ABSTRACT

The present thesis attempts to make a Linguistic analysis of the basic vocabulary of Urdu speaking children of class V in Aligarh. The data is collected from five reputed English and Urdu medium schools of Aligarh.

Chapter I deals with the theoretical background of the present study. It gives various definition and concepts related to language acquisition. It also gives an insight of various approaches to language acquisition. Such as behaviorist approach. It further discusses the process of language acquisition and language learning at different Linguistic levels such as phonology, grammar, vocabulary etc and highlights the shift from grammar translation method and also the social determinants in the Language acquisition.

This chapter further discusses the research procedure used for the present study the information about the selection of the informants based on schools, income groups to which they belong and education level of their parents. A lists of tools used in the collection of data for the present study is also provided in this chapter. Also it describes the aims and scope of the study.

Chapter II of the thesis covers the word-hoard of low – income group children studying at Urdu medium schools. The low – income group parent’s children have the smallest vocabulary. In the speech of
these children we have found phonological variant forms. The low income group children freely substitute the five perso – Arabic consonants | Ѓ з q x ϭ | with | s j k kh g |. Their speech also contains substitution of v, with b and b with v. Instances of contraction of longer words to shorter forms and breaking consonants clusters are pervasive in their speech. Low – income group children’s vocabulary shows 384 perso – Arabic and Indic words and 319 English loans. Interestingly enough their vocabulary also shows some typical words which are entirely different in meaning and pronunciations from the standard words. Such words are exclusively used by them and their vocabulary contains 45 – class – specific terms such as ‘sikaṛ’, ‘shrink’, piːlak’, ‘egg yolk’ etc.

Chapter III analyses the vocabulary items belonging to children of middle – income groups studying at Urdu and English medium schools. The middle – income group children display the total number of 972 word of these 972 these are 660 perso – Arabic and Indic words and 331 English loans. An imperceptible difference is noted between English medium and Urdu medium school children with regard to the use of English loan – words. English medium school children like to use more and more English word in their day to day conversation. As almost no difference found between the two groups. Some middle income group
children of Urdu medium schools coming from the localities mostly peopled by laborers, factory workers have phonological variant forms in their speech. Such as the substitutions of \( \int \) z q kh with s j k kh and breaking of consonant clusters. It is important to note that the speech of middle income group children shows fewer phonological variant forms compared to lower – income group children.

Chapter IV of the thesis focuses attention on the word – hoard of children of high – income groups studying at English medium schools. An attempt is made to assess the impact of social factors such as home atmosphere, good income and good schooling etc on children’s vocabulary the total number of words used by the high income group children’s is 1080. Out of 1080 words there are 520 English loan words that comes approximately 50% of the total words, which is clear manifestation of the fact that half of their (basic) vocabulary consists of English words that the high income group children’s word hoard is 1080, whereas the middle income group and lower income group children’s stock of words is 972 and 741 respectively. This comparative study of the word hoard of Urdu speaking children studying in Urdu and English medium schools belonging to different social classes is confined to only class V students in Aligarh.
The analysis is based on extensively collected data. Our analysis leads us to conclude that there is wide disparity between different groups of children’s vocabulary.

It is found out that phonological variables tend to show find stratification and there is more socially significant variation in the pronunciation of perso – Arabic consonants e.g. ꟻ x ꟾ q.

It is observed that variations are more marked between lower income group and income group children than between middle income and higher income group children.

The last chapter i.e. V, covers up the summary and conclusions of the present thesis.

The thesis is based on the analysis of variations in children’s vocabulary and focuses on several factors that account for differences between children’s word hoard. Since the thesis uses words that operate in real life of children and are concerned with their day to day experience, it gives us a fascinating insight into children’s vocabulary. The work has great possibilities of further work on vocabulary expansion by virtue of scrutinizing many words that do not belong to books and some of them are not frequently used. It is concluded that such and analysis of words, used by children in their conversation may be of great assistance to teachers for developing new paradigms and tools for enriching children’s repertoire of words.