent necessity of English, and as a consequent EMSs started to flourish (Ainy, 2001). A number of privately funded EMSs mushroomed in the country from 1980s (Banu and Sussex, 2001, p. 130). Since in public Bangla medium schools, English was not emphasized at all, the necessity and demand of EMSs started to grow day by day, with the growing demand of English in every sector of the country (Rahman; Hamzah; Meerah and Rahman, 2010, p. 117; Ekushe, English and Ethics, 2010).

2.1.5. Controversies about the use and status of Dialect:

Calvet (1974) asserts that (as cited in Philipson, 1992) political succession makes a dialect a language whereas a dialect is nothing but a defeated language (p.39). There are numerous amounts of arguments and controversies around dialect and its impact on education. Now a day’s researchers hold a positive attitude towards the nonstandard languages and dialects which can be used in education (Papapavlou & Pavlou, 2007, p.1). Papapavlou & Pavlou (2007) also mentioned that the designation of dialect is based on socio-historical and political criteria rather than on purely linguistic demand. Even local dialects do not belong to regional or minority languages, but they should treat as the same position as to standard or official languages. Regional and minority languages are also necessary because they carry local cultures and also a part of people’s identity (p.2).

2.1.4. Studies on Parents' Attitude:

“The term attitude refers to a favorable or unfavorable evaluative reaction towards something or someone exhibited in ones beliefs, feelings, or intended behavior. It is a social orientation - an underlying inclination to respond to something either favorable or unfavorable” (Oundo, Poipoi & Dinah, 2014). Though there is hardly any study that has been conducted about parents' perspective and attitude in our own context, but many other studies have been conducted among the immigrant families where their ll is at stake. All of these studies have found a strong connection between parental attitudes is strong factors in children's success with heritage language maintenance (Garcia, 2003; Park & Sarkar, 2007; Wong Fillmore, 2000; Yan, 2003). Their findings point to positive parental attitudes (e.g., higher levels of parental engagement) being directly associated with more successful heritage language maintenance (Guardado, 2002; Hashimoto & Lee, 2011; Shin, 2005; Zhang & Slaughter Defoe, 2009). In addition to preserving ethnic identity, many studies found that parents believed heritage language maintenance plays a critical role in building family relationships and communication (Cho & Cho & Tse, 1997; Li-Yuan & Larke, 2008; Park & Sarkar, 2007; Yan, 2003; Zhang & Slaughter-Defoe, 2009). The direct association between the lack of heritage language proficiency and family disconnect was well described by Wong Fillmore (1991, 2000), who noted that, when home language is not maintained, family ties could be sacrificed, resulting in a devastating o outcome for a family. According to a study about how home environment influences adolescent L2 Learners of English in Bangladesh, it is found that parents, as reported in the study, do have a vital role to play in the lives of their children in terms of educating them in English. To learn the target language parents' active role helps a lot by instilling more interest in the learners' minds and strengthens their determination (Rahman, 2015).

Chapter -III

Research Methodology

3.0. Introduction:

This chapter discusses the methodology of the study and provides issues of the research design, theoretical framework, sampling, setting, instrumentation, data collection and data analysis procedures along with the obstacle encountered for the dissertation.

3.1. Research Design:

Among qualitative, quantitative research or a mixture of both, this study has been conducted using a mix method design. The researcher incorporates both quantitative and qualitative approaches to obtain data from students and parents. A mixed method is a procedure used to collect and analyze both quantitative and qualitative research to understand the problem identified in the study (Creswell, 2008). The purpose of mixed methods in this study is to explore the problem that relate to both aspects of the approach and do so accurately.

3.2. Theoretical Framework:

The research has been carried out focusing on Phillipson's (1992) theory of linguistic and cultural imperialism and Fishman's (1991) theory of language and culture. Phillipson (1992, p. 38-77) mentions that linguistic imperialism is the basic component of cultural imperialism. Phillipson's (1992) theory of linguistic and cultural imperialism is applied for peripheral country that is, India, Bangladesh, Pakistan, Africa, Singapore, Thailand and so forth. According to Phillipson(1992, p. 139), culture is a country's intellect, art, science, education, invention,

history, national personality, past history and present way of life. So in this research it was observed if the above factors are neglected or not.

In 1991 Fishman (as cited in Philipson, 1992) shows relationship between language and culture in terms of three links which is taken as a theoretical basis of the study.

1) A language indexes its culture:

A language has a harmonious nature with its culture. A particular language can express a particular culture best which is grown up with it.

2) A language symbolizes its culture:

A language is a symbol of a culture. It represents the status, power, form, prestige, subjugation of a particular culture.

3) Culture is partly created from its language:

A large part of a culture derived from its language. A culture is a combination of the songs, hymns, prayers, folk tales, shrewd sayings, appropriate way of greeting and leaving, wisdoms, history and all of these are wrapped up in a particular language of the culture.

3.3. Setting:

The setting of the research work is very important. The setting was more or less informal as the focus of the study to investigate about the usage of languages of home domain. Quantitative data has been collected using questionnaire survey with the students mainly from formal setting but in absence of the teacher as the students usually do not feel easy to fill questionnaire in front of their teachers. The students were encouraged to answer according to their opinions. Every question was written in English for their better understanding but

these will be analyzed in Bangla in front of them if they will face difficulties to understand the question.

To collect qualitative data from the parents, semi-structured interview has been taken in an informal setting based on their convenient time and place. An individual appointment has been taken prior to the interview and the respondents were assured that their name, identity and opinion will be remaining confidential.

3.4. Sampling:

To conduct the study data has been collected from the students of Standard VI as the study aimed to focus on the English medium school going children aged between 10-12 years. It is the time when children's likings and disliking grow. At this age, when the students are in their puberty, seem to be very much vulnerable to any type of influence. It is the preliminary stage of their personality. The reason why this age group for children was selected was because of the fact that parents tend to be more involved in assisting younger children with respect to language skills in the home.

In this study, both parents and students were the concern and that is why, both questionnaire and interview question were used. Data has been collected from the students by using a questionnaire consists of both multiple choice and open ended questions. Though fully structured questionnaire is preferred by the students as it is not time consumable and it takes less energy to answer, but incorporating some open ended questions is inevitable to investigate the data in depth.

To collect data from the parents' interview question were used. Though the interviews were semi-structured and informal, but a guideline has been followed to elicit data from the

parents. It was consisted of forty (40) learners aged between ten to twelve years in grade v and ten (10) parents with children in Standard V. All of the participants have been selected according to the researcher's personal convenience.

3.5. Research Instrument:

As it is a mix method study, so data has been collected through survey questionnaire, interview. Survey questionnaire has been given for the students and the parents have been interviewed to get the qualitative data. By incorporating multiple research instruments, the researcher aims to enhance trustworthiness and authenticity of the study.

3.5.1. Interview:

The small number of participants and the interview as a tool were chosen as a result of the researcher's choice of the qualitative paradigm. Since, this paradigm was the best to help the researcher's to fulfill the research aims. Then this study takes a descriptive qualitative case study approach to investigate parents' attitudes towards home language maintenance for their children. Semi structured, face-to-face interviews will be conducted to identify and interpret parents' language attitudes toward home language. If the interviewer is skilful, Best and Kahn (1993) suggests that interview can be used as a data gathering device which is often superior to others as people are more willing to talk than to write, and confidential information may be obtained from respondents who might be reluctant to put it in writing. Semi-structured interviewing is chosen for the study as it facilitates the researcher to gain in-depth knowledge of respondents' thoughts and provides the flexibility to present new questions as well when needed. By meeting with participants face-to-face, richer information derived from their social cues, such as voice, intonation, and body language can be gained in addition to their verbal answers. The interview

schedule for parents has closed and open-ended questions to allow the researcher to follow points which needed elaboration and to clarify questions the respondents misunderstood (Creswell 2008). Five open-ended and fifteen close ended questions are designed for interviewing the parents. The interview was specifically aimed at answering the research question parents' perceptions and attitudes use of the L1/L2/ dialects as a home language.

3.5.2. Questionnaire:

The survey questionnaire for learners in Standard V is also semi-structured; including both open- ended and close- ended questions, intending to find out mainly their parents' attitude towards their use of home language. Some questions are given to elicit whether children's choice of home language is hindering to learn their native language and culture or not. There are fourteen multiple choice questions and two close-ended questions in the students' questionnaire. All of the questions are directly or indirectly related to the central research questions of the study.

3.6. Data Collection Procedure:

During the course of this study, several data collection methods were utilized. The interview questions were piloted prior to the main interview conduction. The reason for piloting was to ensure that questions were not vague and were understandable by the interviewee. For collecting quantitative data from the students, at first, the permission from the authority of the selected school has been taken. After that the teachers who are taking the class will be asked for permitting in her/his class to collect the data from the students. Then according the schedule questionnaire has been distributed among the students in absence of the class teacher. Before that, introduction with the students has been done and before asking them to participate, they

have got a short instruction and lecture about the survey. It was crucial to give those instructions as they might not be familiar with this kind of survey and they might be getting confused about the questions. They were given 20 minutes to answer the questions of the survey questionnaire.

For quantitative data collection, parents have been selected according to the convenience and availability of the researcher. Parents have been asked about their convenient time to take an appointment with them to take interview and to record students' interaction. In some cases it was executed in a group and in other cases the parents' interview was taken according to their individual time.

3.7. Data Analysis Procedure:

Data from parents and students have been collected, tabulated and analyzed. At first all the data, both open-ended and close-ended questions, from students' survey have been counted and showed in different tables and graphs. Parents' interview, which is basically a qualitative study, are explained and analyzed one by one in a descriptive manner. After that the examined information has been connected to the central research question. Both qualitative and quantitative data have been taken into account to analyze the result.

3.8. Ethical Aspects:

All the necessary information about the survey and interviews was given to the participant on the particular day of conducting the survey and interview in addition to the given information in the invitation-for-participation letter. On the interview day and in the invitation letter it was stated that personal information would not be published. Moreover, it was stated in the invitation letter, that participation in this study was completely voluntary. The anonymity of participants in addition to deleting the data after completion of the research was ensured.

3.9. Obstacle Encountered:

The researcher had to face lots of difficulties to get permission to collect data from the English medium schools and to set time to interview the parents. According to the required methodology it was essential to take interviews from the parents and in most cases they were not be willing to provide authentic data. Besides, tremendous difficulties arise while collecting data from the students as the students are not matured enough to realize the importance of a research work. Moreover, the class teacher did not allow enough time for the students' survey work which affects the students' response in the questionnaire.

Chapter –IV

Results & Discussions

4.0 Introduction:

This chapter discusses about the response and findings of the questionnaire and interview questions. Data was collected from 35 students and 10 parents. First the data from students' questionnaire survey has been categorized and discussed by using graphs and tables and then the data from parents' interview has been analyzed and explained.

4.1 Analysis of the Students' Questionnaire Response:

The findings of the students' questionnaire provide a wide detail of parents' attitude towards home language. For example, parents' different attitudes towards Bangla, English and local dialects, parents' suggestion about selecting language, their consciousness about native cultures etc. In addition, English medium students' attitudes towards their home language, their perception towards English, Bangla and local languages were also elicited in general from the questionnaire survey. The main findings are discussed below:

4.1.1. Preferred Language to speak with the parents:

In response to the question no 1, majority of the students mentioned that they use Bangla at home to speak with their parents. But another mentionable quantity of the students stated that they use English for this purpose.

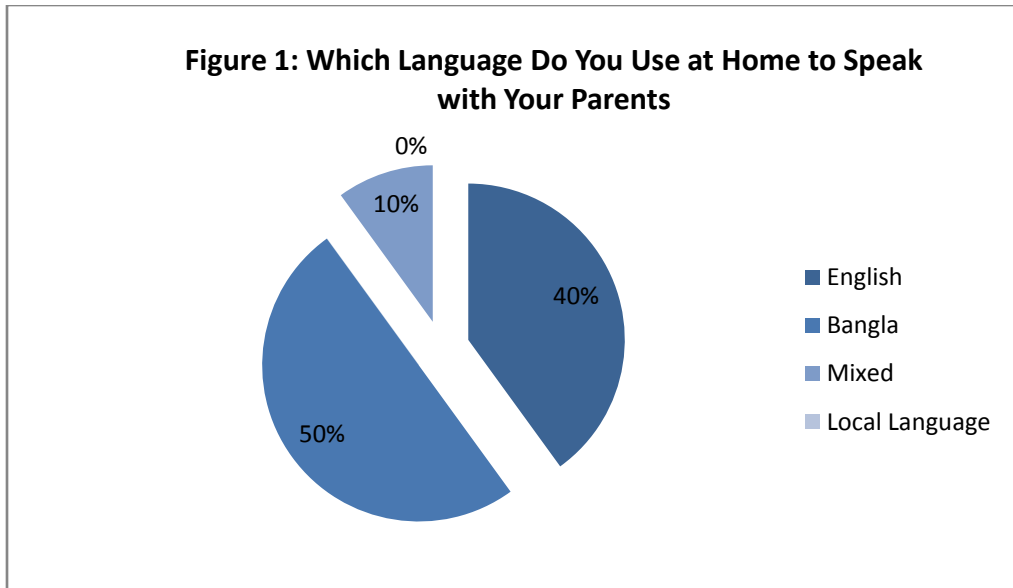
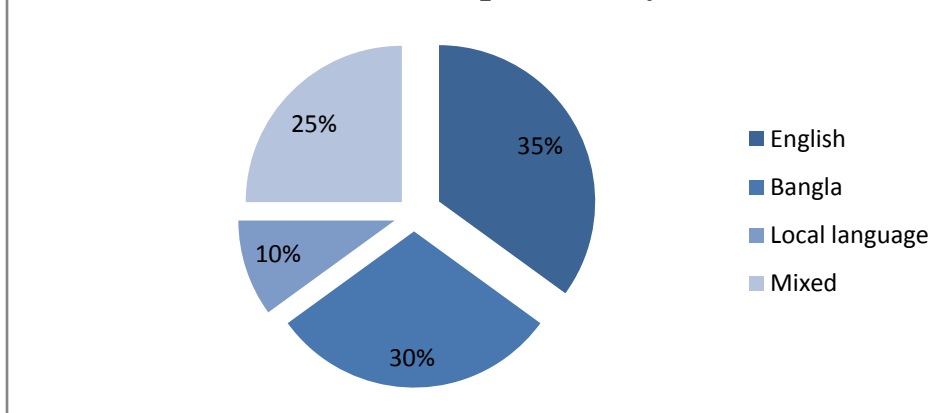


Figure 1 shows that, 40% of the students answered that they use English to speak with their parents, 50% of them answered that they use Bangla for this purpose and other 10% students ticked for mixed option. None of the students ticked for local language option.

4.1.2. Parents' preferred language to speak with the students:

Question no 2 was designed to investigate which language their parents use to talk with them at home. It is revealed from the questionnaire response that a big number of the parents use English language at home to talk with their children, though the overall response is somewhat balanced one in this particular matter.

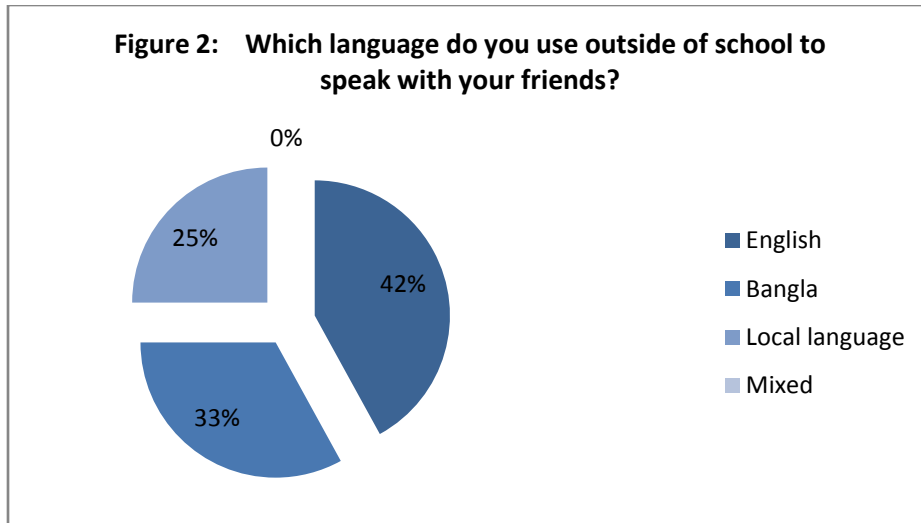
Figure 2: Which language do your parents use in home to speak with you?



As shown in figure 2, 35% of the students answered that their parents use English to speak with them, 30% of them answered that they use Bangla for this purpose and other 25% students ticked for mixed option. Only 10% of the students responded that their parents use local language to speak with them.

4.1.3. Preferred Language to speak with the friends at home/ places outside of school:

In question no 3, the students were asked about their preferred language which they do usually use at home or any other places outside of school with their friends and in response a big majority of the respondents' answer was in favor of English as they mentioned that they use English to talk with their friends in different places outside of school.



In figure 3, it is shown that 42% of the students answered that they use English to speak with their friends, 33% of them answered that they use Bangla for this purpose and other 25% students ticked for mixed option. None of the students uses their local languages to talk with their friends in informal settings (home or any other places outside of school).

4.1.4. Preferred Language to speak with the relatives:

In question no 4, the students were asked which language they use in home to talk to their relatives and their responses are shown in figure no 4.

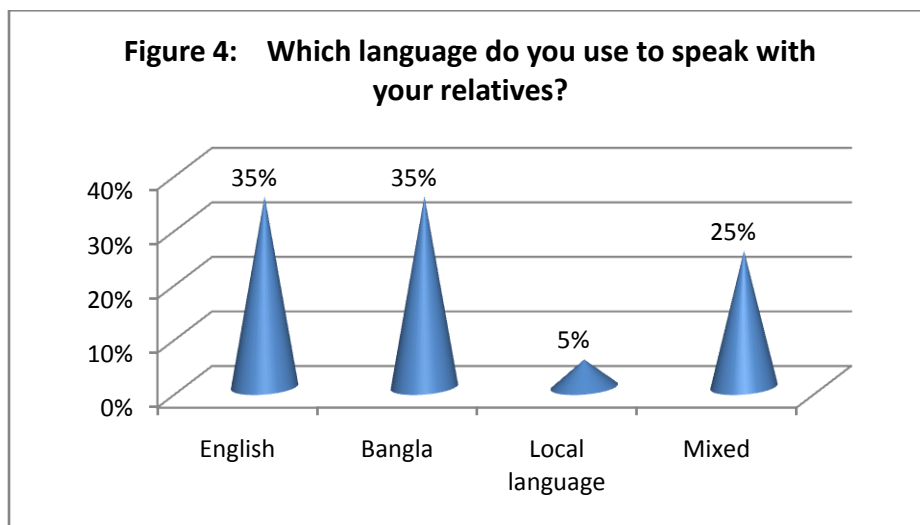
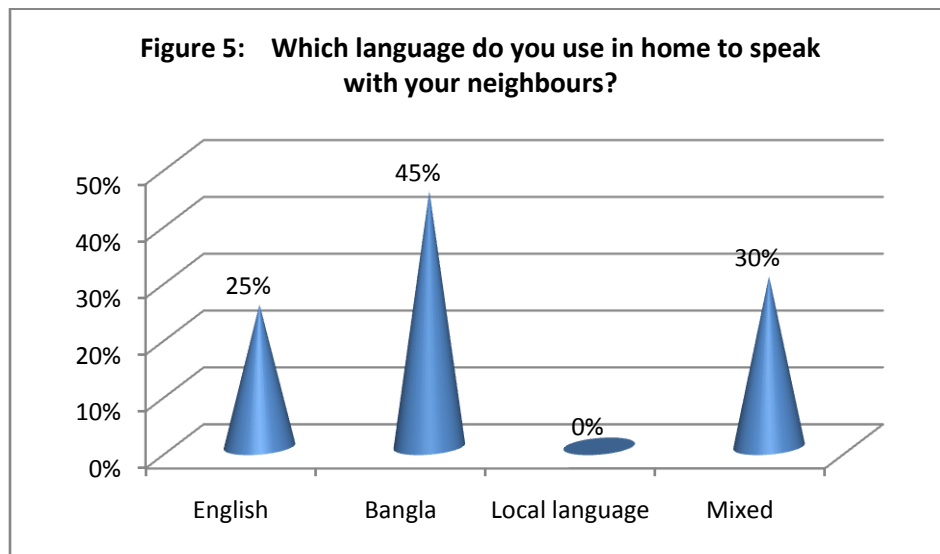


Figure no 4 shows that 35% of the students answered that they use English to speak with their relatives, 35% of them answered that they use Bangla for this purpose and other 25% students ticked for mixed option. Only a very few of the students (5%) have mentioned that they use local languages to converse with their relatives.

4.1.5. Preferred Language to speak with the neighbors:

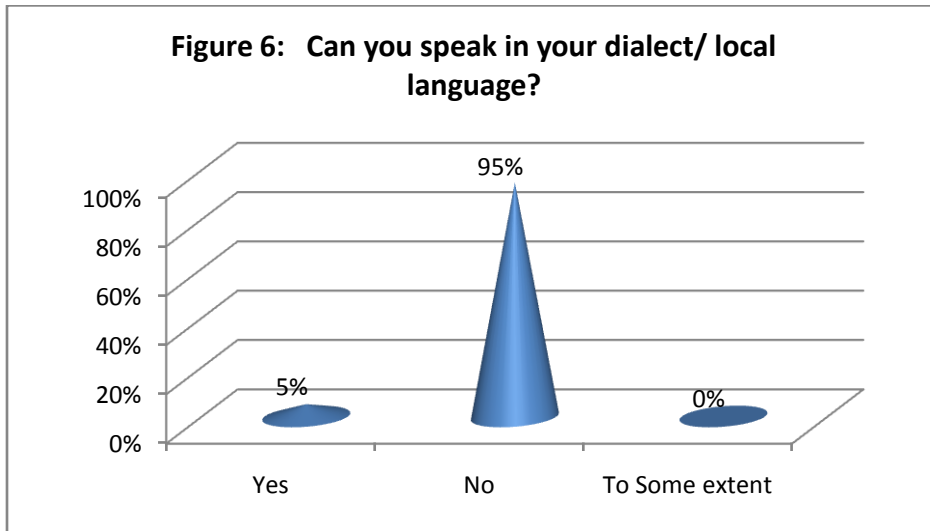
The students were asked about their preferred language which they use in home to speak with their neighbors and majority of the students answered for Bangla.



As it is shown in the column chart, 45% of the students answered that they like to use Bangla language the most to speak with their neighbors while 25% of the students answered that they use English for this purpose. Other 30% of the respondents answered for mixed option.

4.1.6. Speaking in dialect/ local language:

In question no 6, the students were asked whether they can speak in their local languages or not and almost all of the students have answered that they cannot speak in their local languages.

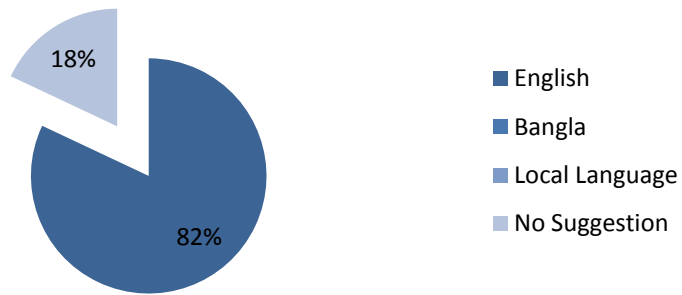


In response to the question no 6, as it is shown in the graph, 95% of the students answered that they cannot speak in their local language. Only 5% of them answered that they can speak in their local language

4.1.7. Parents' suggested language to use outside of school to speak with friends:

Question no 7 was designed to enquiry about which language the parents do suggest to the students to use to communicate with the friends in different places outside of school and majority of the students' responses go for English.

Figure 7: Which language do your parents suggest to speak your friends in other places outside of school?

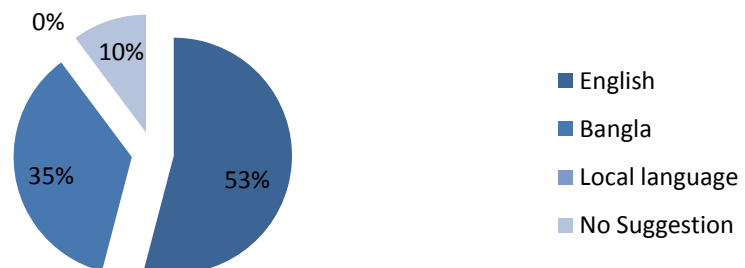


According to the graph, 82% of the students answered that their parents suggest them to use English language to talk with their friends in home or anywhere outside if school and rest of the parents do not suggest any particular language to the children in this respect.

4.1.8. Parents' suggested language to use at home to speak with your relatives:

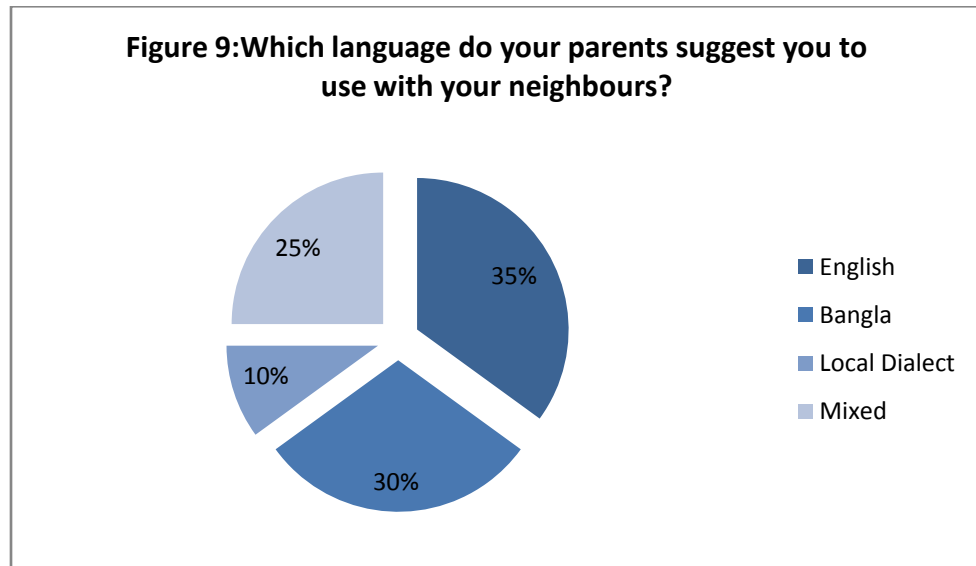
In response to the question no 8, in which it was asked which language the students are suggested by their parents to use in home to speak with their relatives, almost half of the respondents answered that their parents suggest them to speak in English with their relatives.

Figure 8: Which Language do your parents suggests to use in home to speak with your relatives?



As it is shown in figure 8, 53% of the students answered that their parents suggest to use English language to talk with their relatives while other 35% of the students answered that their parents suggests using Bangla to talk with their relatives. Remaining 10% of the students responded in favor of local language for this purpose.

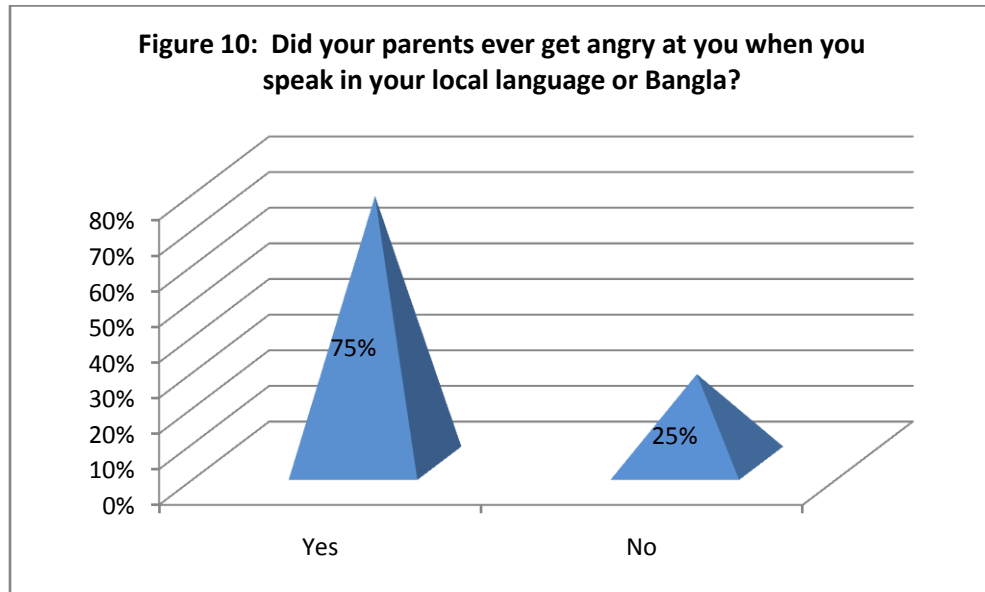
4.1.9. Parents’ suggest language to use at home to speak with neighbor:



In response to the question no 8, 65% of the students answered that their parents suggest to use English language to talk with their relatives while only 5% of the students answered that their parents suggests using their local dialects to talk with their relatives. Remaining 30% of the students responded in favor of Bangla for this purpose.

4.1.10. Parents’ adverse reaction towards speaking in dialect or Bangla:

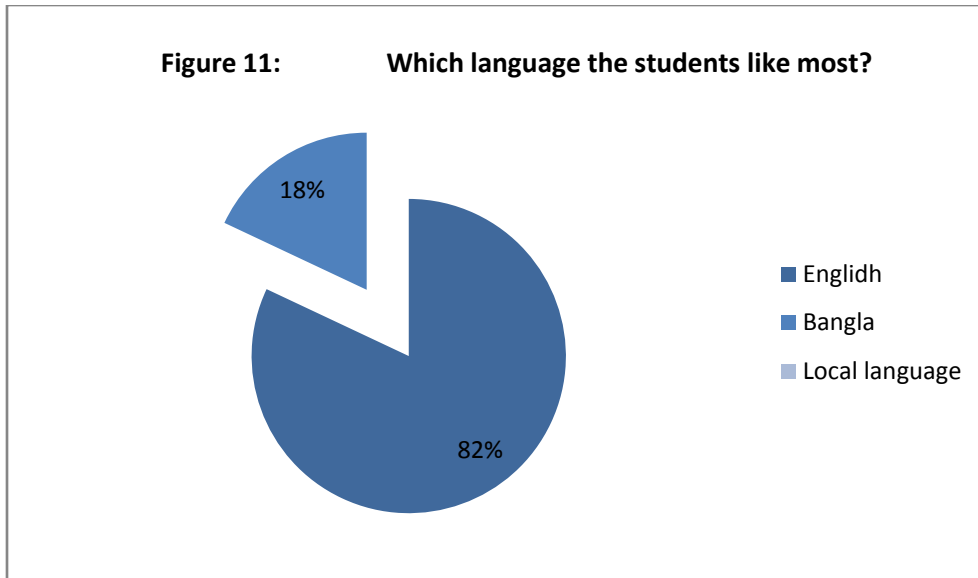
The students were asked in question no 10 whether their parents get angry at them when they speak in local dialect or Bangla. The responses were really frustrating as most of the students answered that their parents scold them if they use Bangla or local tongues at home.



The chart illustrates that 75% of the students answered in yes. They mentioned that their parents scold them always if they use local language or dialects, especially if they use it in front of outsiders. It is pertinent to add that the students were requested to write in details if their answer is yes and they have mentioned several situations in these respects. Most of the students confessed that their parents scold them if they use local tongues at home with their parents or anybody else. Some of the students also mentioned that they are scold by their parents' if they do mistakes in speaking English in several times.

4.1.11. Language that the students like most:

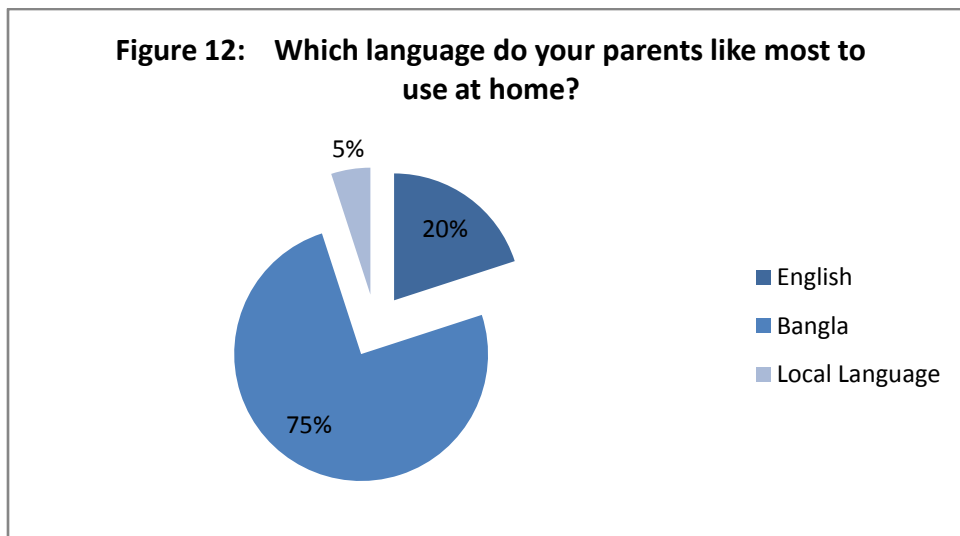
The students were asked about their favorite language in question no 11 and majority of the students answered that they like English language the most.



According to the pie chart, 82% of the students answered that they like English language the most while only 18% of the students answered that they like Bangla language the most.

4.1.12. Language that their parents like most to use at home:

The students were asked which language their parents would like to use at home in question no L2 and majority of the respondents' answer was in favor of Bangla in that particular aspect.



The pie chart shows that 75% of the students answered that their parents like Bangla language the most while only 5% of the students answered that that their parents like dialect the most. Other 20% answered that their parents like English Language the most to talk with them.

4.1.13. Reading Bangla story books at home:

In the survey questionnaire it was enquired how often the English medium students read Bangla story books at home in their leisure hour and their response were very disappointing as most of the students' answer was not in favor of Bangla story books.

How often do you read Bangla story books at home?				
Very Often	Often	Rarely	Not at all	Total Number of Students
5%	10%	25%	60%	35

The students' responses are shown the table. It shows that only 5% of the students read Bangla story books very often whereas majority of the students, 60%, answered that they do not at all read Bangla story books. Remaining 25% answered for rarely while other 10% answered for often option.

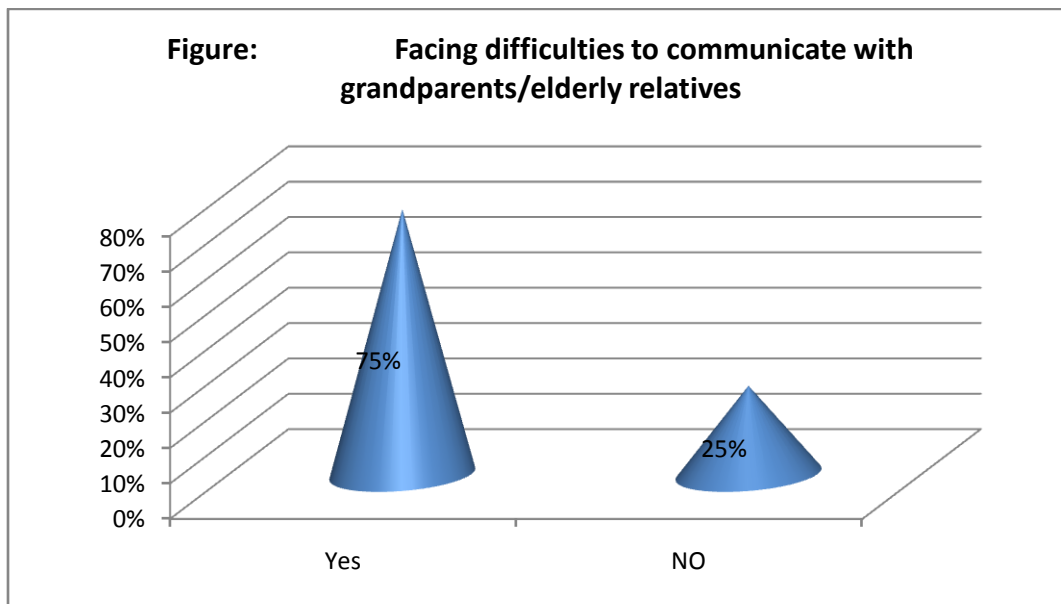
4.1.14. Watching Bangla Channels/ movies/cartoons:

In question no 14, the students were asked whether they watch Bangla Channels/ movies/ cartoons or not. Surprisingly, majority of the students' answer was negative. They do not watch any kind of Bangla TV channels/ movies/ cartoons.

How often do you watch Bangla Channels/ movies/cartoons?				
Very Often	Often	Rarely	Not at all	Total Number of Students
5%	20%	10%	65%	35

The above statistics reveals how often the students watch Bangla Channels/ movies/cartoons. 65% of the students have answered that they never watch Bangla channels, movies or cartoons. 10% of them have mentioned that they watch Bangla Channels rarely while other 20% of the students have answered for often option. Only 5% of the respondents watch Bangla channels.

4.1.15. Difficulties to communicate with grandparents/elderly relatives in Bangla:



Question no 15 was designed to enquire about whether the students face any kind of difficulties to communicate with their grandparents or elderly relatives or not., 65% of the students answered

that they face problems to communicate with their grandparents / elderly relatives. 25% of the students answered

Most of the students mentioned that they feel difficulties to communicate with their grandparents as they cannot understand anything in English while the students do not know the Bangla meaning of the particular English word.

4.1.16. Difficulties to understand the speech of grandparents/elderly relatives:

In question no. 16, the students were enquired whether they face any kind of problem or difficulties to understand their grandparents speech or not. 73% of the students answered in yes. They mentioned several types of problems that they face to talk with their grandparents or elderly relatives. Some of them mentioned that they cannot decipher their local language or dialect. Some of them said that they cannot understand their way of speaking. Interestingly, some of the students directly mentioned that they do not like their grandparents’ language even.

Face problems to understand the speech of your grandparents/elderly relatives			
73% students answered in Yes			27% Students answered in no
cannot decipher their local language or dialect	cannot understand their way of speaking	Cannot understand some particular words	

4.2. Analysis of the Parents' Interview:

Though the interview of the parents covered similar issues in more details covered in students' questionnaire, some additional issues like language, culture and generation gap were sought to cover to collect the data in depth. The basic findings are described below:

4.2.1. Reasons behind Choosing English Medium School:

In the interview it was tried to dig out the core reasons behind parents' choosing of English medium school for their children and in response each of the parents mentioned several reasons behinds choosing an English medium school for their children's education. Majority of the parents admitted that they have chosen English medium school for their children's education as they want their children to be proficient in English so that they can excel both in their academic result and career ahead.

Moreover, some of the parents mentioned that Bengali medium schools do not provide quality education at all and in that case English medium schools are the only option for them. It is also elicited from their interview that most of the guardians are highly influenced by their neighbors, friends, and colleagues whose children are studying in different English medium school and very fluent in English. One of the father confessed that the expense of his daughter's school is a bit tough for him to bear but as some of the children of their apartment do study in that particular school, his wife was determined to admit their daughter to that school. Two of the parents showed a different reason that as their family is going to immigrate in abroad, so it is important for their child to be fluent in English so that she can cope well in the English speaking countries.

4.2.2. Language that they Use with the Children:

Majority of the parents (6 out of 10) said that they use English language to speak with their children. Interestingly 2 of the parents admitted that though they use Bangla language with their children, only because they have not enough proficiency in English. It was further enquired in the interview that whether the parents are suggested or influenced by anybody about choosing a particular language to speak with their kids at home or not. Surprisingly all of the parents admitted the fact that the English medium schools where their children are studying are very strict about the matter that the parents must use English to speak with their children at home. Moreover, some of the mothers revealed that their husbands always suggest them to use English as much as possible with their kids.

4.2.3. Parents' suggested language to use with friends:

Majority of the parents, 8 out of 10, stated that they suggest their children to use English to speak with their friends both on school and in informal homely settings too as they need to give the exposure of using English. Furthermore, the parents described that their friends is the best option with whom the children can practice English as most of their friends are also study in English medium schools. One of the mothers elaborated that as she herself is not proficient enough to speak in English with her daughter and as her daughter passes a quality time with her friends in private tuition classes, so she suggests her daughter to speak in English with her friends in other places outside of school too. Others respondents mentioned that they do not suggest their child to use any particular language for this purpose and they added that in most of the time their children use English with their friends.

4.2.4. Parents' suggested language to use with relatives:

It was enquired in the interview to the parents to share their views on their children's language choice with the relatives. 4 out of 10 parents asserted that they do not give any suggestion to their child to use any particular language with the relatives. It is mention worthy that some of the parents mentioned that they suggest their children to use English with those relatives who are capable to communicate in English specifically. One of the mothers stated that it is quite natural that the relatives would expect good English from her son as he is studying in a reputed English medium school and that is why she, sometimes, suggests her son to speak in English with the relatives.

4.2.5. Parents' suggested language to use with neighbors:

Most of the parents, 5 out of 10, answered that they do suggest their children to use Bangla language with the neighbors as they do not whether the neighbors can communicate in English or not. Though some of the respondents answered that they do not suggest any particular language to their kids for this purpose, but 2 of them mentioned that they like it when their children speak in English with the neighbors as they find it smart of their children.

4.2.6. Parents views and attitudes towards local dialects:

Almost of the parents' answers were negative in response to the question that whether local language is important for their children or not. They think local language has no importance at all except one who is from Sylheti origin as to them communicating in local language is essential to maintain group or local identity. For detail enquiry it was asked whether the parents that local languages are need to be understood for their children at least to some extend for some essential communication purpose or not. In response 7 out of 10 parents rationalizes that local

languages are not all necessary for the children as they do neither use it in present, nor they will use it in future also. Others were a bit lenient in response and they confessed that they have sometimes noticed that their children cannot communicate with their relatives who can speak only in their local tongues.

4.2.6. Views on Bangla / local language can be detrimental for learning English:

According to the majority of the respondents Bangla and local languages is detrimental for their children in the way of learning English. They have elaborated that if their children use Bangla or local language more in their day to day conversation at home, it will hamper their learning of English. Two of the parents' answers were rather less negative towards Bangla. They mentioned that using Bangla may not be detrimental for learning English but it is important to ensure that their children are using English as much as possible for their academic success and that is why those parents do support their Children's using of English as a home language.

4.2.7. Views on English can be detrimental for Bangla :

Most of the parents think that using English both for academic purpose and homely conversation cannot be detrimental for their children as Bangla is their mother tongue. Though 3 of the respondents admits the fact that using English both at school and home lessens their children's use of Bangla language, but at the same time they have further elaborated that it is an avoidable circumstances for them as their children's academic result is concerned with it.

4.2.8. Views on Children's reading of Bangla Story Books:

In sharing their views on their children's reading of Bangla story books, 8 parents out of 10 says that they do not suggest their children to read Bangla story books as they do not get

leisure time to story books. Only 2 of the parents mentioned that they do suggest their kids to read Bangla story books. One of them particularly mentioned that they lots of books in their home and they use to buy Bangla story books, specially for their child, from Bangla Academy book fair every year.

4.2.9. Views on Children's listening of Bangla Songs:

It was asked to the parents whether their children do listen to Bangla songs or not. Most of the parents answered that their children do not listen Bangla songs at all. They use to listen to English and Hindi songs. For further elaboration they were asked whether they do suggest their children to listen to Bangla songs in their leisure hour or not and again majority of the parents answered that they do not interfere about these matters. Only two of them mentioned that they sometimes advice their children to listen to quality Bangla songs.

4.2.10. Views on Children's watching of Bangla TV Channels:

6 out of 10 parents admit in the interview that their children do not watch Bangla channels. However, 2 of the parents mentioned that their kids like to watch Sangeet Bangla. For further enquiry it was asked to whether the parents suggests their children to watch Bangla channels or not and almost all of the parents answered that they do not suggest anything in these matters as they would like to leave these choices upon their children.

4.2.11. Parents views and attitudes towards Banglish language:

Majority of the parents, 8 out of 10, admitted that they have noticed the fact that their children are using Banglish language and they have elaborated that as their children sometimes

are unable to convey proper message in Bangla, in that case they need to use Banglish language. Two of the parents mentioned that their children do not use Banglish.

4.2.12. Parents' Appraisal and Scolding for particular language use:

In the interview it was enquired that if the parents ever appreciate or praise their kids for any particular language use or not. Surprisingly, 9 out of 10 parents admitted that they appreciate their child's accurate and fluent English speaking always. Only 1 of the parents mentioned that she praises her daughter always when her daughter makes use of any language, Bangla or English, in a polished manner to convey any message.

On the contrary, when the enquiry was about if the parents ever scold their children for any particular language selection or not, most of the respondents replied that they scold the children if they use local tongues in front of someone as it is 'manner less' according to some of the respondents.

4.2.13. Parents' views on Language and Culture:

The parents were asked to share their views on whether language and culture are interrelated or not and almost all, 9 out of 10, of the parents agreed on the fact that language and culture is linked together. But when they were asked to elaborate their answer, none of them could explain it.

4.2.14. Parents' views on difficulties to communicate :

It was asked to the parents that if they have ever noticed their child facing difficulties to communicate with anyone of the family, specially with the grand parents or elderly relatives or

not. In response most of the parents mentioned that they did not notice such type of communication problem between their children and grandparents.

4.2.15. Parents' views on Language use and generation gap:

It was endeavored to find out parents view that using English in the home domain for daily conversation may hinder their communication with elderly relatives and in the long run it might cause generation gap between the children and seniors citizens of the family. Most of the parents answered that using English as a home language would not create any generation gap. 3 of them admitted that fact that though it might cause generation to some extent, but still the is it unavoidable as their children's leaning of English is first priory to them.

4.3. Findings in terms of Central Research Questions:

The study developed basing on three Central Research Questions:

- a. What are the parents' attitudes towards using English language in informal setting for their children in Bangladesh?
- b. What are parents' attitudes towards using local dialects of Bangla/ regional dialects in informal setting for their children in Bangladesh?
- c. What are the factors that responsible for the specific attitudes of the parents?

Based on the interview it is found that majority of the parents perceive somewhat negative attitude towards Bangla, even as a home language and they want to minimize their children's usages of it as much as possible so that their children can excel in English. Except one parent who is from Sylheti origin, all of the parents hold a strong adverse impression towards their own local language. It is a matter of great disappointment that to some of the parents using English is somehow related with showing aristocracy in the society whereas majority of the

parents believe that having vast proficiency in English is the only way for their children to be academically successful. It is also prominent that all of the parents have institutional pressure, more or less, on them and they are bound to follow these rules if they want to continue their children to study in these English medium schools. Furthermore, it is also pathetic that the parents have hardly any consciousness about how their children will get exposure to their own language and culture as their own language and culture is being restricted even in the home domain.

Based on the parents' interview analysis, some factors came out those are seemed to be responsible, either actively or passively, for parents' attitude towards different languages. It is found from the data analysis that majority of the parents' priority is in English as a home language because of the adverse attitude that they have towards Bangla and their own local languages.

No	Basic Factors for Choosing English as a Home Language	No of parents	Total no of parents
1.	Institutional pressure	10	10
2.	Academic result	9	10
3.	Prestige that attached with English	7	10
4.	Successful career	8	10
5.	Future plan for abroad settlement	2	10
6.	To compete with others (friends/relatives/neighbors/colleagues) lifestyle		

Table: Factors Responsible For Parents' Attitude

As it is presented in the table, all of the respondents admitted that the academic institutions of their children ask them to use English as much as possible, even at home as a day to day conversational language, from the very beginning of the admission formalities. Moreover, in every parent's meeting they do enquire about the matter. Besides the rules and regulations of the English medium schools to which the parents have to comply with, the parents themselves also have a notion that their children need to use English as much as possible and avoid the exposure of Bangla, let alone local tongues, to achieve better academic result and to ensure a better career in future.

Some of the parents have planned to be settled in abroad countries in their near future whereas some have determination to send their children abroad for higher studies. Henceforth those parents have purposely restricted the children's usage of other languages except English even in the home domain. It is pathetic that, though some of the parents have actual purposes to restrict their children's usages of other languages except English, rest of the others somehow influenced by the so called prestige that is attached with English language in our society.

4.4. Discussion of the Findings:

The study used both parents' interview and students' survey to ensure the validity of the data. The overall findings of the study shows that the parents whose children are studying in different reputed English medium schools of Dhaka city possess some sort of negative attitude towards Bangla and local languages as a home language. It is also prominent from the quantitative students' survey that the students themselves along with their parents also do possess the same attitude. The data reveals a significant fact that though all of the parents do not

use English with the children, but most of the parents' advice their children to use English with them as home language. Another significant findings is that though a huge quantity of the students do use English with their friends to speak in different places outside of school, but a far more majority of the parents suggest their child to use English for this purpose.

The students' survey revealed the fact that the parent' do advice them to use English as much as possible in home domain. The students' survey rather shows that the parents' scold their children when they use local languages whereas in the interview also none of the parents told that they discourage their children when they use 'Banglish' language. Though it came out from both of the study that some of the parents use local language at home, but they hardly want their child to use them as the parents believe that their child will not use those languages in any circumstances. It is matter of shame to most of the parents if their children do use wrong English or local tongues in front of anyone as the data confirms that the parents do scold their children when they do so whereas the parents are not worried their child's use of distorting Bangla or 'Banglish'. As an inevitable consequence, most of the students fail to communicate properly with their grandparents or elderly relatives as most of them are capable of using only local tongues.

The students themselves admitted that they do face problems to communicate with the elderly relatives of their family, though it was tough for them to explain what kinds of problem they do face, but the parents' data shows that most of the parents are not aware of the fact that lack of communication may lead to generation gap in the long run.

Moreover, both from the survey and interview another fact also came out that the children are hardly interested in Bangla story books, songs, movies and cartoons and the parents

themselves do not suggest them while these things are essential for the English medium school going children to have the minimum mother tongue exposure in their leisure hour as songs, movies, story books plays essential roles to know about a one's own culture. Though the student's data confirms that they face difficulties to communicate with the elderly figures of their family but most of the parents ignores or denies the fact stating that they did not notice anything like this. When in today's society our own language and culture is at stake, most of the parents are not at all aware of the fact that language and culture are interlinked and it is necessary for the students to use mother tongue at home to nurture their culture and identity.

Though there is hardly any study, to my best knowledge, that has been done on parents' language attitude in our context. But studies in other contexts successfully show that how influentially parents' attitude on a particular language affects on children's attitude on the same language. Based on the students' survey and parents' interview, which do not contradict much with each other, it can be claimed that, in our context too parents negative attitude towards Bangla and local tongues

Chapter - V

Recommendations & Conclusion

5.0 Introduction:

This chapter emphasizes the results of the findings and discussions by presenting the context. It blends the questionnaire responses with the research findings. Finally, recommendation and conclusion are provided on the basis of the findings and discussions.

5.1 Summary of the Findings:

The findings of the study basically focused on the parents' attitudes towards Bangla, English and local languages as a home language. It is prominent both from the students' survey and parents' interview that the parents of the students who are studying in different well renowned English Medium schools do not hold a very positive attitude towards Bangla as a home language and same goes for the students as well. They consider Bangla as a hindrance to their children's way of mastering English which is the only means to chase a successful career according to their consideration. Moreover, because of the prestige that attached with English along with the institutional pressures the parents most of the time forces the children to use English at home to interact and communicate with each other. Almost of the parents hold strongly negative attitude towards their own local languages that none of them wants their children to use those at all, even if sometimes the parents themselves use those local tongues except the one who is from Sylheti origin where local language plays a vital role to maintain their identity.

5.2 Recommendations for Future Research:

The main focus of my research questions was on the parents' attitude to the English, Bangla and dialects as a home language. My research work also intends to investigate the factors which are responsible for their attitudes. In conducting my research, I have noted that the measurement tool used to gather data lacked an element that would allow for the examination of parent attitudes towards those languages more thoroughly. Henceforth, I would recommend that future research works on this topic investigates deeper into the lives of the participants. Future researchers should possibly include home visits to collect data concerning parent-child interactions. Home visits could provide future researchers ample information of students' home lives and experiences.

The sample size of my study was another possible limitation I encountered. The participants in this study included a blind selection of 35 children and 10 parents. There was difficulty finding significant relationships within the data due to the small sample size. A recommendation for consideration into conducting future research would be to invite more children and their families to participate in the study. Having a larger number of participants would help ensure an accurate representation of the population. In addition, having a larger number of participants for this study could produce different results.

Further studies can be done in the institutions of the primary, secondary and madrasa level of schools, colleges and universities. Government and non-government institutions have not been incorporated in this research. It will then help and encourage others explore this study in their respective areas.

5.3 Practical Implication:

The literature review of this study, though the contexts are different, successfully reveals that how important and crucial parents' attitude towards children's language development. It also shows that it is highly beneficial for the children to develop a sound proficiency in their L1 first. The result of the study also clearly indicates that the parents whose children are studying in an English medium school hold very negative attitude towards their local language. Most of them think that Bangla is less important than English rather it is a hindrance to achieve fluency in English. The findings of the study may create awareness among the education stakeholders and policy makers of the country.

5.4 Recommendations:

Based on the data analysis it can be assumed a sheer negativity and negligence towards Bangla and other local varieties of Bangla exist in the parents' perception which consequently reflects upon their own children. As some external and internal factors are affecting parents' action, perception and belief towards their own mother tongues, it is high time to raise awareness among the parents of English medium students that it is not at all wise to ensure children's quality exposure in English bypassing and restricting their own language and culture. Henceforth, based on the findings from both of the students and parents, some recommendations are given below:

- a. In our country, there is need for result-oriented public enlightenment campaigns by the government with a view to educating parents, teachers and school owners on the advantages of being skilled in L1. Timely efforts, therefore, should be made by policy makers Parents, especially mothers should be the target of the enlightenment programme of the government. This will make them to have positive attitude towards it. This in turn

will reflect in the positive perception of the languages by the children in the languages they function in.

- b. In fact, all educational stakeholders need to be enlightened on the importance of using mother tongue which has become a global phenomenon.
- c. It is highly crucial to develop the standard of Bangla medium education system. As most of the Bangla medium schools failed to provide quality education to the students, the parents are moving towards English medium school.
- d. Educative and instructive posters about L1 awareness and language distortion should be placed on different places. The posters should clearly indicate and vividly highlight the consequences of mother tongue neglect. Additive bilingualism will, therefore, be achieved as none of the two languages will be devalued.
- e. The government should encourage and sponsor the media to produce jingles and programmes on the advantages of children speaking their mother tongue in addition to English language from childhood. This will enlighten the parents, along with the children, on the advantages of using L1, at least, at home.
- f. There should also be monitoring of programmes on Television and Radio stations as the electronic media go a long way in determining language perception of youths. Programmes encouraging Bangla language usage should be projected.
- g. This is high time we need to address prejudices and ignorance to recognize the importance of local dialects. Students might have their choice whether they will use their local dialects or not but parents should not hold such kind of negative attitude towards their local dialects. They need to be enlightened about the matter that language, even local dialects carries culture and group identity. The linguistic diversity enduring beyond institutional

pressures and social prejudices against non-standard regional dialects (i.e., through national language policies, school, media, as well as stigmatization and negative social judgments) questions the social forces underlying dialect maintenance across generations and how children contribute to this process.

5.5 Conclusion:

Many English medium school students cannot function well in their mother tongues, let alone in their local dialects. Moreover, they are not even proud of them; rather they find it shameful to speak in those languages, mainly because the parents ignorantly believe the children need only English language for them to excel in their academic life. However, it is proved in many studies that the parents' notion is not true. Knowledge of the mother tongue has been linked with high proficiency in English Language. However, based on the above discussions, it can be illustrated that linguistic imperialism has chained parents', specially whose children study in different English medium schools, thoughts and perceptions in our society. The findings of the study also reflects on the important issue that English is not just a foreign/second language in the context of Bangladesh, rather, it delivers what Gee (2011) called "social goods in the society: who gets what in terms of money, status, power and acceptance" (p.7).

The parents along with the teachers, the authorities, the government and the education board should think over the importance of promoting Bangla language and culture, specially for the English medium students so that they do not possess such kind of notion that their own language and culture is inferior than English. In today's world we cannot deny the importance of having sound proficiency in English, but that does not mean that we have achieve this proficiency in the cost of devaluing and neglecting out own language. As the English medium

students use English in their academic domain in a large scale, it is parents' responsibility to give opportunities to nurture their own language and culture at least in the home domain. Though as a parents it is necessary to ensure quality education, academic success, bright career for their children, but it is far more crucial to understand that having sound proficiency in English, even if neglecting one's own mother tongue if it requires, cannot be and should not be the only way to achieve these. As the parents are grossly influenced by the teachers and school authorities, the teachers' attitudes are need to be changed that using Bangla at home with friends and family would not affect children's proficiency in English.

Therefore, parents' positive attitudes and perspective towards Bangla language and local languages can help the students to have the same. Even though we are yet not in a position to be certain how significant parents' attitudes and home factors are on the basis of a single or a handful of studies on the topic, we should not give up or ignore this aspect of language learning: parents' attitude. There should be more research on the topic which would result in new insights, which would essentially add value to this particular arena of research study.

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Appendix A

Interview questionnaire for the parents

- ✓ Age-----
- ✓ Occupation-----
- ✓ Educational Background-----
- ✓ Home District-----

1. Why have you chosen English Medium School for your kids?
2. Which language do you use in home to speak with your child?
3. Does anyone give any suggestion or restriction about the issue?
4. Which language you want your child to use in home? Local dialect/ Standard Bangla / English and why do you prefer it? Why?
5. Which language you want your child to use while speaking with relatives or neighbors? Local dialect/ Standard Bangla / English and why do you prefer it? Why?
6. Which language you want your child to use while speaking with friends in a homely get together or playground? Local dialect/ Standard Bangla / English and why do you prefer it? Why?
7. Do you think knowing local dialect or heritage language is important or not? Why?
8. Do you think your child should be proficient enough both in L1 and L2 ? Why?
9. Do you think that dialects are necessary to learn at least to some extent?
10. Do you think that using Bangla or dialects in home can be detrimental to master L2?
11. Do you think that using English in home can be detrimental to master Bangla?
12. Do you suggest your kid to use a particular language at home or you let them use according to their own choice?
13. Do your children read Bangla story books or poems? Did you ever suggest it?

14. Have you ever found that your children is facing problem to communicate in Bangla or using Banglish language?
15. Do your children watch Bangla channels/ movies/cartoons? Did you ever suggest?
16. Do your children listen to Bangla songs at home? Did you ever suggest?
17. When do you praise or appreciate and when do you scold your children for using any kind of language at home?
18. Do you ever notice that your child is facing difficulties to communicate with their grandparents or elderly relatives?
19. Do you think that using English at home neglecting Bangla/ dialects can create a generation gap in your family?
20. How will your children learn our own culture and language at home?

Appendix B

Questionnaire for Students

1. Which language do you use in home to speak with your parents?

- a) English b) Bangla c) Dialect d) Mixed

2. Which language do your parents use in home to speak with you?

- a) English b) Bangla c) Dialect d) Mixed

3. Which language do you use in home/ outside of school to speak with your friends?

- a) English b) Bangla c) Dialect d) Mixed

4. Which language do you use in home to speak with your relatives?

- a) English b) Bangla c) Dialect d) Mixed

5. Which language do you use in home to speak with your neighbors?

- a) English b) Bangla c) Dialect d) Mixed

6. Can you speak in your dialect/ local language?

- a) Yes b) No c) To some extend

7. Which language do your parents suggest to use in home/ outside of school to speak with your friends?

- a) English b) Bangla c) Dialect d) No suggestion

8. Which language do your parents suggest to use in home to speak with your relatives?

- a) English b) Bangla c) Dialect d) No Suggestion

9. Which language do your parents suggest to use in home to speak with your neighbor?

- a) English b) Bangla c) Dialect d) No suggestion

10. Did your parents ever get angry at you or scold you when you speak in your dialect or Bangla?

- a) Yes b) No

11. Which language do you like most?

- a) English b) Bangla c) Dialect

12. Which language do your parents like most to use at home?

- a) English b) Bangla c) Dialect

13. How often do you read Bangla story books at home?

- a) Very often b) often c) rarely d) not at all

14. How often do you watch Bangla Channels/ movies/cartoons?

- a) Very often b) often c) rarely d) not at all

15. Have you ever face any problem to communicate with your grandparents/elderly relatives in Bangla?

If yes, please explain.

16. Have you ever face problems to understand the speech of your grandparents/elderly relatives? If yes, please explain.