

**Impact of Mothers' Education on Early Vocabulary Development of Bangla Speaking
Preschool Children**

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Preschool Children**

**A thesis submitted to the
Department of English and Humanities
of
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**by
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Dedication

I would like to dedicate my thesis to my beloved parents-

MD. Hafizur Rahman and Nurzahan Begum,

who have inspired me very much to achieve my goal and

supported me to pursue my dream of being here.

Acknowledgement

With the blessings of Almighty Allah, it has been possible for the researcher to complete this dissertation. He has given her the opportunity and guided her to make it possible to conclude this thesis on time.

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At last the researcher owe to her deepest gratitude to all the participants in the survey to make this study possible. Besides, the researcher would like to express her thanks from heart to all the class-mates and well-wishers for their cordial support and co-operation.

Declaration

I certify that the work presented in this dissertation is my original work to the best of my knowledge and belief. The other sources and information have been acknowledged wherever they have been used. I, hereby, declare that I have not submitted this material, either in a whole or part, previously or currently in this or any other institution.

Chamily Hasna

August 2016

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Abstract

This research is about the impact of mothers' education on early vocabulary development of Bangla speaking preschool Children. This research is focusing on the children's first language acquisition and the impact of different SES factors in it. In Bangladeshi socioeconomic condition, this study is aimed to reveal the importance of mothers' education for the linguistic development of children. It has been hypothesized from the previous study that mothers might have some influences on the educational development of children. Through the research questions the correlation between mothers' educational background and children's Bangla vocabulary development and how it has been influenced are going to be investigated in Bangladeshi context in this paper. In Bangladesh, Children's linguistic development and the impact of mothers' educational background on it may differ from the other western countries in the worlds as they differ in their SES factors. In this study, the participants are total 44 children and their mothers where 21 are girls and 23 are boys of 2 years to above four years age. The data from this participants are through interview questionnaire, demographic questionnaire and Bangla CDI list created by prior observations of these child. Then the correlation study has been conducted to get the significance of these two factors by controlling the age and gender of the children. The result has been discussed and some pattern how mothers' education might influence children's linguistic development have been established through observative study. It is anticipated from the previous study which had been conducted on non Bangla speaking children in most of the western countries that the result of this recent study might reveals the positive relation between mothers' educational background and children's Bangla vocabulary development in Bangladeshi context and it also revels the positive correlations though there are intervention of many other SES factors.

Impact of Mothers' Education on Early vocabulary Development of Bangla Speaking

Preschool Children

In Bangladesh , the Bangla speaking children develop Bangla as their first language. In their early childhood, their internal cognitive development procedures starts to take linguistic input from surroundings which indicates that the surrounding of a child is very important for his or her first language development in the early childhood.

In the socioeconomic condition of Bangladesh, most of the children in town start going to school at the age of 3.5 years or later and in countryside ,most of the children start their schooling after the age of 4 or 5 years. As a result, most of them develop their linguistic ability at home before going school. At home, they get the family members surrounded by them if they live in an extended family but this is very rare case now in a days. On the other hand, nuclear families are available where children get only their parents and helping hands in their surroundings.

After being born, a child gets more intimate with his or her mother than any other member of the family though fathers are also taking important part in parenting. Children learn to speak first mostly by imitating the sounds of mother. Later they start to imitate the sounds surrounding them. In Bangladeshi contexts, mothers tend to be more responsible than fathers to look up children's development and education in the first few years of the children. In this study it is aimed to identify the relationship between mothers' educational background and children's vocabulary development prior to going school.

This study is going to investigate whether there is any relation of mothers' educational background and activities with their children's early morphological development or not and how

it does that. This study will first investigate the vocabulary size of target group children according to their age by using Bangla edited and adapted version of Mac Arthur's CDI (toddler version) (Fenson, 1993) and then the correlation between their vocabulary score and mothers' educational background will.

Rationale

In our country, there are many children whose first language is not well developed though they do not have any language disabilities. As it is known that home is the best school for a child. Mother is the first interlocutor of her children. A child can understand language from mother's womb before born. That is why, mothers play very important role in children's linguistic development though many researchers suggested that fathers' role is also undeniable. As a result it can be predicted that mothers' educational background, home literacy activities and children's linguistic development might be related in some way. As a developing country, there are many local areas where girls are not encouraged to receive minimum level of education and get married in their childhood or teenage. As a result, they are giving birth to immature children who are suffering from malnutrition and lack of prenatal development which is a remarkable threat to the mass development of children in the whole country. It is also a threat to children normal linguistic development. So, it is very important for Bangladeshi female children to receive at least medium level of education and get married after being adult.

This study is designed to find whether mothers' education and children's vocabulary development is correlated or not for the Bangla speaking pre-school going children and how it influences home literacy activities practices by mothers, children's Bangla vocabulary development and their literary interest. Besides, this type of study is essential to know the

normal vocabulary size of Bangla speaking children according to age to treat the children who have language disorder, to know the differences in vocabulary developmental differences of similar aged child, to identify the factor behind it, to investigate the contribution of parents for child's development in acquiring sophisticated mother tongue.

Literature Review

Children's early vocabulary development is very important for its oral language development. In this developmental process a child acquires vocabulary from surroundings. There are many theories about the source of child's early oral vocabularies. They are Behaviorism by Skinner (1957), Innatism by Chomsky (1965), Input Hypothesis by Krashen (1977) , Interactionism by Vygotsky (1978), Child's Linguistic Development by Atchinson (1987) etc. Beside this, there are some other factors which also influence child's early vocabulary development such as- home literacy environment, impact of parental involvement, parental influences and parental literacy activities.

Literary Theories

Atchinson (1987) explained how language is learned by the young children and she put emphasis on both "innate abilities and environment". As she focused on children's nature of "imitation" partly, so the surroundings of child and family members' association with the child can accelerate his or her language learning. As a result what a child will learn is dependent on his or her surroundings' "experiences and environment", what she or he is listening from the environment, and how much opportunity he or she is getting to use those in different context what she or he has learnt. (aggslanguage.com. n.d.)

Vygotsky's social interaction theory incorporated that the children's early language development could be influenced by their surroundings and as well as the language input that children receive from their parents or family members. As a result, language learning could be viewed from the sociocultural perspective. According to Lightbown & Spada (2013), sociocultural theory related learning and thinking and it is thought to be interrelated. A child's

thought changed into his speech and this proved that he or she had the control over his internal mental process which resulted the ongoing interchange of his received knowledge (input) through conversations into produced speech (output).

In order to describe the language learning procedures, Lightbown and Spada (2013) stated Vygotsky's ZPD hypothesis.

" Learning is thought to occur when an individual interacts with an interlocutor within his or her zone of proximal development (ZPD)-that is , in a situation in which the learner is capable of performing at a higher level because there is support from an interlocutor." (Lightbown & Spada, 2013, pp. 47)

So, it could be assumed from Vygotsky's ZPD hypothesis that the role of an interlocutor was very important for learning language from socio-cultural context. According to Lightbown & Spada (2013), interaction hypothesis and Vygotsky's theory had similarities in this way that both focused on the importance of interlocutor's role. Learners had the exposure to the interlocutors' speech which they received as input and incorporated with their individual cognitive process. In this way the learner and interlocutor both negotiated with the meaning to be understood by each other and activated their own internal process by the input they received.

From the theories of learning language it can be assumed that children had much exposure in their surroundings to gather the linguistic elements they needed and with the help of their own cognitive process they changed those linguistic elements into meaningful speech.

Oral Language

Oral language was the spoken form of some vocabularies to convey meaning, expression, knowledge, idea and feelings of the speaker according to Lesaux & Harris (n.d). Oral language can be described as-

"Oral language is defined, very basically, as a complex system that relates sounds to meanings; it is made up of three components: the phonological, semantic, and syntactic. The phonological component is the ability to detect, segment, and blend phonemes (sounds) and to manipulate their position in words. The semantic component consists of morphemes—the smallest units of meaning that can be combined with each other to make up words (for example, “paper” and “s” are the two morphemes that make up “papers”). The syntactic component consists of the rules that enable us to combine morphemes into sentences." (Carroll,2013, p.19).

As semantics deals with meaning, semantic components include vocabulary to express meaning. Carroll (as cited in Rodriguez & Tamis- LeMonda, 2011) discussed that the children who had more supportive experience of learning at home from the family members or caregivers in the first few years of their life that had been noticed to develop 'better receptive language skills' than the knowledge of sound and alphabets at their age of five. According to Carroll (2013), Children who had ability to understand linguistic concepts from the ongoing conversations surrounding them, they could also take part in more literacy activities than their peers. As a result, they were exposed to wider and resourceful linguistics context and could gather 'information' which could be considered as linguistic elements as much as possible.

From the review of the researches discussed above, oral language and practice of oral communication with children help them to understand and adjust themselves in different linguistic situations. The experiences they gather through these oral communication might develop their linguistic ability.

Vocabulary

Vocabulary is a meaningful word of any particular language. It can be described as 'the knowledge of word and its meaning' (Lehr, Osborn & Hiebert, 2008). From the definition of vocabulary it is known that knowledge of vocabulary is a very important part of language learning and without it communication can not be successful. According to Kamil & Hiebart (2005), the two parts of vocabulary where one is oral and another is printed. Printed vocabularies are those which can be identified and used in reading as well as writing. This type of vocabulary deals with knowledge of words which can be divided in to two parts where one is productive and another one is receptive. Productive vocabularies are those words, a child can produce during conversation in meaningful context and receptive vocabularies are those words, a child can understand. They also mentioned that a child can have a large collection of receptive vocabulary than productive vocabulary.

Development of Vocabulary

Children's universal grammar helps them to associate words with its meaning and its use in communication with others if they are exposed to those words several times in meaningful context. Wasik & Campbell (as cited in Stahl & Fairbanks, 1986) explained "The research on vocabulary development provides helpful insight into how young children learn words."

According to Lehr, Osborn & Hiebert, (2008), vocabulary was very important to map the phonology in conversation and understand the meaning of word from any oral communication. Wasik & Campbell (as cited in Biemeller & Boote, 2006) put more emphasis on the repeated exposure of different words during oral communication to help them to learn the vocabulary easily. According to different researches stated above, children's vocabulary development was influenced by several pattern of presentation of different vocabularies in regular speech, parents'

or teachers' initiative to include new vocabularies while interaction with child and encouraging them to incorporate new words in their conversation by positive feedback, home literacy environment etc.

Home Literacy Environment

Most of the children uttered their first word in native language at home before going school. As the child was acquiring his first language to communicate with the family members at home by influencing the environment of home, the home literacy activities by the family members had an important role of child's early language as well as vocabulary development. According to different linguists discussed above, the role of input and child's exposure to linguistics environment was very necessary. This exposure could be ensured by adult's conversation to a child, reading storybooks, rhymes to him or her, cartoons on television, printing materials with colorful images, lullaby or any other types of activities that ensures linguistic inputs to the child. Home literacy environment was divided into two different types.

Ásgeirsdóttir (2011) discussed that there were two main kinds of experiences which children were exposed to at home; informal and formal (as cited in Sénéchal & LeFevre, 2002). "Storybook reading would apply to informal experiences while more instructed activities, such as teaching about literacy, alphabet letters etc., applies to formal experiences" (Ásgeirsdóttir, as cited in Sénéchal et al., 1998).

According to Ásgeirsdóttir (2011), It can be considered that as the informal activities were related to enjoyment so it influenced the younger children more and on the other hand, the formal activities were directly related to teaching the child. So, it influenced the elder children comparatively.

So, it can be compared with Vygotsky's theory of social interaction where language

acquisition and development is a process of learning through communication and interaction between the child and adult.

According to Hamer (2012), 'Home Learning Environment (HLE)' created by mothers had some positive impacts on children's educational achievement. Mothers influenced children to take part in different activities. HLE was 'associated' with different SES factors like parents' education according to that particular research.

As most of the children had exposure to their first language in their early childhood at home, home literacy environment could make the maximum room for communication and interaction between child and adult.

Parental Literacy Activities and Its Impact

Ermisch & Francesconi (2001) suggested that parenthood and family income had impact on the educational achievements of children in their first seven years. In this study, mothers' education was found to be more significant than the fathers' in early childhood of those children. Educated wealthy mothers were considered to support economically to their children in educational expenses than the poor and uneducated families.

It had been already discussed based on researchers' different views that home literacy environment and shared experiences between children and their parents are important factors in children's early language and literacy development. According to Lyytinen, Laakso & Poikkeus (as cited in Debaryshe, 1993; Griffin & Morrison, 1997), home environments vary in the amount of reading materials such as newspapers, magazines, books and library visit with family members or parents and literacy-related behaviors (mother and father read to themselves), in the age at which parents start to read to their child, and in the frequency with which adults were engaged in shared reading with the child.

Most of the studies paid almost exclusively attention to mothers' role as opposed to look at the contribution of both parents according to Lyytinen, Laakso & Poikkeus (as cited in Dale, 1996; Lonigan, 1994). Lyytinen, Laakso & Poikkeus (1998) quoted the result of research conducted by Laakso(1995) and Labrell(1996) to explain that fathers' contribution to children's early language had been examined relatively and rarely although fathers were acknowledged to have an important role in their child's development during that study.

Dubow, Boxer and Huesmann (as cited in Duncan & Brooks –Gunn, 1997) presented a study result which indicated that maternal educational background was 'significantly' influential for child's language development after controlling the other SES variables.

It was found in a study of "Parental contribution to child's early language and interest in books " that in accordance with these results, mothers' own literacy activities and education together contributed significantly to the prediction of children's maximum sentence length at 2 years of age. Maternal shared reading with the child also correlated significantly with children's lexical and grammatical skills at the same age. (Lyytinen, Laakso and Poikkeus;1998)

According to Dubow, Boxer and Huesmann (2009) , parents' education had positive effects on their educational and occupational success in their mid childhood where there was no significant relations of gender but with the growth of those children in adolescence, there were several factors that have different effects on their educational and occupational success. They also added that the children's educational and occupational success was not a linear progress rather there were the effects of Parents' several SES factors with parents' education.

According to the findings of different researchers discussed above, mothers' literary activities and educational experiences played a very important role in early childhood development where fathers' contributions also could not be denied.

Determining Factors of Children's Early Linguistic Development

There are lot of factors which influence children's early linguistic development such as- socio economic conditions, parents' literacy involvement, home environment, children's personal abilities, age, gender, personalities etc.

Home environment and parents' activities.

Generally home environment suggests the belief and activities that is practiced at home. At home, parents' different activities related to children's linguistic development create the environment where children get influenced automatically to acquire new information.

"Children whose mothers reported that they frequently read to them, went to the library and puppet theater or cinema, were involved in the process of joint reading, and stimulated their reading and learning of the letters, and guided them to the zone of proximal development achieved higher scores on the Language Development Scale and told more coherent stories with a text less picture book" (Scribner, 2013 as cited in Fekonja, Podlesek, & Umek, 2005).

According to Scribner (2013), mothers' reading involvement with children was beneficial for the children to be developed linguistically. She also suggested that 'home environment' and 'parents' involvement' are tend to be influential positively if they are intervened as early as possible for the language development of children.

From the studies above it can be assumed that if children are influenced by parents' literacy related activities in their early childhood their linguistic development gets benefitted.

Economic conditions.

According to the research on the influence of socioeconomic condition on children's early vocabulary development conducted by Fernald, Kariger, Hidrobo & Gertler (2012), the early language development of children under the age of 2 years from the countries of low or middle income shows significant relation with their economic conditions. In that study the children from 'wealthiest family' tend to have higher rate of development than the children who come from the families of comparatively lower income. The findings of this study also suggest that the children of countries of low or middle income suffer in malnutrition, vitamin deficiencies, prenatal development, infectious diseases and less scope of healthy growth which might affect their cognitive or proper brain functions development that the children of countries of higher economic conditions.

Biological and social factors.

Children also have "biological influences such as- genetic expressions, prenatal influences, as well as biological constraints and possibilities created by prenatal and postnatal events plus prior states of health," " Behavioral influences such as - child's emotions, beliefs, attitudes, behaviors, and cognitive abilities that affect health outcomes", "environmental influences such as wide-ranging and include infectious agents, toxins such as lead and air pollution" and influences of some other "social factors such as loving interactions with caregivers, socioeconomic resources in the family and community, and peer relationships, segregation, racism, culture, the availability and quality of services, and policies that directly or indirectly affect these other interactive influences" (ncbi.gov, n.d.)

Gender.

Some researchers found gender influences on children's early language development but some other researchers deny it. The following few words can be referred to identify the role of gender in the early childhood linguistic development.

" Child sex and family socioeconomic status (SES) have been repeatedly identified as a source of inter-individual variation in language development; yet their interactions have rarely been explored. While sex differences are the focus of a renewed interest concerning emerging language skills, data remain scarce and are not consistent across preschool years. The questions of whether family SES impacts boys and girls equally, as well as of the consistency of these differences throughout early childhood, remain open. Low-SES boys' performances were the poorest whereas low-SES girls' performances were intermediate, that is, lower than those of high-SES children of both sexes but higher than those of low-SES boys. Although all children's mastery of obligatory liaisons progressed with age, our findings showed a significant impeding effect of low-SES, especially for boys. " (Barbu et al.,2015)

The different perspectives of different researchers and the findings of their study suggests that language development is not a linear process. In fact, it is interconnected with several influential factors and the correlation might be find between any two factors when others are controlled.

Research Methodology

Research Hypothesis

The research hypothesis of this study can be assumed from the previous studies that children's vocabulary development might be influenced by parents' educational background. In this paper between both parents, mothers' educational background is given priority as most of the children get more influenced by their mothers linguistically in their early childhood than their fathers though several researches show that fathers also play very important role in child's early language development.

Research Questions

Based on the previous study and the design of current study, some research questions are aimed to be investigated in this study -

1. What is the relationship between mothers' education and children's early vocabulary development?
2. How does mothers' education influence their children's morphological development?

Method

Although most of the previous studies on parents' education and its relation to child's educational development were correlation or longitudinal study, this study was designed to investigate the correlation between parent's specially mothers' educational background and children's vocabulary development. The process of identifying the participants' vocabulary development by using modified Bangla CDI list which had been prepared by the researcher and that is the qualitative part of this study. In this part, the Bangla CDI list was created with the

help of MacArthur's English CDI (Fenson, 1993) list and rechecked by local parents to ensure the validity of the included words in Bangla. This was used to find the development of vocabulary by the numbers of uttered vocabulary in Bangla for the target group of participants. On the other hand, the study of the parent's involvement and home literacy activities from the interview of them to find the influential activities or factors that influenced the child's early vocabulary development is the quantitative part of this study.

Data Collection Process and Tools

Data had been collected through different process in this study such as Bangla CDI List and interview questionnaire for parents, observation and interview of participants for rechecking the collected vocabulary sample's validity. Then the collected data was analyzed through correlation study between the scores of vocabulary size and parents' educational background and influential activities by controlling other influential factors of child's early language development.

Bangla CDI form.

As there was no CDI checklist for Bangla speaking child during conducting this study to measure their vocabulary size according to different ages in our country for this study, the Bangla CDI list was created by translating McArthur's English CDI (Toddler version) (Fenson, 1993) and including some common Bangla words uttered by the Bangla speaking children from the surroundings of the similar age of target age group for this study. Then it was rechecked by the parents of 10 children of the age from 2 to above 4 years old whether the most frequently uttered words by this age group were included in this list or not. There were total 366 words in this list which has been selected according to Bangladeshi context. The words were presented

under 10 categories such as animal sound, names of animals (real or toy), names of vehicles (real or toy), toys, foods and drinks, necessary elements of household, furniture and rooms, verbs, descriptive words and pronouns.

Interview questionnaire.

Two interview questionnaires were designed for this study- one was about the personal information and another was about the home literacy activities between parents and children. Personal information included educational background and SES factors like age, income, occupation, literacy activities with child etc. The demographic questionnaire of home literacy activities included some information about children's and parents' mutual home literacy activities which is a translated and edited version of a questionnaire used in a study of home literacy activities and children's development by Ásgeirsdóttir (2011) for English speaking child. In this questionnaire there were two sections- in one, 14 questions were there to investigate the daily literary activities of parents with their child and in another there were 14 questions to investigate of child's literary activities by parents' observations. All these questionnaires and CDI form were analyzed to test the hypothesis and answer the research questions.

Participants

To conduct this study 44 children were selected where there were 23 boys and 23 girls of age group from 2 to above 4 years old and the mothers of these 44 participants. These participants were selected randomly. The parents of these children were from different age, educational and social background. As the children were selected randomly, some of them were the first child or some might second or third child of those parents. At the time of selecting those parents, it has been aimed to collect some of the children from lower SES background and some

of them are from higher SES background. The researcher of this study found some of the participants from her neighborhoods, family, friends and colleagues. The other participants were found from her surroundings in three different area near her house. All of these participants were interviewed at their own house by the researcher.

Analysis

The procedure of Analyzing the collected data in this current study is correlation study between the educational background of mothers and children's vocabulary size.

Measuring Children's Vocabulary Development According to Different Gender and Age

Children's vocabulary development was measured with the help of Bangla CDI list. The scores of all the students were measured in percentage first. Then the CDI form of the children were divided according to their age and gender. After that the questionnaires of parents were separated according to their different education level. The level of parents education was categorized in to three sections- primary, S.S.C.- H.S.C., Graduation- Post Graduation etc. The age of the children was categorized in to four sections- 2-2.5 years, 2.5- 3 years, 3-3.5 years and 3.5- 4 years old for this analysis. These two factors were together placed in a column chart to show the visible relation between them. In this way, this method was also used to show the difference of the scores according to gender differences where the age was similar. The visible relation was significant for the both gender and age.

Measuring Mothers' Education level and Children's Vocabulary Development

To correlate mothers' education level with the vocabulary score of the children, the education level of the mothers were counted as numbers of years they needed to complete that particular level of education. For example- graduate and postgraduate mothers were scored as 16 as they need at least around 16 years of education in Bangladeshi context. Similarly, the mothers whose education level was S.S.C.- H.S.C. , they needed at least 12 years and their score was considered as 12. Again, the mothers whose education level was primary, they needed highest 10

years or less than it and their score was considered as 10. After that, the vocabulary score was set by the numbers of total produced Bangla words from the Bangla CDI form out of total 366 words. Then the two sets of scores of all the children were analyzed by correlation study to find out the correlation between these two factors.

Measuring Mothers' Home Literacy Activities

A questionnaire of 14 questions was set to find what sort of literacy activities were practiced by the mothers at home to influence their child linguistically. For each activities, the mothers were asked the frequency of doing that activities in a week. If they were doing it regularly in a week, then they got the score 6. If they were doing it 3-4 times in a week then the score was counted as 3 and if they were doing it 1-2 times in a week then the score was counted as 1. Again, the mothers who did not take part these type of activities, were not counted to be scored. Then the total score of all the questions was counted as the score of home literacy activities of each mother. The score showed the frequency that how much the mothers are involved with their children in different literacy activities.

Measuring Children's Literary Interest

There were another questionnaire to identify how much the children were interested in different literary activities though there were several personal factors which can also influence on their interest. There were 14 questions which reveals their different literacy activities observed by their parents. For each activities, the children were asked the frequency of doing that activities in a week. If they were doing it regularly in a week, then they got the score 6. If they were doing it 3-4 times in a week then the score was counted as 3 and if they are doing it 1-2

times in a week then the score was counted as 1. Again, the children who did not take part in these type of activities, are not counted to be scored. Then the total score of all the questions was counted as the score of Children's literary interest.

Measuring Correlations Among the Factors

The procedure of analyzing the collected data was correlation study between the educational background of mothers and children's vocabulary size. Then as the previous study stated that there were different influences of age and gender, the scores were investigated differently by presenting the chart of male and female children differently according to different age to find the relation differently. Then interview questionnaires for investigating parents' home literacy activities and children's literary interest were scored by the minimum number of frequency of those particular activities in a week. After that, the scores of different variables such mothers' education, children's vocabulary score, parents' home literacy activities and children's literary interest were analyzed of all age and gender together by correlation study to find whether they had positive or negative relation. These relations were also tested by ANOVA to verify the results. The scores were presented in relation with p-value to verify the significance of the statistical data.

Control Variables

Control variables are those related factors which might have an impact on an scientific study and considered to be unchanged through the experiment while the relationship of other two variables are aimed to be measured. To measure the Children's vocabulary development, several factors may intervene. It is related with different SES factors like age, gender, economical status of family, parents' occupation and educational background, number of

siblings, parents' literary involvement with child etc. In this study, the age and gender of the participants are considered as controlled variables during the analysis of result. To count the correlation of mother's education and children's vocabulary the interventions of these SES factors should be controlled otherwise they might have an impact of the results.

Result

The result of this study is presented from different angles as there are different factors interrelated with children's language development. Children's vocabulary development is targeted to measure in relation with parents' educational background where children's age and gender have influences according to different previous study. The aim of this study is to identify whether the vocabulary development of children is related positively or negatively with parents educational background.

Relation Between Mothers' Education Level and Children's Vocabulary Development in Average Percentage According to Different Age and Gender

Male and female children's vocabulary development is measured according to their different age and gender by correlating with their parent's education in the following part.

Male children's vocabulary development.

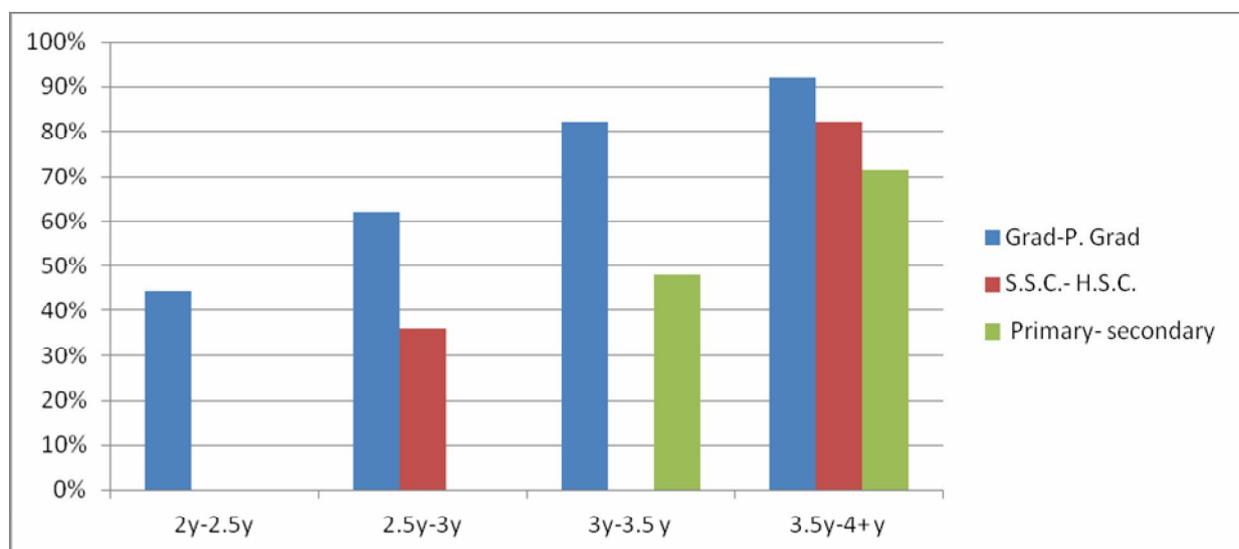


Figure 1. Male children's vocabulary development according to their age and mothers' educational background was measured through column chart. Here, Y axis presented the vocabulary scores of male children in percentage and X axis presented the age group of the participants.

There were 23 male participants. In the above figure, the vocabulary development rate

was presented vertically in the Y axis and the age of participants are presented horizontally in the X axis. The column of different colors are indicating different educational background of the parents of participants. The blue column indicates parents who are at least graduates and the percentage of their children's' vocabulary development according to different age groups are significantly higher than the other two categories. For the children of graduate parents the average score of vocabulary development of the age group 3.5 years to above 4 years is 92%, 3 years to 3.5 years is 82.5%, 2.5 years to 3 years is 62% and 2 years to 2.5 years is 45%. For the children of S.S.C.- H.S.C. level parents the average score of vocabulary development of the age group 3.5 years to above 4 years is 82% and 2.5 years to 3 years is 36 %. For the children of primary level educated parents the average score of vocabulary development of the age group 3.5 years to above 4 years is 71% and 3 years to 3.5 years is 48%.

According to the increase of age the development is also increasing and the children of higher educated parents are developing more than the children of those parents who's education level is below S.S.C.

Female children's vocabulary development.

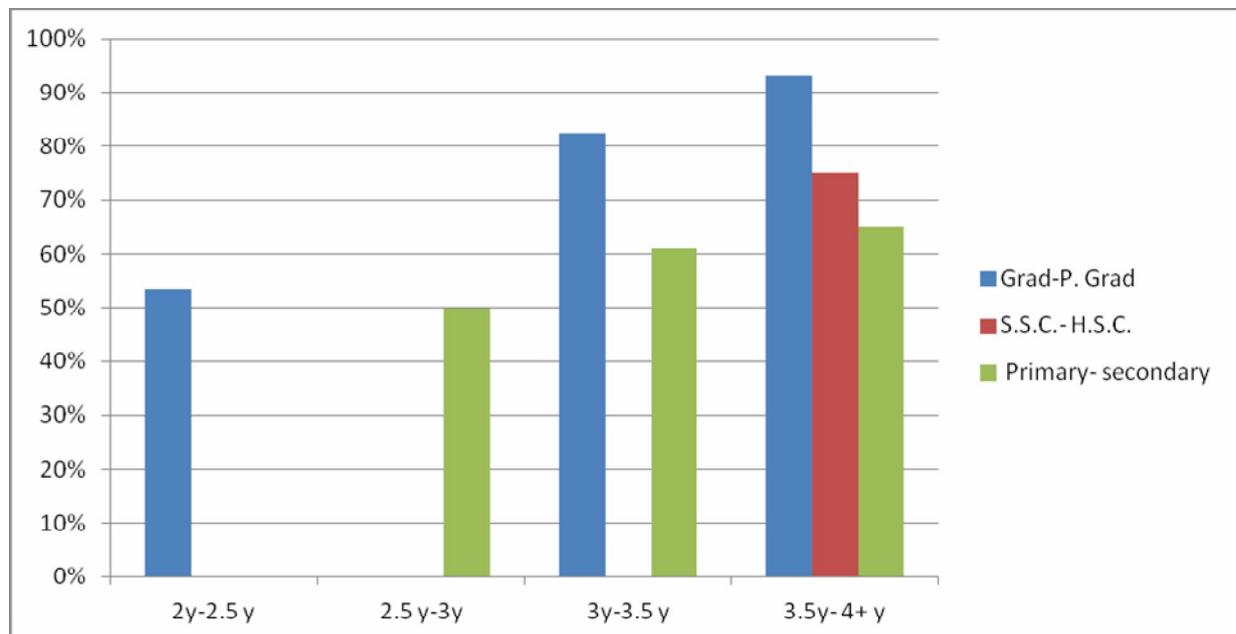


Figure 2: Female children's vocabulary development according to their age and mothers' educational background was measured through column chart. Here, Y axis presented the vocabulary scores of female children in percentage and X axis presented the age group of the participants.

There were 21 female participants. In the above figure, the vocabulary development rate was presented vertically in Y axis and the age of participants are presented horizontally in X axis. The column of different colors indicated different educational background of the parents of participants. The blue column indicated parents who are at least graduates and the percentage of their children's vocabulary development according to different age groups are significantly higher than the other two categories. For the children of graduate parents the average score of vocabulary development of the age group 3.5 years to above 4 years was 93%, 3 years to 3.5 years was 82.5% and 2 years to 2.5 years was 53%. For the children of S.S.C.- H.S.C. level parents the average score of vocabulary development of the age group 3.5 years to above 4 years was 74.5% . For the children of primary level educated parents the average score of vocabulary

development of the age group 3.5 years to above 4 years is 65%, 3 years to 3.5 years was 61% and 2.5 years to 3 years is 50%.

According to the increase of age the development is also increasing and the children of higher educated parents are developing more than the children of those parents whose education level is below S.S.C. The developmental score is quite different in same aged male and female's chart which indicates the influence of gender. Though the score is different for same aged male and female, it is increasing according to the increase of child's age and parent's educational background. In case of having influence of age and gender, the development of vocabulary is increasing with the increase of parents' education. So, these two factors can be controlled in this study to get the overall view.

Correlations between parents educational background in year and Children's' vocabulary size

As from the previous analysis it is found that age and gender both have positive significance or relations on the vocabulary development of children, correlations between parents' educational background and children's vocabulary development are presented by correlation study according to different age of children by controlling their gender. Mothers' educational level are scored according to the numbers of years to study for reaching that particular level. For example: Primary level= >10, S.S.C.- H.S.C=12 and Graduation- Post Graduation=16 etc. The children's vocabulary development is measured by the numbers of words they produced from the Bangla CDI list of total 366 words.

Table 1. Correlations between parents' education and child's vocabulary development

Ages	2-2.5 years	2.5-3 years	3-3.5 years	3.5- above 4 years
Correlations between parents' education and child's vocabulary development	r=.41	r= .67	r=.83	r=.922

$N=44$ ($B=23$, $G=21$)

From the table (1) above , the correlation coefficient between mothers' educational background and the children's vocabulary size of 2-2.5 years age is $r= .41$, 2.5- 3 years age is $.67$, 3-3.5 years age is $r= .83$ and for 3.5-4 years age $r= .922$ respectively. Here all the coefficient are positive which indicates that with the increase of mothers' educational background, children's vocabulary develops significantly. So, mothers' educational background correlates significantly with the score of vocabulary size that indicates if mothers have a well educational background then their children will be more developed linguistically than other children.

Correlation among mothers' educational background, Parent's literary activities and Vocabulary Score and child literary activities

It was predicted from the hypothesis that if mothers' educational background could influence children's vocabulary development but it was also a matter of interest that how it was being influenced . It was predicted that mothers' literacy activities, their educational background, children's vocabulary development and Children's literary interest could be interrelated. To find the fact, a correlation study is designed with this four different factors.

Table 2. Correlations among different factors with parents' education

Different factors	Children's Vocabulary Score	Home Literacy Activities (HLA)	Children's Literary Interests (CLI)
Correlations among different factors with mothers' education	r=.54	r=.428	r=.942

In the table 2, the correlations are found individually with parents education. The correlation between mothers' education and children's vocabulary score has already been found in figure 3. The correlation between mothers' education and parents' literacy activities (HLA) is $r = .43$ which indicates positive correlations. Children's literary interests is also correlates with mothers' education and the $r = .94$ which indicates very strong and positive.

In the table 2, the correlation between mothers' educational background and children's vocabulary size was discussed according to different age group. The result was positive for all the age group individually which indicated that according to different age group if the mothers' educational background increases, the vocabulary score of the children will be increased also. Now in the table 2, All the children's vocabulary score of different age group was correlated with their mothers' educational background together and the coefficient was $r = .54$ which still indicated the positive correlation between children's vocabulary age and mothers' educational background. The correlation between mothers' educational background and home literacy activities by mothers was $r = .43$ and the correlation between mothers' educational background children's literary interests was $r = .94$ which indicates very positive correlation.

It indicated that children's literary interests might have more intervention than the other factors and more significant where parents' literary activities had the least significance among all the factors discussed above.

Discussion

From the results in this study, positive significance was found in the correlation of children's vocabulary development, home literacy activities by parents and child's literary interest with maternal educational background in Bangladeshi context.

In figure 4, the correlation of children's literary interest was highly significant. It was hypothesized in the beginning of the study that maternal educational background can influence children's vocabulary development because when a mother was educated and had acknowledge of the privileges of education, she would encourage her child to be educated and would be more careful to develop her child. From the result above, all four factors- children's vocabulary development, home literacy activities by parents, child's literary interest and maternal educational background were correlated where one factor is significantly more correlated than others.

It was found that children's vocabulary development was more correlated than home literacy activities of parents and children's literary interest was highly correlated than other factors. There were other factors which could influence the result such as mothers' occupation, family income and how much time mothers spend with their child.

Comparison with Previous Study

In a longitudinal study named "Long-term Effects of Parents' Education on Children's Educational and Occupational Success: Mediation by Family Interactions, Child Aggression, and Teenage Aspirations" conducted by Dubow, Boxer and Huesmann (2009) , impact of parents' education were measured when the targeted child were at the 3rd grade and then collected the information of their educational and occupational success at their 19, 30 and 48 years old in New

York . The result of this study stated that parents' education had positive effects on their educational and occupational success in their mid childhood where there was no significant relations of gender but with the growth of those children in adolescence there are several factors that had different effects on their educational and occupational success. They also added that the children's educational and occupational success was not a linear progress rather there were the effects of Parents' several SES factors with parents' education.

Another study on the "Impacts of Family Background on Educational Attainments" conducted by Ermisch & Francesconi (2001) suggested that parenthood and family income had impact on the educational achievements of children in their first seven years. This study had been conducted on the British children in their first seven years which designed as a household panel study. In this study mothers' education was found to be more significant than the fathers' in early childhood and educated wealthy mothers were considered to support economically to their children in educational expenses than the poor and uneducated families. It had been noted that the economic condition of the family had a very significant positive impact on children's vocabulary development.

" A review of evidence focusing on school-aged children found that the extent and form of parental involvement is 'strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity'. However, parental involvement in the form of 'at-home good parenting' had a 'significant positive effect on children's achievement and adjustment' after all other factors shaping attainment had been taken into account." (Hamer, 2012 as cited in Desforges & Abouchaar ,2003.)

According to a research review by Hamer (2013), 'Home Learning Environment (HLE)' created by mothers had some positive impacts on children's educational achievement. Mothers influenced their children to take part in different activities. HLE was 'associated' with different SES factors like parents' education according to that particular research. The correlation between these two factors was (.28-.38) which indicated the positive relations. Impacts of parents' education showed the more positive significance with the growth of children.

According to a study on parental contribution to child's early language and interest in books by Lyytinen, Laakso & Poikkeus (1998) that parents' education had strong effect on children's linguistic development. Between the both parents, maternal education had the more 'contribution' in children's linguistic development than paternal education. The result of this study suggested that maternal education and own home literacy activities could influence the children's syntactical, lexical and grammatical development significantly at the age of 2.

The result of this present study also suggested that maternal education had positive significant on the children's vocabulary development. It showed the significant differences in children's vocabulary development between the higher educated mothers and the primary level educated mothers which had similarity with the previous studies. The studies of Lyytinen, Laakso & Poikkeus (1998) above suggested that higher educated mothers' rate of participating in home literacy activities with their children were higher than those mothers who were not educated enough which was also similar to this present study and the educated parents were highly involved with the literacy activities which influenced to grow literary interests in child.

Ásgeirsdóttir (2011), found positive correlations between the home literacy activities and children's early language development in one of the study conducted on English speaking children. In the present study, a positive correlation between Bangla speaking children's

vocabulary development and their mother's educational level was correlated to put focus on the importance of mothers' education for the development of children.

Mothers' educational background , their home literacy activities and children's literary interest also correlated significantly which matched the previous study done by Carrol (2013) on the English speaking children which suggested in one of the study that parents' literacy activities such as reading books could increase children's literary interest. Though there were other factors' influenced on the vocabulary development of early childhood, this present research findings matched the previous studies conducted on these types of socioeconomic issues and factors by controlling other factors.

Findings

In this study, two types of findings followed by the different methodology were found. One was from the study result of the statistical correlation and another was from the close observational study of the participants' personal questionnaire.

Findings from the study result.

From the result above, it was found that educated mothers encourage their child in their linguistic development by different home literacy activities. The reason behind this could be assumed that the educated mothers were conscious about their children's language development. They read stories and did different literary activities with their children. The mothers whose education level was comparatively low were found to be less interested in different home literacy activities with child. Children's literacy interest was found to be highly significant whose mothers were educated and influence the children's development by engaging them in different types of home literacy activities.

Findings after observing the questionnaire closely.

From the observations of the personal questionnaire filled up by the mothers of the participants, it was also found that children's economic conditions, mother's occupation and the time a mother spent with their children had influence on their development. During this study, it had been found that the educated mothers who were job holder tend to spend less time with their children but some of them were very careful about their children's development and regularly took part in some home literacy activities with their children. On the other hand, the mothers who were less educated or received education below primary level and work in garments or as house maids were too busy to spend time with their children and very few of them took part in home literacy activities with their children.

There were other scenario also such as there were many mothers who received higher level and medium level education and housewives. They were tend to be active in different home literacy activities and developing their children linguistically at home. The children of less educated mother mostly produced the vocabularies in local version and accent. On the other hand, the children of the mothers who were upper or at least S. S.C.- H.S.C. level educated, mostly produced standard version of vocabularies with proper accent. Some educated and working mothers' children were likely to be less interested in literary activities due to their mothers' less involvement in home literacy activities. Though these mothers were educated but had less time to be involved in home literary activities with children due to their job. This was not the case for all educated working mothers. Some of them were very sincere for their children's development. So, the time they spent for their children in home literacy activities was very important for the children's linguistic development.

The children whose mothers are higher educated but housewives tend to have the higher score in vocabulary development. As The mothers are educated, they know about how they will influence their children linguistically. The home literacy activities are practiced by them at home with the children as much as possible as they have lot of time to spend with their kids for not having job.

Children from the families of low income and working parents are likely to be the least linguistically developed than other children. As they work outside of home, so some of them can't spend time with their children . On the other hand, some of them are not conscious enough to influence children's linguistic development by such type of literacy activities those can triggers their literary interests. Parents from the low socioeconomic conditions such as- primary level of education, low income, less educational resources, poor household environment are not as sincere as the educated parents and not very conscious about their children's linguistic development. As they work outside of home, so some of them can't spend time with their children.

These might be considered as the reason of why one factor is more positively correlated with other factors. There were two research questions in the beginning of the study. From the findings of the study, the first research question that is- "What is the relationship between parent's education and child's early vocabulary development?" can be answered and from the findings from the close observational study, the second research question that is - "How does parents' education influence their child's morphological development?" can be answered. The research hypothesis is tested and it is valid with the result of this study if the other influential variables can be controlled.

Conclusion

Previous studies on the parental influence on early childhood language development mentioned in the literature review part suggested the positive correlations between parents' educational background and children's linguistic development. The findings of the study might be used to conduct the similar types of further studies on the correlations of socio economic issues on Bangla speaking children like the influences of siblings, paternal involvement in children's language development, influences of family income etc. which had not been conducted yet.

There were some limitations in this study. Firstly it was difficult to find similar numbers of participants according to different gender and age and secondly, more words could be included than the present study where the Bangla CDI list created by adapting and editing the main version of MCDI according to the targeted age group of participants.

In Bangladeshi context, mothers' role is important for child. According to the present study mothers' educational background and home literacy activities influence the children's linguistic development positively which creates literary interests in children and influence them to take part in different literary activities. It can enhance the childhood linguistic development if the mothers of the rural and urban context of Bangladesh can be educated properly.

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Appendixes

Appendixes A

List Of Bangla CDI

Child's Name:.....Gender:.....

Birth Date:.....Today's Date:.....

১) বিভিন্ন প্রাণীর ডাক / অন্যান্য শব্দ (১৬) (Animal sounds and other sounds)					
ভ্যা ভ্যা (va va)		হাম্বা হাম্বা (hamba hamba)		মডি (meu)	প্যাক প্যাক (pak Pak)
ঘাটে ঘাটে (gheu gheu)		কচিরি মচিরি (kichir michir)		মা ম্যা (ma ma)	হুম (hmm)
উফফ (ufff...)		ধ্রুম (dhrumm)		ধপ ধপ (dhop dhop)	বাপ(বকা দয়্যো) (baap)
গররর(বাঘরে শব্দ) (grrrr...)		হালুম (halum)		ধরাম (পড়ে যাওয়ার শব্দ) (dhoram)	গপ গপ (থাওয়ার শব্দ)(gop gop)
২) জীবজন্তুর নাম (প্রকৃত/ খলোনা) (৩৬) (Name of animals)					
গরু (goru)		ছাগল (Chagol)		বড়িাল (biral)	কুকুর (kukur)
ঘোড়া (ghora)		পাখি (pakhi)		কুমির (kumir)	সাপ (shaap)
পাঁপড়া (pipra)		তলোপোকা (telapoka)		টিকিটিকি (tiktiki)	পোকা (poka)

ইঁদুর (Edur)		বানর (banor)		বাঘ (bagh)		সিংহ (shingho)	
হাতী (hati)		মাছ (mach)		মুরগী (murgī)		হাঁস (hash)	
ব্যাঙ (bang)		জরিফ (giraf)		গাধা (gadha)		উট (uut)	
শিয়াল (shial)		হরিণ (horin)		প্রজাপতি (projapoti)		মউমাছী (moumachi)	
ভালুক(বিয়ার) (bear)		পান্ডা (panda)		পঁচো (pecha)		পেঙুগুইন (penguin)	
ভড়া (vera)		টডেবিয়ার (teddybear)		কচ্ছপ (kochchop)		খরগোশ (khorgosh)	
৩) যানবাহনের নাম (প্রকৃত/ খেলনা) (১২) (Name of vehicles)							
বাস (bas)		রিক্সা (rikshaw)		সাইকেলে (sykel)		গাড়ী (gari)	
মোটরসাইকেলে (motorsykel)		ভ্যান (van)		ট্রাক (trak)		নৌকা (nouka)	
প্লেনে/ বিমান (plen /biman)		রকটে (rocket)		হেলিকপ্টার (helikopter)		ট্রেনে (tren)	
৪) খেলনা (১৭) (khelna)							
বল (bol)		বেলুন (belun)		ব্যাট (bat)		বই (boi)	
বাবল (babol)		ব্লক (blok)		চক (chok)		স্লটে (slet)	
পুতুল (putul)		পাজলে (puzzel)		কলাম (kolom)		পেন্সিল (pencil)	
গফিট/ উপহার		গল্‌প (golpo)		হাঁড়িপাতলি		গমে (মোবাইল)	

(upohar)			(haripatil)		(mobile gem)	
রঙ পেন্সিল (rong pencil)						
৫) খাবার ও পানীয় (৭৮) (khabar o panio)						
ভাত (vat)		খচুড়ি (khichuri)		ডিম (dim)		ডাল (dal)
শাক (shak)		সবজি (shobji)		মাছ (mach)		ভাজি (vaji)
ঝোল (jhol)		রুটি (ruti)		পাউরুটি (pauruti)		মাখন (makhon)
মাংস/ গোসত (gosto)		জেলি (jelly)		পরটা (porota)		চিনি (chini)
আলু (alu)		কলা (kola)		আপলে (apel)		কমলা (komola)
আনার/ ডালমি (dalim)		আঙুর (angur)		নাশপাতি (nashpati)		পয়ারা (peara)
বরই/ কুল (boroi)		কশিমিশি (kishmish)		গাজর (gajor)		টমটো (tomato)
আম (aam)		কাঁঠাল (kathal)		স্ট্রবেরি (strawberry)		ককে (cake)
টফি (tofee)		চকলেটে (choklet)		কোক (coke)		চকিনে ফ্রাই (chicken fri)
ফ্রেন্চে ফ্রাই (french fry)		চকিনে বল (chiken bol)		সরেলোক (serelak)		জাও ভাত (jao vat)
সাগু (shagu)		সুজি (shuji)		দুধ (dudh)		জুস/ শরবত (juice)

বস্কিট (biskit)		আইচক্রমি (ice ceme)		চীজ/ পনির (poneer)		নুদুলস (noodles)	
চুইংগাম (chuingam)		সস (sos)		বার্গার (burger)		ললপিপ (lolipop)	
বাদাম (badam)		চপিস (chips)		চানাচুর (chanachur)		পজিজা (pizza)	
পপকর্ন (popkorn)		পোলাও (polau)		রোস্ট (rost)		ফ্রাইড রাইস (fried rice)	
আঁচার (achar)		পুডিং (pudding)		মিষ্টি কুমড়া (mishti kumra)		মিষ্টি/ রসগোল্লা (mishti)	
দই (doi)		সুপ (sup)		স্যান্ডুইচ (sanduich)		লবন (lobon)	
পানি (Pani)		চাঁড়া (chira)		মুড়ি (muri)		খই (khai)	
মোয়া (moa)		ওয়ফোর (oyefar)		ঝালমুড়ি (jhalmuri)		চটপটী (chotpoti)	
খাবার (khabar)		বিরানি/ কাচুচি (birani)					
৬) ছোট ঘরোয়া জিনিসপত্র (৪৩) (choto ghoroa jinishpotro)							
ঝুড়ি (jhuri)		কম্বল (kombol)		কাঁথা (katha)		বালিশ (balish)	
বোতল (botol)		বক্স (box)		বার্টি (bati)		ঝাড়ু (jharu)	
বালতি (balti)		ব্রাশ (brash)		কাপ (kap)		মগ (mog)	
ক্যামেরা (camera)		চিরুনি (chiruni)		ঘড়ি (ghori)		প্লেটে / থালা (plate)	

গ্লাস (glass)		চামচ (chamoch)		কাঁটা চামচ (kata chamoch)		বয়াম (boyam)	
ছুরি (churi)		কাঁচা (kachi)		লাইট/ বাতি (lait)		সুইচ (suich)	
ওষুধ (oshudh)		টাকা (taka)		চাবি (chabi)		চশমা (choshma)	
ময়লা (moila)		নহেল কাটার (nail katar)		ন্যাপকনি/ রুমাল (rumal)		প্যাম্পারস (pampers)	
কাগজ (kagoj)		পয়সা (poisha)		ছবি (chobi)		গাছ (gach)	
রডেও (radio)		সাবান (shaban)		ব্যাগ (bag)		পার্স (pars)	
টেলিফোন (telephone)		টিস্যু (tishu)		তোয়ালে (toyale)		হাত ঘড়ি (hat ghor)	
ল্যাপটপ (laptop)		ট্যাব (tab)		ফোন / মোবাইল (mobile)		আই-পড (i-pod)	
মশারি (moshari)							
৭) আসবাবপত্র ও ঘর (২৮) (ashbabpotro o ghor)							
খাট (Khat)		আলমারি (Almari)		বছানা / বডে (bed)		টবেলি (tabil)	
চয়ার (chair)		দরজা (dorja)		ড্রয়ার (drawer)		র্যাক (rak)	
ওয়ার্ড্রব (wardrob)		ডাইনিং ঘর (dining ghor)		শোবার ঘর (shobar ghor)		সোফা (sofa)	
সাঁড়ি (shiri)		গ্যারজে (garage)		ছাদ (chad)		ব্যালকনি/বারান্দা (baranda)	

বাথরুম (bathroom)		রান্নাঘর (rannaghor)		আয়না (ayna)		ফ্রিজি (freez)	
টেলিভি (T.V.)		পর্টি/ কমড (komod)		ঘর (ghor)		ওভনে (oven)	
চুলা (chula)		শাওয়ার / ঝরনা (shower)		জানালা (janala)		বসেনি (basin)	
৮)কোন কছিরু করা বোঝায় এমন শব্দ (৭২) (kono kaz kora bojhai emon shobdo)							
কামড় দয়ো (kamor dea)		আঁকা (aka)		আছে (ache)		রাখা (rakha)	
ফুঁ দয়ো (fu dea)		খাওয়া (khaoa)		শোনা (shona)		ধাক্কা দয়ো (dhakka dea)	
ভাঙ্গা (vanga)		চালানো (chalano)		পছন্দ (pochondo)		রং করা (rong kora)	
আনা (ana)		ফলো (fela)		লুকানো (lukano)		উঠানো (uthano)	
তরৈঁ করা (toiri kora)		শুকানো (shukano)		মারা (mara)		তাল্লা (dhala)	
কনো (kena)		মোঁছা (mocha)		ধরা (dhora)		ভান করা /চং করা (van kora)	
বহন / বয়ে আনা (boye ana)		পড়়ে যাওয়া (pore jaowa)		লাফানো (lafano)		পড়া (pora)	
ধরা (dhora)		খাওয়ানো (khawano)		লার্থি দয়ো (lathi dewa)		দোঁড়ানো (dourano)	

তালা (tali)		খোঁজা (khoja)		চুমু দয়া (chumu dea)	বলা (bola)	
চড়া (chora)		শেষ করা (shesh kora)		নক করা (nok kora)	গান গাওয়া (gan gawa)	
পরিশ্কার করা (porishkar kora)		ঠিক করা (thik kora)		দখো (dekha kora)	ঘুমানো (ghumano)	
রান্না করা (ranna kora)		মিলানো (milano)		ভালবাসা (valobasha)	হাসা (hasha)	
ঢাকা (dhaka)		পাওয়া (paowa)		আদর দয়া (ador dea)	দাঁড়ানো (darano)	
কান্না (kanna)		দয়া (dea)		খোলা (khola)	থাকা (thaka)	
কাটা (kata)		নয়া (neowa)		বন্ধ (bondho)	দোলানো (Dolano)	
নাচা (nacha)		যাওয়া (jaowa)		তাকানো (takano)	কথা বলা (kotha bola)	
চিন্তা করা (chinta kora)		অপেক্ষা (opekkha kora)		জাগা (jaga)	হাটা (hata)	
ধোয়া (dhoa)		কাজ করা (kaj kora)		থামা (thama)	চলো (cholo)	
৯) বিবরণমূলক শব্দ (৪৫) (biboronmulok shobdo)						
সব শেষে (shob)		ভাল (valo)		কালো (kalo)	সাদা (shada)	

shesh)					
থারাপ (kharap)		পচা (poch)		নীল (neel)	সাবধান (shabdhan)
পরিস্কার (porishkar)		সুন্দর (shundor)		উঁচু (uchu)	পাগল (pagol)
ঠাণ্ডা (thanda)		অন্ধকার (ondhokar)		ব্যথা (betha)	দুষ্ট (dushtu)
ময়লা (moyla)		জন্মদি / তাড়াতাড়ি (joldi)		অল্প (olpo)	নতুন (notun)
খালি (khali)		সবুজ (shobuj)		লম্বা (lomba)	চিল্লানো / চটোনো (chillano)
খুশি (khushi)		ভারি (vari)		জোর (jore)	পুরান (puran)
শকত (shokto)		কমলা রঙ (komola rong)		চুপ (chup)	লাল (lal)
কষ্ট (koshto)		আসতে (aste)		ভয় (voi)	নরম (norom)
ছোট (choto)		ভজো (veja)		বাতাস (batash)	হলুদ (holud)
বমি (bomi)		পায়খানা / হাগু (hagu)		প্রশাব/ হশি (proshab)	রাগ (rag)
নীচে (niche)					
১০) সর্বনাম (১৯)(shorbonam)					
আমি (ami)		আমার (amar)		আমরা (amra)	আমাদের (amader)

তুমি (tumi)		তোমার (tomar)		তোমরা (tomra)		তোমাদের (tomader)	
সে/ ও (se)		তার /ওর (or)		তারা / ওরা (ora)		তাদের / ওদের (oder)	
ওদেরদেরকে (oderke)		আমাদেরকে (amaderke)		তোমাদেরকে (tomaderke)		এটা (eta)	
ওটা (ota)		এগুলো (egula)		ওগুলো (ogula)			

Appendix B

The relation and regular activities between parents and children which may influence the children's educational development (সন্তান ও অভিভাবকরে মধ্যে সম্পর্ক ও নিয়মিত অভ্যাস যা

সন্তানদরে বিভিন্ন শিক্ষণীয় বিষয়কে প্রভাবিত করতে পারে)

N.B.: The following information will be used in a research work. So, you are requested to provide correct information. (বড়িঃ নমিনলখিতি প্রশ্ননোত্তর সমূহ একটি গবেষণার উদ্দেশ্যে

ব্যবহৃত হবো এক্ষত্রে সকলকে সঠিক তথ্য প্রদানরে জন্য অনুরোধ করা হচ্ছো)

Informations about parents and children(অভিভাবক এবং সন্তান সম্পর্কিত কিছু তথ্য):

১) আপনার সন্তানরে বয়স কত? (What is the age of your child?)

ক) ২ থেকে ২ ১/২ (2- 2.5)

খ) ২ ১/২ থেকে ৩ (2.5-3)

গ) ৩ থেকে ৩ ১/২ (3-3.5)

ঘ) ৩ ১/২ থেকে ৪ বছর অথবা এর উপরে(3.5- 4+ years)

২) আপনার সন্তানরে কি কথা শেখায় কোন সমস্যা হয় বা হয়েছে? হ্যাঁ / না

(Does your child have any problem to learn speaking?) (yes/ no)

৩) আপনার সন্তানরে ব্যবহারে কি কোন অস্বাভাবিকতা আছে? হ্যাঁ /না

(Does your children have any abnormality in his/her behaviour?) (yes/ no)

৪) আপনার সন্তান সংখ্যা কত? _____

(How many child do you have?) _____

৫) আপনি কি বিবাহিত/ বিধবা/ তালাকপ্রাপ্ত?

ঘ)দাদী / নানী (grand mother) ঙ) চাচা / চাচী (uncle/ aunt)

চ)স / পালক অভভাবক (step/ adopted gurdians)

১১)আপনার বাসায় বাচ্চাদের বই এর সংখ্যা কত? (How many books are there in your house?)

ক) ১-১০ (1-10)

খ) ১১-২০ (11-20)

গ)২১-৩০ (21-30)

ঘ) ৩১-৪০ (31-40)

ঙ)৪০ এর বেশি (more than 40)

১২) আপনার সন্তানের কোন পছন্দের বই আছে কি? হ্যাঁ / না

(Does your child have any faviourite book?)(yes/ no)

যদি থাকে তবে আপনি বইটি সপ্তাহে কতদিন তাকে পরে শোনান? _____

(If he/she does then how many times do you read that book to your child?)_____

১৩) আপনার সন্তানের কত বছর বয়সে আপনি প্রথম তাকে ছবির বই / ভিডিও ছড়া দেখিয়েছেন বা পড়ে

শুনিয়েছেন? _____

(At which age did you gaveor read to your child the first picture book/ vedio rhymes?)_____

Appendix C

দৈনন্দিন অভ্যাস বিষয়ক প্রশ্নাবলী (Some questions about daily activities)

নিম্নবর্ণিত কাজগুলো আপনার বাচ্চার সাথে আপনি সপ্তাহে কতবার করেন? (How many times do you perform the following activities with your child in a week?)

কার্যাবলী (Activities)	নয়িমতি (৬-৭ বার সপ্তাহে) (Daily or 6 -7 times in a week)	মাঝে মাঝে (৩-৪ বার সপ্তাহে) (Sometimes or 3-4 times in a week)	খুব কম (১-২ বার সপ্তাহে) (Hardly or 1-2 times in a week)	কখনো নয় (never)
১) ঘুমানোর সময় বা অন্য সময় গল্পেরে বই অথবা গল্প শোনানো (Reading story books to child in free times or before sleep)				
২) বাচ্চার সাথে ছড়া অথবা গান গয়ে শোনানো (Singing rhymes or songs to the child)				
৩) খেলনা প্রাণী নিয়ে গল্প ও অভিনয় করে খেলো (playing with animal toys by making story				

or role playing with child)				
৪) গল্প, কবিতা বা অর্থহীন শব্দ বানানো (making stories, poems or meaningless words with children)				
৫) ছন্দ মল্লিয়ে শব্দ বানানো (making rhyming words with children)				
৬) বাচ্চার নামের প্রথম শব্দ বিভিন্ন গল্প ও কবিতা থেকে খুঁজে বের করা (finding the first letter of your child's name from different stories and poem)				
৭) পেন্সিল বা রঙ পেন্সিল ব্যবহার করে লেখার চেষ্টা করা (trying to write with pencil or color pencil with your child)				
৮) ছবির বইয়ে ছবি দেখিয়ে নাম বলা (saying names for different picture by showing your child some picture books)				
৯) বইয়ে বিভিন্ন অক্ষর দেখান ও নাম বলা ((saying names for different alphabet by showing your child some alphabet books)				
১০) বাচ্চাকে ছবির বইয়ে ছবি দেখিয়ে নাম জিজ্ঞাসে করা (Asking names for different				

picture by showing your child some picture books)				
১১) ভুল বলা বাচ্চা তা ঠিক করে দেয় কনি তার জন্য অপেক্ষা করা (correcting your child if he /she mistakes)				
১২) বিভিন্ন পরিস্থিতিতে এরপর কি হবে তা জিজ্ঞাসা করা (Asking your child the consequences of any events)				
১৩) বিভিন্ন পরিস্থিতিতে বাচ্চাকে জিজ্ঞাসা করা যে কি হবে এবং কবে হবে? (Asking your child what will happen and how will it happen in different situation)				
১৪) গত ২ মাসে কতবার আপনার বাচ্চাকে কোন ছবি বা গল্পের বই অথবা শিক্ষণীয় ভিডিও উপহার দিয়েছেন (In last two years how many times you presented story or picture book to your child?)				

Appendix D

নম্নবর্গতি কাজগুলো আপনার বাচ্চা গত ১ সপ্তাহে কতবার করেছে? (In last week, how many times your child does the following activities?)

কার্যাবলী (Activities)	নয়িমতি (৬-৭ বার সপ্তাহে) (Daily or 6 -7 times in a week)	মাঝে মাঝে (৩-৪ বার সপ্তাহে) (Sometimes or 3-4 times in a week)	খুব কম (১-২ বার সপ্তাহে) (Hardly or 1-2 times in a week)	কখনো নয় (never)
১) নিজি নিজি ছবরি বই দখো বা পাতা উল্টানো (looking at the picture book and turning over the book by own)				
২) নিজি নিজি ছড়া বলা (reciting the poem by own)				
৩) টিভি, ছবি, ভিডিও বা গল্পেরে বই থেকে নিজি বানিয়ে গল্প বলা (making story from T.V., picture, video or story book)				
৪) বিভিন্ন পত্রিকা, বই বা বজ্জ্গণপন থেকে				

নজিরে নামের প্রথম অক্ষর খুঁজে বের করা (Finding the first letter of own name from different magazine, books and advertisement)				
৫) বই পড়ার ভান করা (pretending to study book)				
৬) পরিচিতি অক্ষর বা শব্দ নির্দেশে করা এবং পড়া (identifying known alphabet or word and reading those by his/her own)				
৭) হাত ঘুরান, ছবি আঁকা অথবা আকার/ লেখার ভান করা (pattern practicing or pretending to draw or write by his/ her own).				
৮) আপনাকে বই বা গল্প পড়ে শোনাতো বলা (telling you to read books or story)				
৯) যখন কেউ পড়ে মনোযোগ দিয়ে শোনা ও মজা পাওয়া (Benig attentive and enjoying when someone is reading)				
১০) কোনোকিছু (ছবি, লেখা) দেখিয়ে সটেরি নাম জিজ্ঞাসে করা (Asking the name of any				

picture or writing)				
১১) বইয়ের পৃষ্ঠা উল্টানো (Turning over the pages of books)				
১২) গল্পের শেষে শেষে বলা (Saying end at the end of the study)				
১৩) আপনার অনুপস্থিতিতে সে যা করেছে তা আপনাকে বলা (Telling you what he/ she did in your presence)				
১৪) বানিয়ে অর্থহীন শব্দ বলা বা অন্য ভাষায় কথা বলার চেষ্টা করা (Telling meaningless words or trying to speak in other language)				