

Mothers Understanding Of The Role In Children's Language Development.



**A Thesis Presented To the Thesis Committee,
BRAC University, Institute of Educational Development**

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**In Partial Fulfillment of the Requirement for the Degree of
MASTER OF CHILD DEVELOPMENT**

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Ethical Approval Form

Date: _____

Student name: _Asma Begum

Title of Thesis Topic: Mothers Understanding Of The Role In Children's Language Development.

1. Source of population: One area of Dhaka city (Khilgaon) was considered as study site and ten mothers were considered as participants of the study.

2. Does the study involve (yes, or no):

1. physical risk to the subjects
2. social risk
3. psychological risk to subjects
4. discomfort to subjects
5. invasion of privacy

3. Will subjects be clearly informed about (yes or no):

1. Nature and purpose of the study
2. Procedures to be followed
3. Physical risk
4. Sensitive questions
5. Benefits to be derived
6. Right to refuse to participate or to withdraw from the study
7. Confidential handling of data
8. Compensation and/or treatment where there are risks or privacy is involved

4. Will Signed verbal consent for be required (yes or no)

1. From study participants
2. From parents or guardian
3. Will precautions be taken to protect anonymity of subjects

5. Check documents being submitted herewith to Committee:

1. Proposal
2. Consent Form
3. Questionnaire or interview schedule

ETHICAL REVIEW COMMITTEE

Research Authorization

Title: Mothers Understanding Of The Role In Children's Language Development.

The Research Checklist indicates:

- ☐ Approved without amendments
- ☒ Approved with advice to research
- ☐ Not Approved. Resubmission is required

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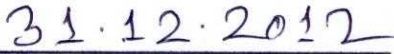
Ekram Marican

Approval from the supervisor

In my judgment the thesis and the candidate meet recognized scholarly standards for the degree and is therefore ready to submit his/her thesis to the Thesis Committee.



Signature of the Supervisor



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Title Page

Writing A Thesis On Mothers Understanding Of The Role In Children's
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**A Thesis Presented To the Thesis Committee,
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DEDICATED TO
My Parents

Executive Summary

Language development is considered as a useful indicator of a child's over all development. It is the medium of communication which helps to understand the thoughts, ideas, knowledge of a person. In our daily life it has a huge impact on expressing our feelings and opinions. The first 3 years of life, when the brain is developing and maturing, is the most intensive period for acquiring language skills.

Enrich environment with sounds, sights, and consistent exposure to the language of others can help to develop the language skills best. Children vary in their language development skills. However, they follow a natural progression or timetable for mastering the skills of language. If these critical periods are allowed to pass without exposure to language, it will be difficult to learn. Early detection of language problem is important to identify as it has an influence on the overall development of a child. Identification of children with language problem may lead to intervention and family assistance at a young age, when the chances for improvement are best.

Failure to use accurate assessments may prevent accurate identification of children at risk for developmental delay which is related to school success. If mothers can identify language problem in early stage can dramatically decrease costs and increase accuracy as mothers have more experience with their children than professionals and their experience is more representation of their child's experience and interest.

Assessment by mothers appears to be a reliable way to collect valuable information about children in early childhood. Mothers' in-depth knowledge about their children over time enables them to assist in data collection activity.

On the strength of mothers' reliable knowledge, there are two major rationales supporting maternal report on language development. One rationale relates to the culturally appropriate and considerate knowledge mothers' have about their child. The other rationale refers to mothers' monitoring of target behaviors over time.

The present study was a qualitative phenomenological study due to exploratory nature. The researcher wanted to get as much information as possible that come as close as possible to knowing what it is like. The study aims to explore mothers understanding of the role in children's language development. A sample of 10 mothers was selected for data collection. The researcher used purposive snowball sampling for sample selection. For the purpose of the research semi-structured individual interview was chosen as research method for generating information. Data generated in this study was analyzed by both qualitatively and quantitatively. This study showed that majority of the participants had mentioned that their child's language development was appropriate where three of them informed that their children were not communicative which did not indicate the satisfactory knowledge about language development. There were very limited differences found from the experiences of the participants.

The assessment of language development depends on mothers reports of their children's ability to comprehend and express words, arrange in categories (e.g. animals, daily usable materials).

The mother's communicative behaviour is very dependent on her capacity to understand the need to interact with her child, her motivation to engage in this process and the quality of the communication environment that she is able to provide

Early identification of language development is extremely important to recognize the warning signs of a language problem. There are specific communication milestones that the children are expected to reach by certain ages, and a child who has missed one or more of these milestones may need extra help to catch up. Research also shows that when mothers interact with their children in specific ways that motivate, encourage and support their child's communication (Joseph and Stevens 1984), they can make a significant difference to their child's language development which can help to mitigate the language problem in turn to decrease future investment of the nation regarding the problems.

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Bangladesh is a densely populated country. One of the main concerns of our government has been poverty since independence. This resulted into development being always looked as poverty reduction. In a country with such a scenario, a non-productive person is a burden for the family and the country as well. Non-productivity and poverty is interlinked. Research shows that early investment in child development can reduce the burden in the future (Heckman 2010) and the huge population can be converted as human capital through proper education.

Although Bangladesh government has legislated the Compulsory Primary Education Act (1990), where primary education has been declared free and compulsory for every child (Government of Bangladesh 1990). The government has been implementing the Second Primary Education Development Program (PEDP-II) where one of the objectives is, “To make primary education accessible for all children”, can’t be ensured if the children have any language problem.

Education can’t be ensured if the children have any language problem. Language may be viewed as tool necessary for education. This notion would predict that young children with good language skills help to minimize the learning difficulties in later academic life. Language is an important form of human communication skills and is defined as, ‘A code where by the ideas about the world is represented through a conventional system of auditory signals for communication’.

Language development (LD) is a process which starts early in human life and moves to simple to complex in time. Children learn language at different rates and it begins to acquire by listening to spoken language and by mimicry and it be expressed through writing, singing or even gestures. A child’s language is constantly developing and

changing. Language has a fundamental role to play in the development of learning and understanding (David 1999). Children are actively engaging in communication as they are learning to communicate. Child's experience and interaction with others give him the background to relate language to the sound, meaning and relationship. Thus a stimulating and rich linguistic environment will support the child's language development. Language learning is not linear, and formal language teaching does not speed up the learning process. Language learning is dynamic – language must be meaningful and used effectively. There is real concern that if children do not fully acquire their language or if children miss language development milestones by a long way, they are regarded as having a language problem.

Language problem can be expressive (what the child says), receptive (what the child understands) or the combination of both. . Receptive skills include the ability to understand directions of varying length, complexity, and grammatical structure. It also helps to comprehend basic concepts such as color, texture, number. Receptive problems can show up in misunderstanding what is said; including difficulty following instructions or answering questions strangely. Expressive skills include the ability to imitate sequences of words and sentences, respond verbally to questions and modify appropriate grammatical forms. Expressive language problem can show up in problems with grammar, or vocabulary such as calling a 'lion' a 'tiger'. It is important to keep in mind that language development involves more than just speech, it also includes other forms of communication, such as sign language, writing and visual skills (pointing, etc).

Mothers are usually the first to notice that their child is not developing his/her language skills at the same rate as similarly aged children. Between the ages of 2 and 3, children experience a tremendous growth spurt in language skills. By age 2, most children can follow simple directions and speak about 50 to 200 words. Many of them begin to echo what they hear and start combining words in short phrases. By age 3 children can follow additional instructions. A three year old child's vocabulary typically is between 200 and 300 words, and many of them begin to string words together in short sentences. At this stage of language development they start to understand more and speak more clearly, and

they are able to use language to engage in a simple question- and- answer format. However, although they use and understand many words, only about 75% of what they say will be understandable to others.

Language is central to so many aspects of human life-cognitive, social interaction, education and vocation. First, if the child is faster to learn vocabulary, the faster he or she is acquiring knowledge about the world. Second, language supports thinking and reasoning. Therefore child with significant problem in acquiring language will be in problem in the ability to use these cognitive processes. Early detection helps to reduce language problem through proper intervention. Children who receive early intervention in their lives will have the best results. Mothers have multiple opportunities to view their children in a variety of situations over an extended period as they are the key person to identify the problem earlier. The way children perceive, remember, comprehend, and make sense of their world is all tied up in language. Usually 2-3 years are not going to any structured set up thus parents' knowledge and capacities have to be enhanced in order to be aware about the problem and timely action can to prevent potential problems with behavior, learning, reading and social interaction.

For several decades, maternal involvement has been recommended as a fundamental component of early childhood education, early intervention, and early childhood especial education (Smith & McLean 2005; Smith & Zaslow 1995). Moreover, a number of researchers have shown that the quality of maternal involvement influences children's developmental and educational outcomes (Beyer 1995; King, Teplicky, Kind & Rosenbaum 2004). Mothers' knowledge about their capability may help to enhance their children's developmental progress (Dempsey, Keen, Pennell, O'Reilly and Neilands 2009; Desjardin et al 2006) and help to promoting families' confidence and capability about their children's current and future development.

Language development is a gradual process and reflects a child's cognitive capacities. As children play and work, they do so through language (Garcia 1994; Lindfors 1991; McLaughlin 1984; Shatz & Gelman 1973). Children expand their development of language by relating what they already know to what they encounter.

Children's language development is a creative process that only needs a rich environment to thrive (Lindfors 1991). Berk and Winsler stated "Because Vygotsky regarded language as a critical bridge between the socio-cultural world and individual mental functioning, he viewed the acquisition of the language as the most significant milestone in children's cognitive development" (Berk & Winsler 1995: p.12).

Mothers' knowledge about language development helps mothers better understand their child's stage of communication development and facilitate the setting of realistic communication goals. It also enhances mother's awareness to their children's communicative attempts. Language is a useful indicator of a child's overall development and cognitive ability. Early detection and referral can save a lot of damage that can be cumulative over a period of time.

Most mothers really need not to be told how or why they should interact with their baby. It is instinctive for most mothers to start communicating with the baby the moment their baby is born. Early communication is so important that all mothers should know how to enrich the experiences of language development. Mothers may not always recognize how much their child relies on them to learn to talk and communicate effectively. The ability to communicate is an essential life skill which underpins a child's future development. Yet awareness of the importance of language skills and the creation of language rich environments for young children remains generally inadequate- not only with many parents, but also amongst policy- makers and service providers.

The growing interest in early intervention is better to prevent their escalation than to respond only when the problem has become so acute as to demand action. It is better for the individuals concerned, their families and society more broadly; it helps to avoid a lot of personal suffering, reduces social problem and generally, it costs less than remedial action.

Developing country like Bangladesh needs more emphasis on early detection as it can reduce remedial costs towards filling language deficit in future. In Bangladesh no specific study has been conducted on mothers understanding of the role in children's language development. There are specific language milestones that children are expected to reach by certain ages and a child who has missed one or more of these milestones may need extra help which can be detected earlier if parents have the knowledge about milestones.

Language problem is a common developmental difficulty in childhood (Busari and Weggelaar 2004). Children with such a difficulty often possess poor underlying perceptual knowledge of language which affect on their language delivery. Early detection of the problem and early intervention mitigate the suffering and further developmental problem of the children.

Children with language problems are at risk of their reading disability and it impact on their behavior (Tomblin et al 2000; Palkhivala 2007). These children have difficulty to

make friends and they feel shy to meet people outside their families because children with language problem are ignored, feared, pitted, mimicked, laughed at, considered helpless, rejected (Ndung'u and Kingua 2009) and it impact on their later life.

Mothers of these children can help to reduce their children's problem through effective mother-child (Matychuk 2005) interaction as they have the most significant influence on their children. It is therefore, important to persuade mothers to get proactively engaged in their child's development as it can make a significant difference to the development out comes. And this can only be done properly if mothers have the knowledge of milestone (Lemonda et al 1998) and early detection can be cost effective and time consuming because mothers observe children over a far longer period than the doctor (Robinson 1982) hence mothers can identify the problem earlier if any and early intervening initiative can save future efforts and costs.

2.1 Theoretical Framework:

Protective factors and activities that help to mitigate language problem refer to:

- **Secure Attachment:** Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life. According to Bowlby, attachment serves to keep the infant close to the mothers, thus improving the child's chances of survival (Bowlby 1988). Mothers have a positive nurturing relationship with the children (e.g. understanding infant cues, calming crying, understanding sleep needs, feeding attending to routine health needs), they have an appropriate respond to children's needs which stimulate healthy brain development (e.g. infant massage, reading to baby, choosing appropriate toys, ensuring a safe and stimulating environment), and promote positive play interaction between mothers and children (playtime, singing to baby).
- **Knowledge of parenting and child development:** Mothers who understand typical development patterns can better guide and discipline their children (Joseph and

Stevens 1984). Recognition of usual steps promote healthy child development, help to setting appropriate limits if child needs special help.

- Socio-cultural theory: This study will apply the work of Lev Vygotsky's socio-cultural theory¹ of cognitive development. Vygotsky's discussion of grasping illustrates how mother- infant interaction (Gauvain and Rogoff 1989) helps the child to understand the meaning of gesture well before the child is capable of language use. Thus Vygotsky describing children's development in the early year of life. Vygotsky believed that learning begins at birth and continues throughout life. Vygotsky described ZPD as the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

2.2 Problem Identification:

It is a great pleasure for every mother to hear the early small expressive vocabulary of their children. Children's first speech is always an attraction to mothers (Jamieson 2007). Mothers often wonder how well their child's language skills are developing. Communication skills are extremely important to a child's future well being.

Discovering any problems early gives a child better chance to learn how to communicate successfully. But still awareness of the importance of language and communication skills for young children remains generally inadequate. Researcher proved that early detection and treatment can prevent later difficulties (Matychuk 2005).

¹Socio-cultural theory: A theory that holds that thinking and learning are highly influenced by social interaction, language and culture.

Late talkers are usually identified when they are around 2 years old. Mothers are the first detectors who notice that their child is not developing their language skills at the same rate as other children of the same age do. Research shows that a definite diagnosis should be made before age two so that the child would not suffer permanent learning disability (Palkhivala 2007; Nancy 2005).

Mothers' information can help the clinician in making referral decisions, although there is some debate as to whether parents have sufficient knowledge of normal language development to detect abnormalities in their child's speech and language system (Hall and Elliman 2003).

Early detection is better to prevent the difficulties as it avoids a lot of personal suffering, reduces social problem and generally, it costs less than remedial actions later in life (Jamieson 2007).

Difficulties with spoken language may lead to frustration of the child. Early detection is largely depended upon the mother's knowledge of the milestones in language development of children. So if the mothers can have the knowledge about the sequence of developmental milestone and impact of language on children's overall development then they can help the child to get intervention in proper time which can reduce future difficulties and thus the nation can get more productive personal who can make efforts to the development of the country rather than being burden.

This is why it's so important not to ignore any sign that a child's communication development have problem.

2.3 Justification of the study:

Language is a pre-requisite to optimal cognition development and realization of child's mental capacities. Children with language problem can have an effect on their physical, emotional and intellectual development (Palkhivala 2007; Dale et al 2003). Every mother has the wonderful opportunity and responsibility for nurturing their children. The nurturing process takes place in several areas of development: physical, emotional and intellectual. This process can only be maintained if the parents have the idea about domain in language development. Mothers of Bangladesh are mostly unaware about their child's over all development. Knowledge of mothers about child's language can guide effort on child's recovery of any language problem and research shows if early and necessary initiatives can be taken in time it can help to reduce future problem to the child (Palkhivala 2007; Jamieson 2007; Matychuk 2005; Lemonda et al 1998). Though mothers want to do the best for their children, they may not always recognize how much their child learn to talk and communicate effectively.

In Bangladesh people mostly struggle for poverty reduction but this is linked with many other factors like disability etc. which are barrier to overcome the problem. If mother's knowledge can be explored about language development, it can help to mitigate the problems of other developmental problems of a child which can help to reduce the disability of the child and it will also be cost effective.

There is a need for more public information about the crucial importance of the early stages of child development. Official publications and pronouncements should emphasize more on how simple changes in mother relation with their young children can bring permanent benefits and can be cost effective.

Many research studies have been done on language development issues, but mothers understanding of the role in children's language development has not been studied to see how maternal knowledge might affect the language development of a child. An exploration of the level of maternal knowledge on language development might help policy makers to take initiative to identify the child's language problem and early intervention can take place if needed.

2.4 Scope of the study:

There is an ample scope to study the present issue of mothers understanding of the role in children's language development. On the other hand a developing country like Bangladesh having scarcity of resources, the study intended to restrict the scope only to identify aspects that can help to guide their mothers about language development having an impact on child's reading and behavioral capability. Early detection can mitigate the problem which is cost effective. My study is also about realistic problems of this down compressed society. It has tried to find out the language problem earlier for effective intervention.

2.5 Research Question:

To what extent are the mothers informed about the understanding of the role in children's language development?

2.6 General Aim:

The broad aim of the study is to explore and assess mothers understanding of the role in children's language development.

2.7 Specific Aims:

1. To assess the mother's knowledge on language development.
2. To explore what role they can play in helping children with language development problem.

3.1 Introduction

The research study was a qualitative phenomenological study. Due to exploratory nature of the study the qualitative methodology had been selected for the study. In this study, the researcher tried to find out the mothers understanding of the role in children's language development. For the study, the researcher collected all data by herself. The technique of data collection was individual interviews. From the phenomenological study it is known that this describes general outlooks that exist. Researcher had no other intervention and did not manipulate the variables.

3.2 Study Design

The present study employed qualitative interview methodology to understand mothers' role in children language development. Through qualitative phenomenological methodology in the present study the researcher attempted to understand mother's views, opinions, feelings within their own natural settings (Hicks 2000). The researcher was engaged in a qualitative interview, collected data and information through carefully designed probing questions strategically selected and prepared in advance. It enabled the interviewer to sustain the focus of the study during interaction. The process adopted thus proved useful in gathering relevant information to assess the knowledge of parents related to language development of their children and explore what role they could play in helping their children with language problems in line with the goals of the study.

3.3 Study site

One area of Dhaka city (Khilgaon) was considered as study site. The researcher selected that area due to her time and budget limitations.

3.4 Target Population

The researcher used convenience sampling procedure to identify participants. They were included if they were (1) a mother who had a child of 2-3 years old, and (2) able and willing to participate in a 30-45 minutes face-to-face interview.

3.5 Methods / Techniques

Primary data was collected through semi-structure face-to-face interviews. The interview schedule was consisted of 25 structured open and close-ended questions. Potential participants were told about the study objectives, informed that their participation was completely voluntary, that all information would remain confidential and they would be free to withdraw at any time without any consequences. If the mother was interested in participating in the research an interview session was scheduled. If she remained interested after this first information session with the researcher, an interview was scheduled at a convenient time.

All interviews were conducted in Bangla, and once the interview was completed, the researcher transcribed information into an MS Word document. Each interview was then translated into English by the researcher.

3.6 Sample Size and Sampling

The sample size of the study was 10 mothers of 2-3 years aged children. A snowball purposive sampling procedure was employed in selecting respondents for the study. The researcher was engaged in a qualitative interview, collected data and information from interviews in which questions were carefully selected and prepared in advance.

3.7 Instrument

The interview schedule used in the data collection was developed by the researchers based on an adapted Bangla version of PLS-4 from Mr. Jahangir Alam (Alam 2011). Questions were prepared about normal receptive and expressive language milestones of 2-3 years old children. The interviews were transcribed in their entirety in Microsoft Office Word 2003.

3.8 Data Collection Procedure

All the participants provided informed consent prior to participation. Primary data was collected through semi- structured face- to- face interviews. The interview schedule was consisted of 25 structured open and close- ended questions. The researcher herself conducted all 10 key informant interviews. All interviews were conducted in Bangla, and once the interview was completed, the researcher transcribed it into an MS Word document. Each interview was then translated into English by the researcher. During the interviews the researcher followed the set list of interview questions as closely as possible. Each interview was initiated with a broad question (i.e. what types of things usable child and caregiver whose name can be recognized by children in this age?). The participants were asked subsequent questions based on their response to the first question, and following the interview guide. The participants were allowed to provide as much information as possible for each question. Finally, the interviewer recorded information on each interview protocol. Each interview took between 30-45 minutes.

3.9 Data Analysis

Transcribed interview data were coded and analyzed by the researcher manually. The researcher then performed content analysis to identify that emerged from the interviews. Content analysis, or qualitative description, has been reported as useful when the description of phenomena is desired (Pope et al 2000). The identified themes were based on informants' collective perceptions and experiences relevant to the issues being explored in the study. The information from the interviews was broken into the smallest amounts of meaningful information that expressed a complete idea or thought. These units were typically no shorter than one sentence in length. Then the units of thought were reviewed and organized into themes based on the topic or content. Once transcripts had been coded, reports were generated so that the researcher could analyze the data according to the research aim and objectives.

3.10 Ethical Issue:

For the purpose of the study a written consent was taken from the respondents and before that they were assured that the data will be used only for research as part of M.Sc. in ECD course of IED, BRAC University. The interview was conducted in a pleasant and relaxing atmosphere, with sufficient privacy. It was also assured that no harm will come to the participants as a result of participating in the research. Potential participants were told about the study objective, they were informed that their participation was completely voluntary, that all information would remain confidential, and they would be free to withdraw at any time without consequence. If the mother was interested in participating, the researcher scheduled an interview session at a convenient time. The potential risk of discomfort at disclosing personal information regarding mother's experiences was discussed during the first contact with the researcher and again at the time of the informed consent process that preceded each interview.

This chapter presents the findings of the study. A total of ten mothers consented to participate in this study. First few sections describe the socioeconomic background of the respondents followed by results on mothers understanding of the role in children's language development.

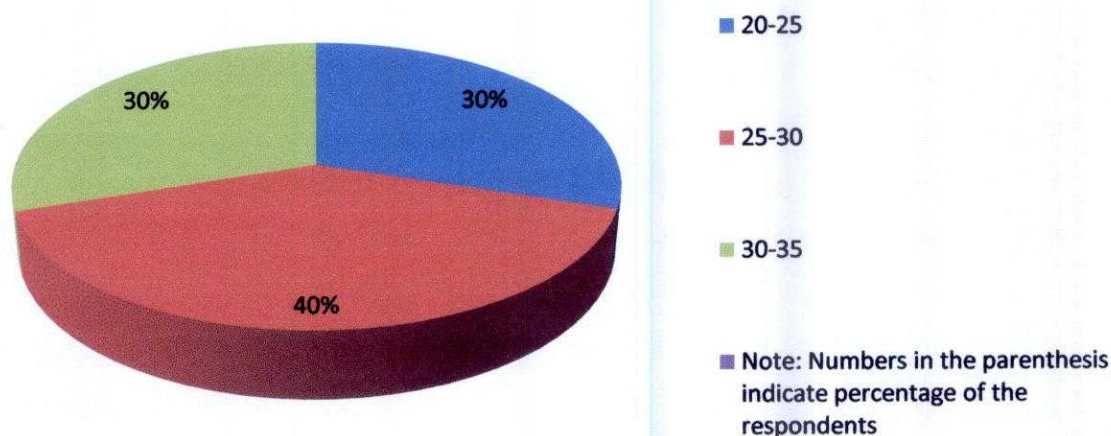
Socioeconomic background of the respondents

4.1: Age distribution of the participants

Ten mothers who had children of 2-3 years aged group were interviewed in the study. The pie chart (chart-4.1) illustrates the age range of participants in the study. At first glance it is clear that the main age range of the participants were in-between 25-30 years where 40% of the participants were from this age group. Another 30% were in-between 20-25 years of age and yet another 30% were in between 30-35 years of aged group who were participated in the study.

Chart-4.1: Distribution of the respondents by age range.

No. of the respondents N=10



4.2: Educational status of the participants

All the participants (respondents) in the research activities were literate (table-4.1). The table shows the educational status of the participants in the study. Of the ten participants that were interviewed, four of them had tertiary level of education, two had higher secondary level of education, three had secondary education level and the rest one had primary level of education. The table also shows that there was no uneducated participant in the study to deliver the information about their children's language level.

Table-4.1: Distribution of the respondents by education level

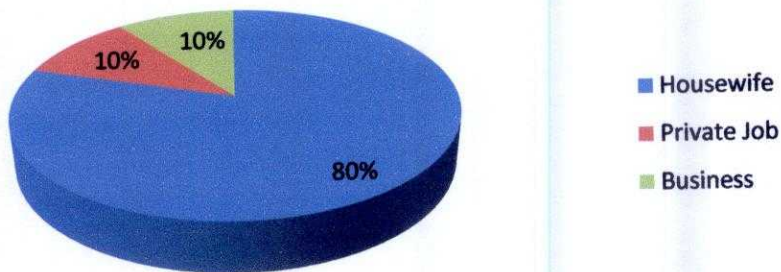
Education level of the respondents	No of the respondents N=10
Illiterate	0 (0)
Primary	1 (10)
Secondary	3 (30)
Higher secondary	2 (20)
Tertiary	4 (30)
Total Respondents	10 (100)

Note: Numbers in the parenthesis indicate percentage of the respondents.

4.3: Occupation of the respondents.

The pie chart (chart-4.2) illustrates the participants' occupational status. At first glance it is clear that majority of the participants were housewife. Eighty percent of the participants in the study were housewife, 10% participants doing private job and another 10% doing business.

**Chart-4.2: Distribution of the respondents by occupation.
No of the respondents N=10**



Mothers' understanding of their role in children's language development. An instrument called PLS-4, intended to measure the language development of 2- 3 years old based on the language development milestones of the age group, had been adopted (Alam 2011) for the same purpose of the Bangladeshi children of the same age. The instrument used in this particular study included few of the topics from the adopted one to explore the mothers' understanding of the role in children's language development. Following are the topics used in the study from the adopted one, and the results of the interviews with mothers.

4.4: Recognition of the name of the objects used by the child and caregiver

The children of 2- 3 years old, as listed in adopted PLS-4, can recognize the objects that are used by her/him and their caregiver through hearing the names of that objects included- shoe, socks, pant, shirt, dress, small dress, frock, cap etc. The respondents mentioned the names of some objects used by the children of that age group and their caregivers, which were understood by their children through hearing. Among 10 respondents, six mentioned the name of soap, five mentioned mug, four mentioned the name of lotion, mobile, television and bucket. There were the names of other usable objects and the frequency respondents which are distributed in the chart below (table- 4.2).

Table-4.2: Frequency distribution of respondents by the objects children of 2- 3 years old can recognize by hearing their names

Name of the objects	Frequency of respondents	Name of the objects	Frequency of respondents	Name of the objects	Frequency of respondents
Lotion	4	Water	2	Car	1
Cream	1	Shampoo	1	Motor bike	1
Soap	6	Potato	1	VCD	1
Shoe	1	Cauliflower	1	Computer	1
Dress	3	Vegetable	1	Pillow	2
Oil	2	Brush	2	Khata	1
Nail polish	1	Toothpaste	2	Remote	1
Lipstick	1	Color	1	Chair	1
Necklace	1	Bucket	4	Sofa	1
Clip	1	Bag	2	Powder	1
Glass	1	Laptop	1	Toy	1
Mobile	4	Pen	2	Doll	1
Television	4	Fan	1		
Mug	5	Cat	1		

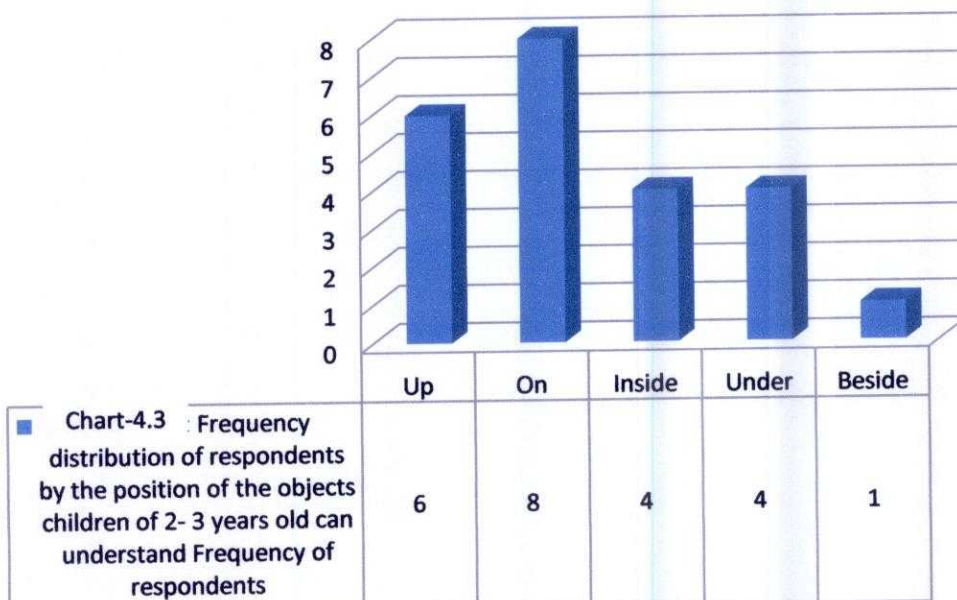
Although respondents mentioned many objects the children of the target age group can recognize by hearing their names, however, very few of them mentioned only two objects (shoe and dress) from the adopted PLS-4 (Alam 2011).

4.5: Identification of the position of any objects

According to the adopted PLS-4 (Alam 2011), the children of 2- 3 years old can understand the positions of- inside, outside, under, on etc. of the objects. Among ten participants, eight mentioned that their child could understand the position of any objects if it had placed on anything, six mentioned that their child could understand if any objects had placed on top of anything, four mentioned that if any objects were inside of anything

their children could understand it, mentioned that if any objects placed under anything the child could understand that and one had mentioned that her child could understand if any object is placed beside anything (chart-4.3). These indicate that few of the respondents had satisfactory knowledge on the understanding of the children of 2- 3 years old about the position of the objects.

Chart-4.3: Frequency distribution of respondents by the position of the objects children of 2- 3 years old can understand Frequency of respondents



4.6: Identification of the types of works

The children of 2- 3 years old, as listed in the adopted PLS-4 (Alam 2011), can identify the type of work through watching activities that included- sleeping, eating, playing, drinking water, washing, running etc. Among ten participants, five mentioned that their child could understand if anybody slept, three of them mentioned if anybody came from outside that can be identified by their children, three mentioned that eating was identified by their children, three mentioned if anybody went outside their children could understand that and two mentioned that their child could not understand the work done. Besides, the frequency of respondents mentioning singing, riding, praying, reading, finishing of work was one (table-4.3). Although respondents mentioned many activities the children of the target age group can identify by watching the activities, however, very few of them mentioned only two objects (sleeping and eating) from the adopted PLS-4 (Alam 2011).

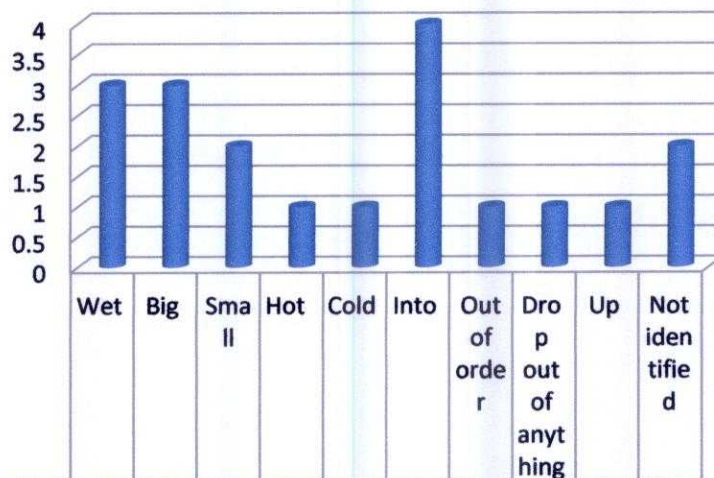
Table-4.3: Frequency distribution of respondents by the type of work/activity children of 2- 3 years old can identify

Types f work	Frequency of respondents
Sleeping	5
Singing	1
Riding	1
Come from outside	3
Eating	3
Praying	1
Reading	1
Finishing of work	1
Go outside	3
Not identified	2

4.7: Recognition of the shape or state of any objects

The children of 2- 3 years old, as listed in the adopted PLS-4 (Alam 2011), can recognize the shape or state of any object by watching it that included- small, large, dry, wet etc. Among the ten respondents, three mentioned that their child could recognized if the object was wet, three mentioned that big shapes could be recognized by their children, two mentioned that small shapes could be recognized by their children and four mentioned if anything were be placed into any object could be recognized. Besides these, different shapes and states of any objects were mentioned by individual respondents (chart-4.4).

Chart-4.4: Frequency distribution of respondents by the shape or state of the objects children of 2- 3 years old can recognize Frequency of respondents



■ Chart-4.4 Frequency distribution of respondents by the shape or state of the objects children of 2- 3 years old can recognize Frequency of respondents

4.8: Expressing name of objects and animals

Expressive domain is an important milestone in language development of the young children. According to the adopted PLS-4 (Alam 2011), the children of 2- 3 years old can express the names of objects and animals by seeing those include- ball, infant, bird, biscuit, shoe, dog, balloon, spoon, apple, cat etc. Among ten participants in the interviews, six mentioned the name of cow and hen, five mentioned that their child could say the names of cat and duck by watching picture. Besides these the name of some other objects and animals were mentioned by individual or couple of respondents (table-4.4). This chart also shows that none of the objects and animals listed in adopted the PLS-4 (Alam 2011) were mentioned by majority of the respondents.

Table-4.4: Frequency distribution of respondents by the name of objects and animals children of 2- 3 years old can express by seeing these

Name of objects and animals	Frequency of respondents	Name of objects and animals	Frequency of respondents	Name of objects and animals	Frequency of respondents
Hen	6	Table	3	Tiger	2
Cat	5	Chair	1	Deer	2
Duck	5	Cow	6	Lion	3
Bus	1	Shoe	1	Khata	2
Monkey	4	Ball	1	Pen	4
Plate	1	Bag	4	Sofa	1
Glass	1	Toy	3	Pencil	1
Juice	1	Crow	2	Box	1
TV	1	Goat	2	Book	1
Chair	2	Dog	1	Pencil	2
Pillow	1	Cat	1	Horse	1
Beer	2	Window	1		
Doll	2	Mobile	3		

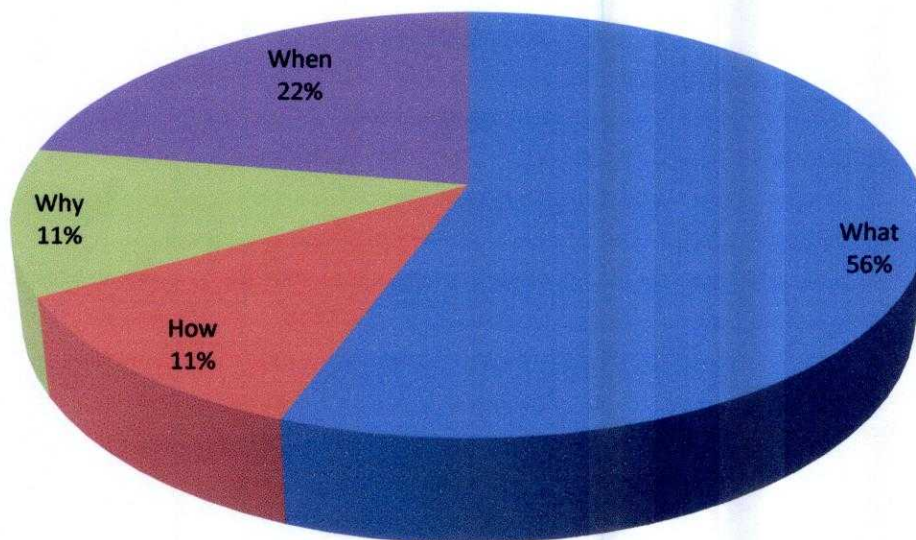
4.9: Form of question the children can ask

According to the adopted PLS-4, the children of 2- 3 years old can ask question in the form of what, who, when, where, why, how etc. Among ten participants, five mentioned that their child can asked what type of thing is it. Besides this, one or two respondents mentioned that the child could ask question frequently in the form of how, why, when (chart-4.5).

The pie chart illustrates the proportion of the understanding of question pattern. At first glance it is clear that 56%, could asked the question in the form of what, 22% mentioned when and another 11% mentioned their child could asked why and another 11% mentioned that their child could ask question in the form of how.

Chart-4.5: Frequency distribution of respondents by the form of question children of 2- 3 years old can ask

Frequency of respondents



4.10: Mothers' demographic characteristics and their perception of children's language development

Apart from the above aspects two other themes emerged from the data. These are mothers' perception of child's language development and mother's extended role as caregiver.

Mother's perceptions of child's language development:

Mothers who understand typical development patterns of language can better guide and discipline their child's language. In this study all participants expressed that their child's language development is appropriate according to their age where three participants mentioned that their child expressed their expression more by using their gesture rather than expressive language. But the participants thought that the medium of expression according to their age was appropriate.

Three participants said that their child could not identify the types of work done. Participants had no proper idea about the cognitive or global development but they said if the child could not talk then they failed to communicate with the peers and also failed to seek the demands needed. Most of the participants mentioned that language development has an impact on child's cognitive development where three of the participants mentioned that they had no idea how language development can impact on cognitive development (table-4.5).

Table-4.5: Mothers' demographic characteristics and their perception of children's language development

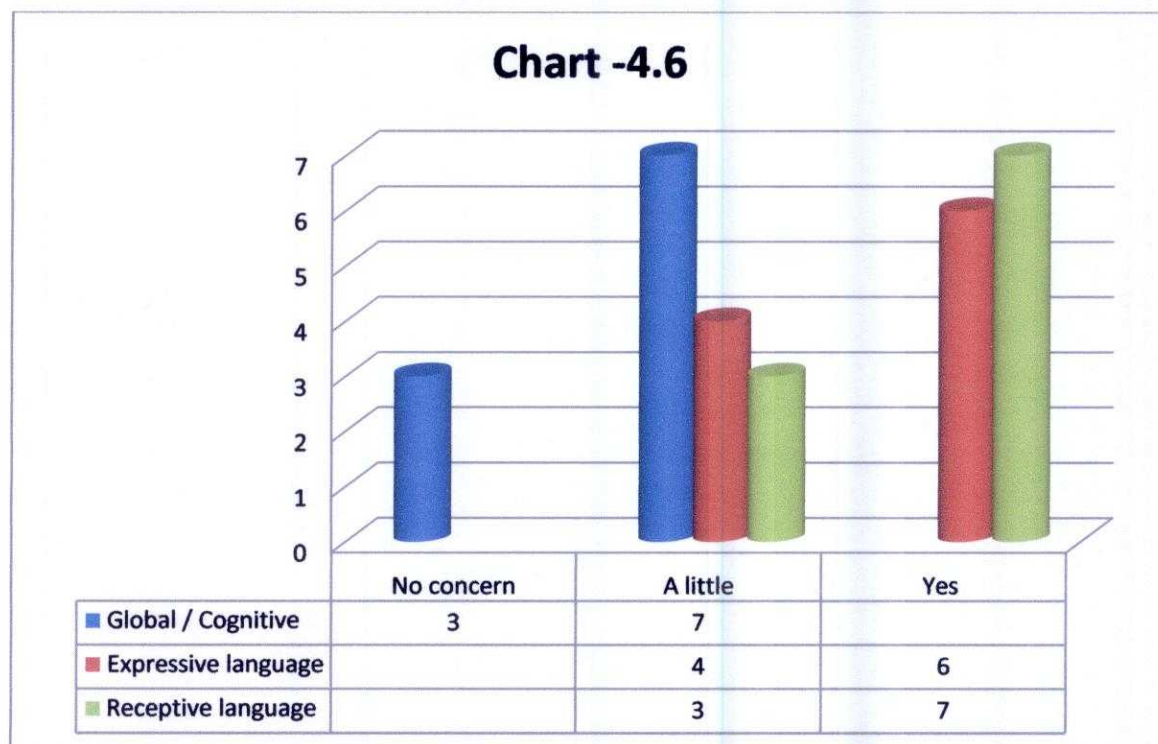
Participant Number	Age of Mothers (years)	Mother's Description of Language Development.	Sex of Child	Total Number of Children in Family
1	35	Can talk easily with other peers.	F	Only child
2	26	If can't speak then can't express her need	F	Only child
3	20	Can express herself. So can communicate with others.	F	Only child
4	20	No idea.	M	Only child
5	25	No idea.	M	Two
6	20	No idea	F	Only child
7	26	Help to	M	Two
		understand and speak.		
8	31	Can understand her need which can help to fulfill the demand.	F	Two
9	35	Can communicate and enthusiastic to learn.	F	Three
10	25	Help to communicate and it's important for other's to communicate.	M	Two

Participants mentioned that their child used two words for expressing their language and also mentioned that their child used common useable words and could address by hearing the command though it did not give the real picture of how many words could the child express or could identify by hearing (chart-4.6).

Participants mentioned that their children can identify or recognize shape or state of any objects like: water inside the glass, sweets on the table, remote under the bed.

Mothers' extended role as caregiver:

A large amount of the mother's time is dedicated to caring for their children. In the study all participants said that their child's language development was appropriate according to their age. The child who used gestures more rather than expressive languages (table- 4.5) needed more attention for improving their vocabulary which was not noticed.



Participants mentioned that language development helped to communicate with peers or helped to seek help or demand anything (table 4.5).

The study aimed to explore mothers understanding of the role in children's language development. Data for the study was collected from ten mothers having 2- 3 years old children from Khilgaon area of Dhaka city, through interviews using an interview schedule developed based on adopted PLS-4 (Alam 2011).

The participants in the study were around the age range of 20-35 years and all of them were literate. The researcher formed the questions to know about the perception of language development of the children of 2- 3 years old through interviewing the mothers. In the research study participants perceived that their children's language development was appropriated according to their age.

Considering the study findings the researcher thought most of the participants were not familiar with the term cognitive or global development (chart- 4.6) though seven participants out of ten had mentioned it on their own thinking which were partially related with the term. But all participants mentioned that language development has an effect on child's cognitive development though perception was not clear.

Participants had not clear idea about the language milestone but in practical they understood that the child had normal language development though three of the participants mentioned that their children expressed non-verbal expression rather than verbal expression which was not appropriate for that particular age but the researcher found that mothers had the idea to use a variety of directive and responsive scaffolds to help their children. The researcher found that the age of the children were two who expressed non-verbal expression. Though the researcher did not focused about the impact of other variables on the result but these might be a possibility of non- verbal communication of the child. Some participants had also mentioned that their children were not communicative though they mentioned that it would be overcome if they communicate properly with the child.

This study also indicated that participants had no clear idea about the language development and its effects on cognitive development of a child.

Other factors reported less consistent including educational levels of the mother and their age, and occupation and the child's birth order, family size did not show any clear effect on mothers understanding of the role in children's language development because the researcher used only one method of data collection where in-depth knowledge of language development about mothers were not clear to understand and the impact of other variables on language development was not considered in this study.

Results showed that the child had the idea about simple prepositions (e.g. "in", "up", "into", "under"). And child had the idea about the answers to the questions with action words (e.g., were able to understand "sleeping", "eating", "reading"). Although the results did not show clear picture of how many objects name the child could point out but all the participants mentioned that their child could understand the objects name and have the ability to tell the name of objects and animals.

Participants mentioned that the child had the understanding level of abstract words (e.g. "hot", "cold", "big", "small"). There were certain common words that showed up in most frequency of respondents.

The study was done on a small group of people and only one method of interview was considered which was not enough to get the clear picture about the perception of knowledge of mothers on language development of their child. And only one tool is not satisfactory to get the clear picture of the perception level of the mothers on language development which was the limitation of the study.

Maternal involvement has been recommended as a fundamental component of early childhood education, early intervention which only can be done effectively if mothers have the appropriate knowledge on their child's language development. Better understanding can help to guide the children to overcome their problem. Children's

developmental and educational outcomes are dependent on the quality of maternal involvement.

The study helps to consider the perception of mothers' knowledge on language development of their child. The data of this study now provide an initial framework from which to consider how these views may influence what services mothers may seek for their children and how and why quality influences can help the child to mitigate the problem.

5.1: Limitations of the study

- Due to time limitation only one year age rang (2-3 years) was used.
- Due to budget limitation the sample area and size was limited where a larger number of sample needed to incorporate for better understanding.
- Time schedule did not match properly for collecting data from the field. This was the first attempt at this kind of research for the researcher. Therefore, the researcher had limited skills and experiences in constructing a questionnaire.

5.2: Recommendations for mothers to support child's language development:

Language learning can be a life long journey, where early years are more significant as brain development is most rapid in early life. In early stage of life, children are more open to learning and receptive to enriching experiences than they will ever be.

Studies have shown that in earliest years, children learn language by participating with their parents and caregivers. Whether it be a gesture, a sound, or a word, child's parents' responses serve as helpful feedback that reinforce and encourage child learning.

Research also showed that when mothers interact with their children in specific ways that motivate, encourage and support their child's communication, they can make a significant difference to their child's language development.

Based on the above empirical information and using the findings of the present study some suggestions are made below for mothers to promote language development of their young children:

- Start talking with child at birth. Research showed that even newborns benefit from hearing speech. So responding to baby's coos and babbling can help the child's language development.
- Play simple games with child that helps to enrich his/her vocabulary.
- For improving the child's vocabulary mothers need to spend a lot of time communicating with their child. Mothers need to give attention and focus the

concentration on child's face while their children talk. Mothers have to give time to respond to their child.

- Encourage storytelling and sharing information.
- Mothers need to encourage imitation of sounds and gestures while using rhymes, talks, and sing with the child.
- Mothers need to read with their child starting as early as possible with board books or picture books that encourage kids to look while mothers name the pictures. It helps the child to memorize the words easily.
- Mothers should read book aloud. And if child loses interest in the text, then mothers only talk about the picture for grabbing child's interest.
- Mothers need to ask questions and acknowledge child's responses.
- Mothers should not use babies talk.
- Mothers should not force child to talk.
- Expand on what child says (for example, if child says, 'Ball !', mother can say, 'You want Ball!'). It helps child learn new words.
- Mothers can take child while shopping. It helps child to expose with new experiences which help child to expand his/her vocabulary.
- Look at family photos and talk about them. It gives a child interest to talk about the family members.
- Mothers should not criticize child's grammar mistakes. Instead, just model good grammar.

This study contributes valuable information about the ways in which Bangladeshi mothers perceive language problem, and the importance of language on child's overall development. This study aimed to explore mothers understanding of the role in children's development. To do this study information was gathered from mothers using semi-structure interviews, where different opinions were expressed. There is no study available which focuses on mothers understanding of the role in children's language development in Bangladesh. This is the first study carried out in Bangladesh about the mothers understanding of the role in children's language development.

Participants in this study were drawn from an area of Dhaka city (Khilgaon). The study was phenomenological in nature where qualitative research method was used to collect data. The study focused on the role and the knowledge of the mothers in their child's language development.

Development in Bangladesh is always looked as poverty reduction. In such a scenario, if mothers have the understanding of the role in children's language development, they can help to mitigate the language problem which will be cost effective. As research shows that language has a fundamental role to play in the development of learning and understanding (David 1999). If mothers can get the knowledge of the role in children's language development then they can easily understand the problem and also can help to improve the vocabulary of the children.

The study also emphasized on the care giver's role which can help the child to improve the vocabulary if the mothers can have the knowledge about the importance of the language development on child's cognitive development.

Mothers and caregivers can help sustain natural language development by providing environments full of language development opportunities.

Language teaching is most useful to young children when it is presented in the context of their own activities and attempts at expression. At this stage simply responding to the child's interests might not be sufficient to stimulate optimal language development. Talking about a wide variety of topics, modeling an enriched vocabulary, engaging in talk about talk itself, discussing word meanings can enrich child's vocabulary. Knowledge about milestone of language can guide the (Joseph and Stevens 1984) mothers to understand the development pattern of language development.

The study shows that mothers had not sufficient knowledge about the role in children's language development as well as the effect of it. Therefore, if mothers' knowledge about the effect of language development can be measured then necessary initiative can be taken which will help to mitigate the future learning problem of the child.

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APPENDIX-1

Consent Form

Dear Parent,

On behalf of the Institute of Educational Development (IED), BRAC University, a new research study will be conducted. The purpose of this research study is to know about the “parents knowledge on language development of 2-3 years old children”. To fulfill the research study some questions will be asked and some data will be noted about you. For maintaining the confidentiality about your data neither your or your family members name will be written. If you agree to participate and are willing to give data for research study then you are requested to kindly signature below.

Signature.....

APPENDIX-2

Parent Questionnaire

“Parents knowledge on language development of 2-3 years old children”.

Part-1: Demographic Details.

1. Child's Name: Child's ID No.....
2. Child's Age:Years.....Month.
3. Child's Gender: Boy... Girl.....
4. Father's Name:
5. Mother's Name:.....
6. Age of Participatory Father/ Mother:
7. Father's Educational Qualification:
8. Mother's Educational Qualification:
9. Father's Occupation:
10. Mother's Occupation:.....
11. Address :
House No:.....Road No:.....
Post:.....District:.....

Family Details:

12. Size of the Household:.....
13. Number of Siblings:.....
14. Child's Number in Order :.....
15. Type of Household : Nuclear:.....Joint :.....

Part-2 : “Parents knowledge on language development of 2-3 years old children”.

Receptive Language

2-3 Years

16. What types of usable thing's name of child's and caregiver's can be recognized by children in this age? What are those things?

.....

17. Which positions of any object the child can identify by hearing direction?

.....

18. What types of the work child can identify?

.....

19. What types of shape or state of any object can be recognized by the children?

.....

20. Which expressive language media the child uses more in this age?

.....

Expressive Language

2-3 Years

21. What objects and animals names child can express in this age?

.....

22. What type of questions child ask in this age?

.....

23. How many words a child uses for language expression?

.....

24. Do you think your child's language development is appropriate according to his/her age?

“Yes” :..... “No” :.....

If it is “No” then ,why?

.....

25. Do you think language development has any impact on child's global/ cognitive development?

"Yes":..... "No" :.....

If it is " Yes" then, why?

.....

পরিশিষ্ট-১

সম্মতি পত্র

সম্মানিত পিতা/মাতা,

ব্র্যাক বিশ্ববিদ্যালয়ের শিক্ষা উন্নয়ন ইন্সটিটিউটের পক্ষ থেকে একটি নতুন গবেষণা কর্মের উদ্যোগ নেয়া হয়েছে। এই গবেষণা কর্মের উদ্দেশ্য হলো, ২ থেকে ৩ বছর বয়সী শিশুদের বয়স অনুপাতে ভাষা বিকাশে আপনার জ্ঞান সম্পর্কে জানা। গবেষণার প্রয়োজনে আপনাকে কিছু প্রশ্ন করা হবে এবং আপনার সম্পর্কে কিছু তথ্য নেয়া হবে। আপনার প্রদত্ত তথ্যের বিষয়ে গোপনীয়তা রক্ষার জন্য কোথাও আপনার বা আপনার পরিবারের সদস্যদের নাম লেখা হবে না। আপনি এই গবেষণা কর্মে অংশ গ্রহনে এবং তথ্য প্রদানে সম্মত হলে আপনাকে নিচে স্বাক্ষর করার জন্য সবিনয় অনুরোধ করা হলো।

স্বাক্ষর.....

তারিখঃ.....

পরিশিষ্ট-২

পিতা-মাতার জন্য প্রশ্ন পত্র

২-৩ বছর বয়সী শিশুর ভাষা বিকাশের উপর পিতা-মাতার জ্ঞান উন্ময়ন।

১ম পর্বঃ শিশু, পিতা-মাতা ও পরিবার সংক্রান্ত তথ্যাদি।

- ১। শিশুর নাম : শিশুর আইডি নং
- ২। শিশুর বয়স : বছর..... মাস।
- ৩। শিশুর লিঙ্গ : ছেলে মেয়ে
- ৪। পিতার নাম :
- ৫। মাতার নাম :
- ৬। অংশ গ্রহণকারী পিতা/মাতার বয়স :
- ৭। পিতার শিক্ষাগত যোগ্যতা :
- ৮। মাতার শিক্ষাগত যোগ্যতা :
- ৯। পিতার পেশা :
- ১০। মাতার পেশা :
- ১১। ঠিকানা :

বাড়ী নং : রাস্তা নং :

পোস্ট : জেলা :

পরিবারের তথ্য :

- ১২। শিশুর পরিবারের সদস্য সংখ্যা :
- ১৩। ভাই-বোনের সংখ্যা :
- ১৪। শিশু পরিবারের কততম সদস্য :
- ১৫। পরিবারের ধরণ : একক যৌথ

২য় পর্বঃ ২-৩ বছর বয়সের শিশুর ভাষা বিকাশে পিতা-মাতার জ্ঞান।

শুনে বুঝা

২-৩ বছর

- ১৬। এই বয়সের বাচ্চারা নিজের ও পরিচর্যাকারীর ব্যবহৃত কি ধরনের নিজস্বের নাম শুনে সনাক্ত করতে পারে?
সনাক্তকৃত ব্যবহৃত জিনিস গুলোর নাম কি কি?
.....
- ১৭। নির্দেশনা শুনে বস্তুর কোন কোন অবস্থান সম্পর্কে শিশু নির্দেশ করতে পারে?
.....
- ১৮। শিশু কি কি ধরনের সম্পাদিত কাজ দেখে সনাক্ত করতে পারে?
.....
- ১৯। কোন বস্তুর কোন কোন ধরনের আকার বা অবস্থা সম্পর্কে শিশু বুঝতে পারে?
.....
- ২০। এই বয়সী শিশু ভাষা ব্যবহারের মাধ্যম হিসাবে কোনটি বেশি ব্যবহার করে?
.....

প্রকাশের ভাষা

২-৩ বছর

- ২১। এই বয়সের শিশু কি কি বস্তু বা প্রাণীর নাম বলতে পারে?
.....
- ২২। এই বয়সের শিশু কি ধরনের প্রশ্ন করে থাকে?
.....
- ২৩। শিশু তার ভাষা প্রকাশে কয়টি শব্দের ব্যবহার করে?
.....
- ২৪। আপনি কি মনে করেন বয়স অনুপাতে তার ভাষার বিকাশ ঠিক আছে?
'হ্যাঁ' : 'না' :
যদি 'না' হয় তবে কেন নয়?
.....
- ২৫। আপনি কি মনে করেন শিশুর সাধারণ বিকাশে তার ভাষার বিকাশের ভূমিকা আছে?
'হ্যাঁ' : 'না' :
যদি 'হ্যাঁ' হয় তবে কেন?
.....