Expressive Vocabulary Development of 5 to 5.11 years old Typically Developing Bangla Speaking Children

Fatematuj Johara

Bachelor of Science in Speech and Language Therapy (B.Sc. in SLT)

Session: 2010 – 2011

University of Dhaka

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)

(The Academic Institute of CRP)

BHPI, CRP, Chapain, Savar, Dhaka- 1343, Bangladesh

March, 2015

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A research presented to the

Bangladesh Health Professions Institute (The academic institute of CRP)

University of Dhaka

Fatematuj Johara

Bachelor of Science in Speech and Language Therapy (B.Sc. in SLT)

Supervisor:

Sushama Kanan

Research Associate

James P Grant School of Public Health (JPGFPH)

In partial fulfilment of the requirements for the degree of

B.Sc in Speech and Language Therapy

CRP, Savar, Dhaka- 1343.

Bangladesh

APPROVAL

We the under signed certify that we have carefully read and recommended to the Faculty of Medicine, University of Dhaka, for the acceptance of this dissertation entitled-

“Expressive Vocabulary Development of 5 to 5.11 years old Typically Developing Bangla Speaking Children”

Submitted by: Fatematuj Johara

Bachelor of Science in Speech and Language Therapy (B.Sc. in SLT)

.....

Supervisor:

Sushama Kanan

Research Associate

James P Grant School of Public Health (JPGFPH)

.....

Md. Jahangir Alam

Assistant Professor & Head

Department of Speech and Language Therapy

BHPI, CRP, Chapain, Savar, Dhaka-1343

.....

Professor Dr. M.A.Quader

Principal, BHPI, CRP, Savar, Dhaka-1343

Declaration

I am Fatematuj Johara declare that, the study will not be harmful for the participants. I would like to ensure that all data and literature were stated correctly. In that case all discussion of this research project is mine. Any mistake or inaccuracies is my own.

Signature

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Fatematuj Johara

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BHPI, CRP, Chapain, Savar, Dhaka-1343

Dedication

Dedicated to my beloved parents, family members and my honourable teachers…….

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Glossary of terms

BHPI: Bangladesh Health Professions Institute

EVS: Expressive vocabulary score

RAPT: Renfrew Action picture test

SLT: Speech and Language Therapy

SPSS: Scientific Package for the Social Scientist

Acknowledgement

The study was conducted under the supervision of the Speech & Language Therapy Department of Bangladesh Health Professions Institute (an academic institute of CRP). At first I want to thank almighty Allah to give me the ability to conduct this study. I would like to express my gratitude to my parents for their unflagging support. I am grateful to my supervisor Sushama Kanan Research Associate, James P Grant School of Public Health (JPGSPH) for her excellent guidance, advice, and support throughout the study. I would like to thanks Sharmin Hasnat Lecturer of SLT department and Md. Jahangir Alam (Associate Professor, Head) of SLT department for their direction. I would like to give special thanks Md. Kamrul Bashar Anik and Nabagata Das for their support and advice throughout the study. I am also thankful to Mitu, Jafrin, Kaney, Siddik and my friend Nisterin Dirbana, Satia Muntaha, Zahidul Islam for their great cooperation.

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Fatematuj Johara

2010-2011 Session

Department of Speech and Language Therapy

BHPI

Executive Summary

Introduction

Language is the main tool of communication. By using Language we can express our ideas, share, and feelings with another people in everyday aspects**.** Language development is very important and complex development for children which begins at birth and continues throughout life. Vocabulary development begins in infancy. Vocabulary development is an important early language skill. According to Hao (2008), early vocabulary development is a dependable predictor of children's later language skills. Different countries have different language, so the vocabulary skill may be different according to culture, gender of the children, birth order, family history (Nelson et al 2006). An expressive vocabulary are facilitate to communicate with others, help to find out new things and also helps to develop later language skills.

Objective

The main objective of the study was to find out the Expressive Vocabulary Development of 5 to 5.11 years old Typically Developing Bangla Speaking Children and the specific objective of the study was to find out the mean of expressive vocabulary (noun, verbs, grammar) of 5 to 5.5 years; 5.5 to 5.11 years for typically developing children. To find out difference of expressive vocabulary development across and within the above 2 age groups and to find out differences of expressive vocabulary development between male and female.

Methodology

The design of the study was cross sectional. In this study total participants was 48 and their age range was (5 to 5.11 years) old child. Age group was divided into 2 groups where there were 24 participants in each age group. Among 24 children 12 children were first born child and 12 children were 2nd born child. In this study sample were selected

using convenience sampling methods. Investigator used RAPT (Renfrew Action Picture Test) for collecting the data. Data was analyzed by descriptive statistics.

Results

In this study the size of expressive vocabulary differed significantly between the two age groups. A significant gender difference in number of expressed words was found where Nouns were most frequently used by the two age group children than verb and grammar.

Conclusion

Vocabulary is one of the important aspects of language. It is important to know child's vocabulary development to identify the language delay or disorder. This study found that the gender is one of the risk aspects in child's Vocabulary development.

CHAPTER01 INTRODUCTION

1.1 Introduction

Language is essential throughout life so that we can communicate with others (Paul, 1995; Owens, 2001). Child language development moves from simple to complex (Paul, 1995 and Owens, 2001). Development of language is one of the initial indicators of a child's overall development. The development of children's language depends on different variables (Owens, 2001).

A child progressively develops new skills stage by stage. This particular skill is called developmental milestone and these differ from child to child (Owens, 2001). Vocabulary development is an important language skill. According to Sedita (2006), vocabulary can be defined as knowledge of word and word meanings.According to Hao(2008), early vocabulary development is a crucialskill in language development and also a dependable predictor of children's later language skills. The size of vocabularies of young children varies significantly according to age (Rescorla&Papaeliou 2011).

In Bangladesh there is no expressive vocabulary developmental milestone for 5 to 5.11 years old child. For this reason it is difficult to know what types of words are developing in the 5 to 5.11 yearsold child, which words are used most frequently, and what are the differences between Bangla speaking children and children speaking other languages. This study aims to find out the expressive vocabularies that a Bangla speaking child uses at the age of 5 to 5.11 years old.

1.2 Background and Literature review

Language is the media of communication. According to Owens (2011), "Language can be defined as an organized system of arbitrary signals and rule-governed structures that are used as a means intended for communication". Language occurs through reading, writing, listening, and speaking (Owens 2012). The child learns to communicate within the family and family perspective (Evangelou, Sylva and Kyriacou, 2009). All over the world, children begin to acquire language as representations of sound as they hear (Hoff

&Elledge, 2005). When children hear any sounds, they attached meaning to them and these included into their vocabulary.

Vocabulary knowledge is one of the most noticeable aspects of language acquisition (Hoff 2006). Vocabulary is the key to communication. Children need strong vocabulary skills so that they can convey themselves clearly, realize lesson and instruction and recognize words they read.As different countries have different language so vocabulary skills may be different according to culture, language, social, sibling,birth order,parental education, maternal style and geographical aspects.

According to Dodorico, Carubi, Salerni&Calvo(2000), Socio-demographic factors can only partially explain the great variability in vocabulary development.According to Hao (2008), expressive vocabulary size increased with age. According to (Dodorico, Carubi, Salerni&Calvo 2000) mothers' educational level has often been related with faster vocabulary development, as data influence the birth order, which up to now has been collected for English-speaking children only. According to (Fenson et al 1994 as cited in Dodorico, Carubi, Salerni&Calvo2000),they did not discover a positive linear relation between mother's education and children's vocabulary size in their study. They used mothers with a low level of education and reported a higher vocabulary size for these children than the children of mothers with a medium level of education.Bridge & Hoff (n.d.) found that in the case of bilingual homes in The U.S, children obtained a larger English vocabulary score who had elder siblings than first born children.According to Nelson et al. (2006) in English language birth order has an impact of child's language development. Another study by (Ortize, 2009) found that younger siblings may increase not only vocabulary but also early language skills when they act together with their old siblings.According to Hoff (2006), North American middle class and educated mothers talk more with children about objects including nouns. On the other hand Asian mothers use more verbs and fewer nouns during conversation with the child. Most study of the vocabulary acquisition of English speaking children have found that noun are learned earlier than verbs also mentioned in their study that many English speaking children learn more nouns than verbs as their first words and also mentioned that it may not appropriate to all children (Tse, Chan & Li, 2004) .According to,Haryu et al (n.d.)young children

acquire words with remarkable rapidity, and this rapid growth is mostly due to the increase of the noun vocabularyAccording to (Hoff &Elledge 2005) and Hoff (2006), Italian and Argentine children produced significantly more words for people. According to,BORODITSKY & GENTNER (n.d.) verb is more productive than noun; the total number of noun was approximately 6,245where verb was 9,000 in their study. The social experience of children is important in building more vocabulary by getting opportunities to communicate with others.

According to Rescorla&Papaeliou (2011), children of 5 years seem to know about 2000 words. According to Owens (2001), A 5 year old child has an expressive vocabulary of 2100-2200 words.According to Rescorla&Papaeliou(2011), grammar develops rapidly between 2 and 5 years of age.

Where English is the mother tongue there are already development norms in place by which the children with speech and Language disorders can easily be identified. This Investigator wants to find out the expressive vocabularies that a Bangla speaking child uses at the age of 5 to 5.11 years old from this study.

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1.3 Significance of the study

In Bangladesh, no study has yet been conducted on expressive vocabulary development of typical developing Bangla speaking children. Language development among children is very important for communication (Paul, 1995; Owens, 2001). Anam (1996) reported that there are a significant number of children in Bangladesh who have language impairments, delays and disorders which impact on communication and overall development. Therefore according to (Nelson et al, 2006) it is enormously important to provide intervention at an early stage by identifying the underlying cause of developmental delay. The chances for improvement are best when started early. As mentioned earlier,the English language already has its own language development norms by which it can easily identifychildren with speech and language delay or disorder, and also the risk factors. The English language has some vocabularies which are not similar to Bangla vocabularies. This present study would help to identify the child with speech and language delay or disorder,and to identify the characteristics of vocabulary. It

wouldassist the speech and language therapist for setting appropriate goals according to the child's development, and then the therapist will be able to provide appropriate treatment for the child. It wouldhelp the parents with early identification of language delay or disorder.It wouldhelp to explain the differences between the Bangla Language and other Languages. This study also aims to help the teachers, psychologists, doctors and relevant professionals who are concerned in the field of health, sociology, education and organizations in Bangladesh, so that they can take the required steps to lessen the effect of delayed language development.

1.4 Operational definition

Key Word: Vocabulary, expressive vocabulary, development

Vocabulary

According to Sedita (2006), Vocabulary is important because it gathers all the words, express our ideas and communicate effectively. Vocabulary this relates to semantic knowledge and the learning of new words. This also includes knowing both literal and figurative meanings of certain words.

Expressive vocabulary

According to Hasnat (2008), expressive vocabulary is usually used by person that includes words whose meaning may be understood by others.Expressive vocabulary means that it requires a speaker or writer to produce a specific label for a particular meaning. In this study the investigator wanted to find out the expressive vocabularies which are typically used by Bangla speaking children at the age of (5 to 5.11 years old).

Development

According to Wilfrid&Zanden (1993), Development is a continual process beginning with conception and ending death. Including physical changes human being also change socially, intellectually and personally. In this study by Development investigator wanted to mean beginning and continual changes of expressive vocabulary of 5 to 5.11 years old.

Research question

What are the expressive vocabularies for typically developing Bangla speaking children at the age of 5 to 5.11 years old?

1.5 Aim

- The purpose of the study is to find out the expressive vocabulary development of 5 to 5.11 years old typically developing Bangla speaking children.

1.6 Objectives

- To find out themean of expressive vocabulary (noun, verbs, grammar) development of 5 to 5.5 yearsold typically developing Bangla speaking children.
- To find out themean of expressive vocabulary (noun, verbs, grammar) development of 5.5 to 5.11yearsold typically developing Bangla speaking children.
- To find out differences of expressive vocabulary development across and within the above 2 age groups.
- To find out differences of expressive vocabulary development between male and female.

CHAPTER 02 METHODOLOGY

2.1 Study design

Cross sectional study design was used to conduct this study. Cross sectional study gives information about a large population from a smaller sample of persons (Bailey, 1997). By considering aim and objectives of this study investigator choose most suitable study design that was cross sectional design. According to Hicks (2007) and Bailey (1997) that within the study design there is flexibility in assessing children in naturalistic settings by using elicitation procedure. In this study investigator choose a group of children whose age range is 5 to 5.11 years old typical developing Bangla speaking children. The investigator has chosen cross-sectional study design for this study because it is an easy, cheaper, quicker method and this study was completed within a short period of time.

2.2 Study place

The study was conducted at William Marie & Taylor school and Radio Colony School at Savar area.It would be better to observe children at their home but it is very time consuming. For this reason the investigator chosen school environment.

2.3Study population

5 to 5.11 years old typical developing Bangla speaking children.

2.4Participants of the study

It is critical issue to determine the participant's number of sample size (Depoy&Gitlin, 1998). Depending on the population, data collection technique and procedure of recruitment the study sample size may be big or small (Depoy&Gitlin, 1998). The investigator took a small number of samples as the investigator could analyze the data that come from the participant. The investigator took 48 children as samples for this studyaccording to the exclusion and inclusion criteria. Investigator chose 48 samples because of equal number of sample in 2 groups.A small number of participants are good to manage for the investigator and to give reliable results (Hicks 1999).

2.5 Sampling Technique

Convenience sampling method was used in this study. Convenience sampling method is an easy way of getting sample. This method contains some inclusion criteria to select the participant as the investigator can find out the actual snap of the situation that they face in their everyday life (Depoy&Gitlin, 1998). Convenience sampling is the sampling procedure of this study as it allows choosing an interested group of participants illustrating some features of these groups (Silverman, 2000).

2.6 Sample selection criteria

2.6.1 Inclusion criteria

- Children age range between 5 to5.5 and 5.6 to 5.11 years old.
- Child's 1st language must be Bangla.
- School going children (pre-school).
- Child's hearing and vision WNL (parents reported)
- No other diseases were detected (parents reported)
- No positive family history of Language delay (parents reported)

Reason for inclusion criteria

"Bennet-Kaster (1988) has suggested intervals of either 1 year, 6 months or 12 weeks to be used as an age group when age is being used as an independent variable" (as cited in Anam, 1966). As in this study, age was used as independent variable for this reason investigator used 6 months duration as age interval. The participants of the study should remain in Bangla listening environment because children learn language from their surroundings (Coombes, 2005).Expertise suggested that hearing deficit is responsible for inadequate communication skills (Martin et al 2002). Childhood disease and family history have significant impact on language development (Nelson, Nygren, Walker &Panoscha 2006). Disease or history of language delay might hamper the child's rate.

2.6.2 Exclusion criteria

- If any participant was not motivated to join the task and child did not show the target response for 15 minutes then he/she was excluded.

Reason for exclusion criteria

If investigator spends more time here, so it was hard for her to complete the data collection during dissertation period.

2.7Data Collection Tool

Investigator used RAPT(Renfrew Action Picture Test) for collecting the data. It was developed by Catherine Renfrew in 1997. This assessment tool consist 10 questions in different categories. The test was designed to fulfill the need for a standardized test that, in a short and simple form, would stimulate children to give samples of spoken language. The scoring system was, when participant said any correct word then he/she got 1 point and when said close word he/she got 0.5 point and if said any word that not related to the picture he/she got 0 point. Among them investigator assessed child's expressive vocabulary and grammar development to find out the expressive vocabularies and grammar of typical developing Bangla speaking children at the age of 5 to 5.11 years old.

2.8Data Collection Procedure

At first investigator went to the participant's school, introducedher and gave consent form to the principal of the school and informed him/her about aim and objectives of the study and took permission from the parents of that their children are going to participate in this research, which will bring no harm to them. Then researcher collected the name of child, age, date of birth, parent's name, their educational level, occupation, number of siblings, any disability in the family or not.Before conducting the assessment investigator tried to build rapport with the child and then ensured that the room environment was well organized (limited noise, sitting position, enough lighting).Data was collected through observation. The investigator took all the necessary information using pen & writing

pad.When participants were unable to give answer then investigator used two indirect prompt per picture. The approximate time for interview with each sample was 15-20 minutesand it took 2 months to collect all the data.

2.9 Data Analysis Process

Data was analyzed by descriptive statistical techniques (i.e. percentage, mean& standard deviation) using SPSS software. It is good to give "the percentages and means for all the criteria to understand subjects and variables'' (Bailey, 1997). According to Bailey (1997), there are many ways to show descriptive data, such as table, pie chart and graph. In this study data were presented in table and pie charts.

2.10 Ethical Consideration

The investigator maintained ethical consideration in all aspects of the study. The investigator took permission from the approval committee of Department of Speech and language Therapy to conduct the research project. According to Bailey (1997), consent form is needed to take consent from the respondents before conducting the research. It is their right to know about their participatory effects (Hicks 1999). For this reason the investigator developed consent form. During the observation investigator took permission from the school principles. Participants were selected for this study according to selection criteria and then were informed appropriately through verbal and written way. Participants willingly and voluntarily signed into the project. Participants were free to withdraw their consent form the agreement. Researcher also explained to the parents about the purpose of the study. Participants would not be affected physically and mentally for participating in the study.Investigator also ensured there that all data and recorded information will be maintainedconfidentially. According to Depoy and Gitlin, (1998) confidentiality of research participants should be confined during result findings. The filled up questionnaires disposed to maintain confidentiality after 6 months of the study completion.

CHAPTER03 RESULT

The main objective of this study was to find out the vocabulary development of 5 to 5.11 years old typical developing Bangla speaking child. 48 samples were selected for this study where separately 50% boys and 50% girls were selected under age group of 5 to 5.5 years old and separately 50% boys and 50% girls were selected under the age group of 5.6 to 5.11 years old. Data was analyzed by descriptive statistical technique. Demographic information of participants and the finding of the study in different age range are presented in this chapter.

3.1 Demographic information of the participants

In the following table demographicinformation is presented

5 to 5.5 years old	Number	Percentage
Boy	12	50%
Girl	12	50%

Demographic information A age group (5 to 5.5 years old)

5.6 to 5.11 years old	Number	Percentage
Boy	12	50%
Girl	12	50%

Demographic information B age group (5.6 to 5.11 years old)

3.2 Expressive vocabulary of 5 to 5.5 and 5.6 to 5.11 years old typical developing Bangla speaking children

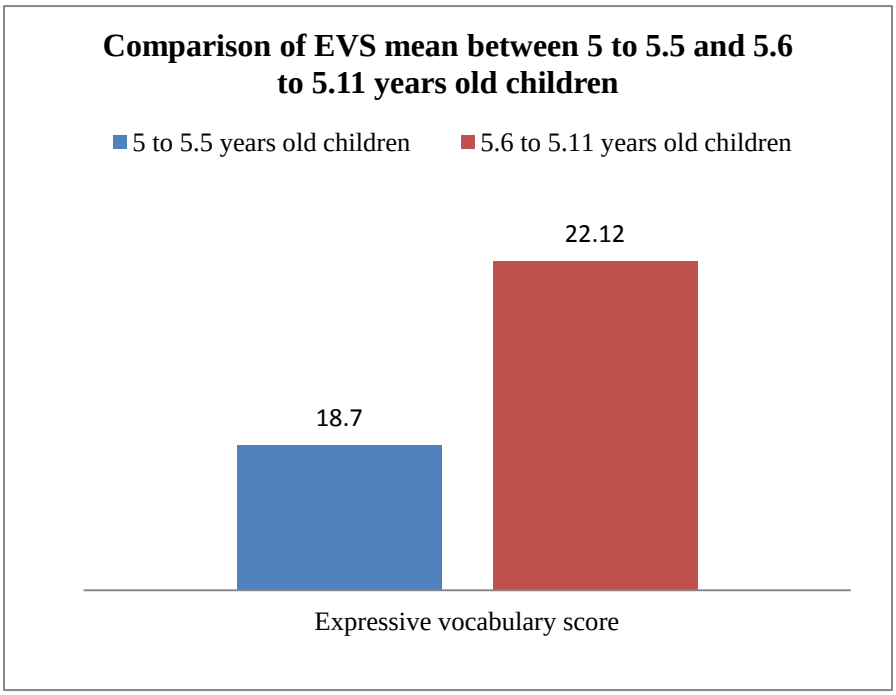

Figure 1.1: Mean of EVS of 5 to 5.5 and 5.6 to 5.11years old children in Bangladesh

In 5 to 5.5 years age group child's expressive vocabulary mean score was 18.7 and 5.5 to 5.11 age group child's expressive vocabulary mean score was 22.12. According to this graph 5.5 to 5.11 years age group child acquired greater score ratherthan 5 to 5.5 age group.

3.3 Difference between 5 to 5.5 and 5.6 to 5.11years old children's expressive vocabulary mean score according to Tools and Bangladeshi context

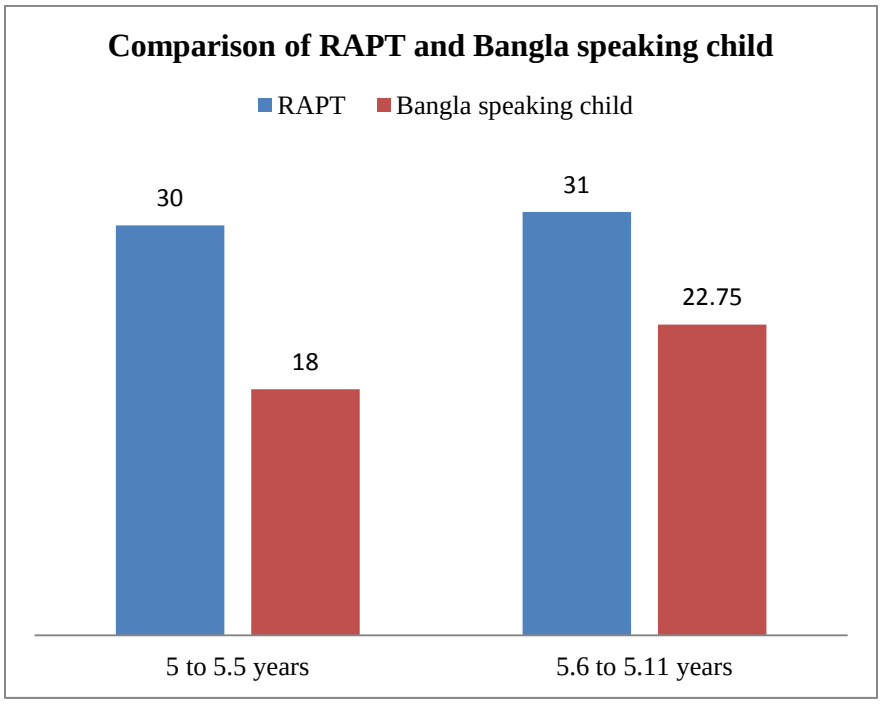

Figure 1.2: Mean of EVS of 5 to 5.5 and 5.6 to 5.11years old children, according to RAPT compared with the Bangladeshi context.

This data shows that using RAPT; the mean score of 5 to 5.5 years old children is 30, where the mean score of Bangla speaking children is 18.7 and the 5.6 to 5.11 years old children mean score is 31 according to Tools, and in Bangladesh, the child's mean score is 22.12. These figures show that mean score of RAPT is greater rather than Bangladeshi child's score.

3.4 Performance of noun, verb, grammar of typical developing Bangla speaking 5 to 5.5 years old children.

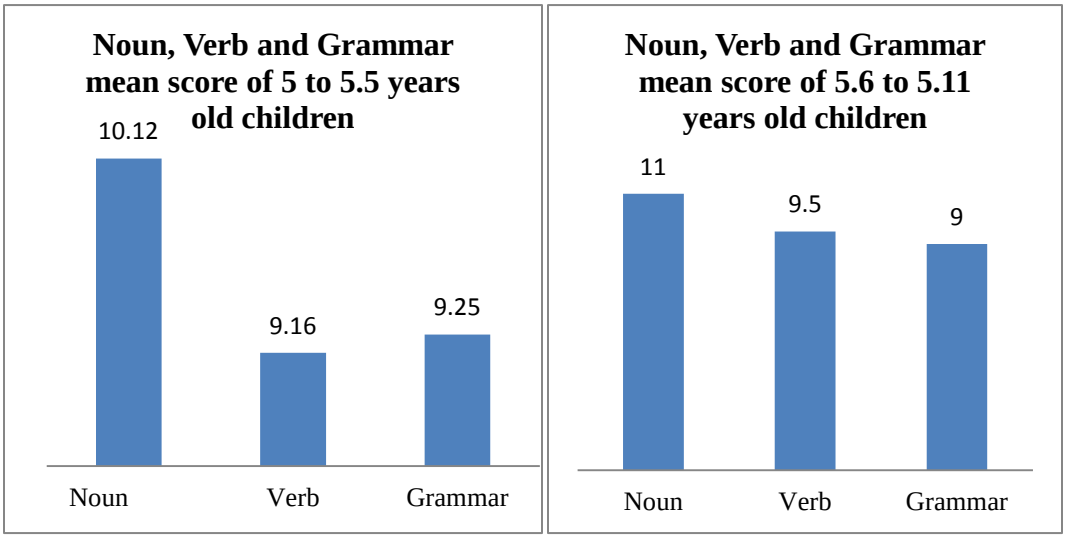

Figure 1.3: Mean of Noun, Verb, and grammar score of 5 to 5.5 years and 5.6 to 5.11 yearstypical developing Bangla speaking children.

This data showed that 5 to 5.5 years old age group typical developing Bangla speaking children noun mean score was 10.12, verb mean score was 9.16 and grammar mean score was 9.25. According to this graph noun mean score was greater than verb and grammar, also grammar mean score was greater than grammar and another graph showed that 5.6 to 5.11 years old age group typical developing Bangla speaking children noun mean score was 11, verb mean score was 9.5 and grammar mean score was 9. In this graph noun mean score was greater than verb and grammar and verb mean score was greater than grammar.

3.5: Differences of noun, verb, grammar development between the 2 (5 to 5.5 and 5.6 to 5.11) age group

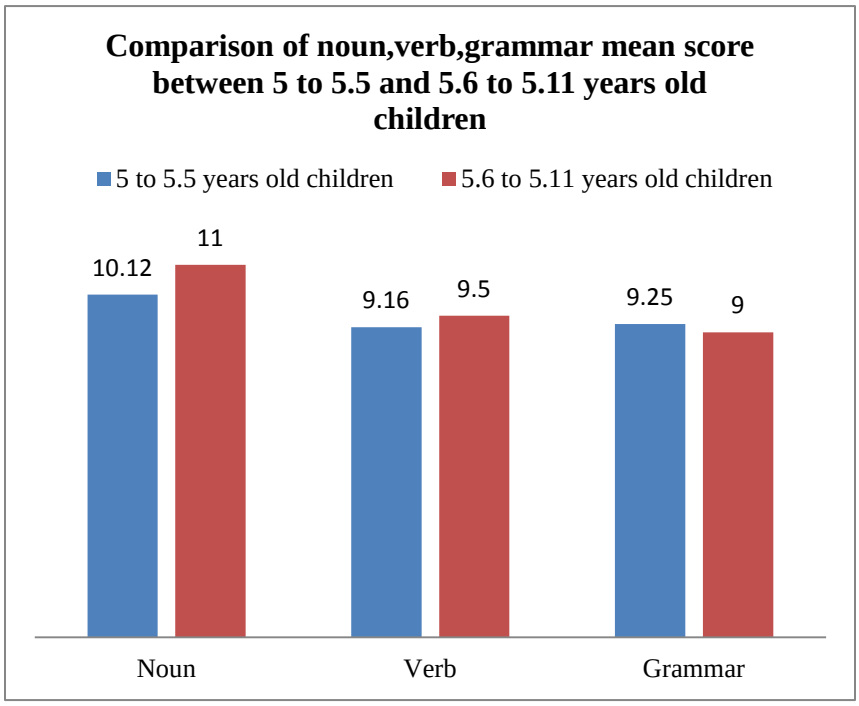

Figure 1.5: Mean of noun, verb, grammar of 5 to 5.5 and 5.6 to 5.11years old children in Bangladesh

This data showed that 5 to 5.5 years old age group typical developing Bangla speaking children noun mean score was 10.12, verb mean score was 9.16 and grammar mean score was 9.25where 5.6 to 5.11 years old age group typical developing Bangla speaking children noun mean score was 11, verb mean score was 9.5 and grammar mean score was 9. These graphs showed that noun and verb mean score of 5.6 to 5.11 years old child was greater than 5 to 5.5 years old child and grammar mean score of 5 to 5.5 years old child was greater than 5.6 to 5.11 years old child.

3.6 Difference between boys and girls of 5 to 5.5 and 5.6 to 5.11 years old typical developing Bangla speaking children

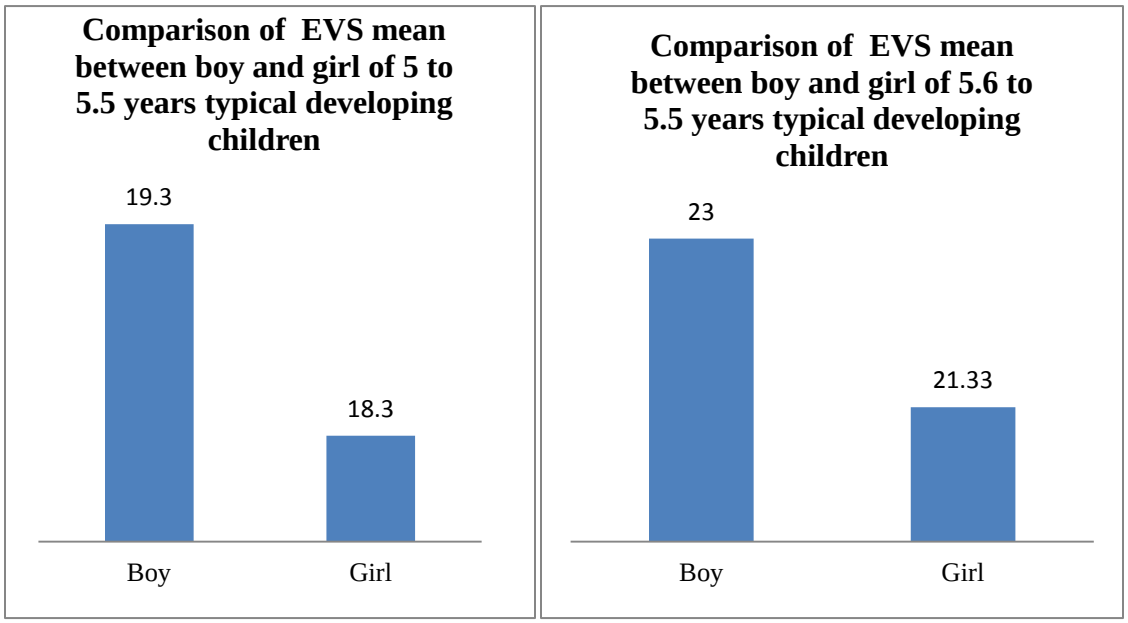

Figure 1.5: Mean of EVS between boys and girls performance of typical developing children.

In 5 to 5.5 years old age group boys' expressive vocabulary mean was 19.3 and girls mean score was 18.3. According to this graph boy acquired greater score than girl.In 5.6 to 5.11 years old age group boys' expressive vocabulary mean was 23 and girls mean score was 21.33. According to this graph boy acquired greater score than girl.

CHAPTER 04 DISCUSSION

The study examined the expressive vocabulary development of 5 to 5.11 years of typically developing Bangla speaking children.According to result 5.5 to 5.11 years age group child acquired greater score rather than 5 to 5.5 age group.Result showed a difference between 5 to 5.5 years and 5.6 to 5.11 years old typical developing Bangla speaking children in terms of the size of the observed vocabulary. According to Rescorla & Papaeliou (2011), the size of vocabularies of young children varies significantly according to age. According to Hao (2008), Expressive vocabulary size increased with age.So the result showed that, vocabulary scores increased markedly with age and this result also support other study result in different context.

Investigator used a tool for conducting the study. Tools mean score was greater than typically developing Bangla speaking children and in tools, between 2 age group children's mean score differences was 1 and in Bangla speaking children mean score difference was 4. This result proved that the score of vocabulary is increasedby age.

In tool, scoring difference was minimal. According to tools, the grammar mean score was 23 and vocabulary mean score was 30 of 5 to 5.5 years children and 24 was for grammar and 31 was for vocabulary score of 5.6 to 5.11 years children. In the study of expressive vocabulary development of 5 to 5.11 years of typical developing Bnagla speaking children, some of the difference was minimal and higher than tools. It may be vary for the data collection procedure and difference of Language, because in tools have some words which are not used in Bangla speaking children.

The comparison result of boys and girls score showed that expressive vocabulary score of boywas higher than girl. It may be for family situation. Bangladesh is developing country so in Bangladesh almost every family gives priority towards boy than girl in every situation. For this reason the result would be varied from another study.In this study different country showed different result, like as according to Tardif, Fletcher, Liang & Kaciroti (2014), they suppose superior average scores for girls than boys, in keeping with answer from English and other languages. Male gender is responsible aspect for Speech & Language delay and disorder (Chaimay, Thinkhamrop & Thinkhamrop, 2006).

According to Adams (2011), no significant differences were found on language ability between boys and girls. According to Fenson et al. 1994 as cited in Wallentin, 2008) in America children have significant effects of gender on both vocabulary understanding and expressing and girls performed better than boys. According to (Owens, 2001) development of children depends on different variables especially the amount of time a mother or father spends with their children.At the same time, a number of theorists have argued against existence of any meaningful differences in boys and girls language.

According to result of noun, verb, grammar it showed that noun and verb mean score of 5.6 to 5.11 years old child score was greater than 5 to 5.5 years old child and grammar mean score of 5 to 5.5 years old child was greater than 5.6 to 5.11 years old child.The data of noun, verb showed that noun score was increased earlier than verb. According to Rescorla & Papaeliou (2011), Greek language differs from English in many aspects such as verbs are more often the first element in sentences children hear in Greek than in English. Verbs also compose a higher percentage of the words that Greek children hear, compared to English-speaking children.

According to, Dodorico, Carubi, Salerni & Calvo (2000) found verb rather than noun emphasis in Italian mother-to-child speech. According to (Tardif *et al.*, 2014) words in some categories are simply more frequent and more highly lexicalized in different languages. In Mandarin and Cantonese, verbs and kinship terms are both more highly lexicalized and more frequent in adult-to-child speech than they are in English (Tardif 2014). According to (Tse, Chan & Li, 2004) they found on their study that the Korean and Mandarin speaking children learned significantly more verbs than English learning children and they recommended that context may play a key role in determining the amount of nouns of the children's early vocabulary. According to, Rescorla & Papaeliou (2011),established that there was a noun high percentage in a large vocabulary and that there were marked individual differences in noun high percentage.

The result of grammar may vary for children's social background, because in this study children weren't selected separately from social background. Parenting is an important influencing factor for language development also birth order, parental education, family history are very important for vocabulary development (Chaimy, Thinkhamrop &

Thinkhamrop, 2006). According to, Dodorico, Carubi, Salerni & Calvo (2000), socio-demographic factors can only partially elucidate the great variability in vocabulary development.For this reason the result may be vary according to age. According to Henden (2013), it is generally established that in order to become a grammatical being, a child firstly needs to obtain vocabulary.

CHAPTER 05 LIMITATION

The limitation of the study is giving bellow:

The participants were not from all socioeconomic status but the result of the study may vary at different social background.

Small group of participants were used to conduct this study in Savar area and it was not possible to use random sampling method in this short time to conduct this study. For this reason the findings of this study would not be applicable generally on participants aged up to 5 to 5.11 yearsas a whole.

Data was not collected from the child mother directly. So the result may differ.

Literature of available literature was another limitation of this study.

CHAPTE 06 RECOMMENDATION

Further research is needed for different aspects of language such as language and speech. If anyone wants to do study in future the following recommendation may helpful for the investigators:

Further investigation is needed for resident father and non-resident father of children in different community.

Further study is recommended for the vocabulary measurement of the children of housewife and service holder mother.

The study should be conducted for the children who came from different social background.

Similar study can be conducted if the range of age and data collection area is different.

Further study can be conducted if there are any opportunities to take large group of participants.

In same study can be conducted within larger sample size than present time for generalization of time.

Further study should be conducted and the data collection procedure should take long time and clear observation. Because the child may not interfere with unfamiliar environment and unfamiliar person.

CHAPTER 07 IMPLICATION

There are no findings for expressive vocabulary in Bangla speaking child of 5 to 5.11 yearsold child in Bangladesh. So the result of the study can be used further for the following purpose:

The study will give concept to the Speech & Language Therapists and the students for the study purpose because it will give the concept about the development of the expressive vocabulary of Bangla speaking child.

These findings will help the investigators for collecting related information.

The investigators will be able to separate the difference normal development with the delay or disorder.

Parents may be helpful from the findings and it will help them providing knowledge about delay and disorder.

There is no established data for the characteristics of early vocabulary development. This study will help the investigators to know about the characteristics.

This study will provide knowledge about the difference between Bangla and other language speaking child.

This study will be helpful for diagnosis and intervention of children with Language delay or disorder.

This study will be helpful to know the effect of birth order on children's vocabulary development.

CHAPTER 08 CONCLUSION

The current study was conducted to recognize the development of expressive vocabulary of typical developing Bangla speaking child. Vocabulary knowledge is important for children to express need, wants, feelings etc. Speech & Language Therapy is a very new profession in Bangladesh. No research was done before in Bangladesh about expressive vocabulary development of 5 to 5.5 years typically developing Bangla speaking children. It will help the learners to provide evidence and use it in different contexts. The result showed that the development of Bangla speaker child's vocabulary is differ from other language and some categories is not developed as like others and also showed difference between 5 to 5.5 years old children and 5.6 to 5.11 years old children in terms of the size of the observed vocabulary, where noun were the most common type of word used by the typical developing Bangla speaking children.

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Annexure:01

Annexure: 01

Permission Letter

Date: 16th September, 2014

To

Head (Acting),

Department of Speech & Language Therapy

Bangladesh Health Professions Institute (BHPI).

CRP, Chapain, Savar, Dhaka- 1343

Subject: Prayer for seeking permission to conduct the research project.

Sir,

With due respect I state that I am a 4th year student of B. Sc. In Speech & Language Therapy Department of BHPI, the academic Institute of CRP. I am sincerely seeking your permission to conduct my research project as the partial fulfillment of the requirement for the degree of B. Sc. in Speech & Language Therapy. The title of my research project is "Expressive vocabulary development of Bangla speaking children (5-6) years". The main objective of study is to find out the expressive vocabulary for typically developing children at the age of 5-6 years. Now I am seeking your kindness to approve me to start the research project and I would like to assure that anything of my research project will not be harmful for the participants.

So, I therefore pray and hope that your honor would be kind enough to allow me to conduct this study.

Yours Obediently

Fatematuj Johara

Fatematuj Johara

4th Year B. Sc. in Speech & Language Therapy,

Bangladesh Health Professions Institute (BHPI),

CRP, Chapain, Savar, Dhaka.

Approved by	Comments and Signature
Head (Acting) Md. Jahangir Alam Department of Speech & Language Therapy Bangladesh Health Professions Institute (BHPI). CRP, Chapain, Savar, Dhaka- 1343	Permitted to conduct the study. 16/09/14

Annexure:02

Annexure: 02
Permission Letter for data collection

Date: 16th September, 2014
To
Head (Acting),
Department of Speech & Language Therapy
Bangladesh Health Professions Institute (BHPI)
CRP, Chapain, Savar, Dhaka-1343

Subject: Prayer for seeking permission to collect data for undergraduate dissertation.

Sir,

With due respect I state that I am a 4th year student of B. Sc. in Speech and Language Therapy Department of BHPI, the academic institute of CRP. I am sincerely seeking permission to conduct my research project as the partial fulfillment of the requirement for the degree of B. Sc. in Speech and Language Therapy. The title of my research project is "Expressive vocabulary development of Bangla speaking children (5-6) years". The main objective of study is to find out the expressive vocabulary for typically developing children at the age of 5-6 years. Now I am seeking your kindness to approve me to start data collection as part of the research project conduction and I would like to assure that anything of my research project will not harmful for the participants.

So, I therefore pray and hope that your honor would be kind enough to grant me the permission of data collection and this permission will help me to conduct a successfully study as a part of my course.

Yours obediently,

Fatematuj Johara
4th year, B.Sc in Speech and Language Therapy,
Bangladesh Health Professions Institute (BHPI)
CRP-Chapain, Savar, Dhaka.

Approved by	Comments and Signature
Head (Acting) Md. Jahangir Alam Department of Speech & Language Therapy Bangladesh Health Professions institute (BHPI) BHPI, CRP, Chapain, Savar, Dhaka-1343	You can Proceed for your data collection. Jahangir 16/09/14

Annexure: 03

সম্মতিপত্র

আমি **ফাতেমাতুজ জোহরা,** ঢাকা বিশ্ববিদ্যালয়ের চিকিৎসা বিজ্ঞান অনুষদের অন্তর্ভুক্ত বাংলাদেশ হেলথ প্রফেসন'স ইন্সটিটিউটের ৪র্থ বর্ষ বি, এস, সি, ইন স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপী কোর্সের একজন ছাত্রী। বর্ণিত কোর্সের অংশ হিসেবে "**Expressive Vocabulary Development**" শিরনামে গবেষণা পত্র প্রস্তুত করতে হবে। গবেষণার প্রস্তুতি স্বরূপ (১-৩) বছরের শিশুদের ভাষার উন্নতি সম্পর্কিত তথ্য সংগ্রহ করা বাঞ্ছনীয়।

এই গবেষণায় অংশগ্রহণকারীর জন্য কোনপ্রকার ঝুকির কারন হবে না। এই গবেষণা সম্পূর্ণ ভাবে কোর্সের কাজ ছাড়া অন্য কোন উদ্দেশে ব্যবহার করা হবে না এবং গবেষণাপত্র প্রকাশকালে অংশগ্রহণকারীর পরিচয়য় ও অন্যান্য তথ্য সমূহের গোপনীয়তা রক্ষা করা হবে। অংশগ্রহণকারী শিশুদের পিতা-মাতাগন যে কোন সময় গবেষণার কার্যক্রম থেকে নিজ সন্তানকে প্রত্যাহার করতে পারবেন।

আমি উপরোক্ত তথ্য সম্পর্কে স্পষ্টভাবে অবগত আছি। এই গবেষণার সুবিধার্থে আমি.....। আমার শিশুকে এই গবেষণায় অংশগ্রহণের অনুমতি প্রদান করছি।

শিশুর পিতা/মাতার স্বাক্ষর..... তারিখঃ.....

গবেষকের স্বাক্ষর.....।।..... তারিখঃ.....

Annexure: 04

Informal Consent

It is to inform you that Fatematuj Johara, 4th year B. Sc. In Speech & Language Therapy course of Bangladesh Health Professions Institute (BHPI) invites:

…….. to join as a participant in her project study on – "Expressive Vocabulary Development". This study is designed as survey. In the study as a participant your participation is entirely voluntary and you have the right to withdraw consent and discontinue participation in the study at any time. You have right to know information about benefits and risks of the study as a participant. Information from this study will be anonymously coded to ensure confidentiality. Your name and address will not be used in any publication containing the result of the study. The written materials from the study will be eligible to access only the researcher and the supervisor.

I have been informed about the above mentioned and I agree to participate voluntarily.

Participant's signature/finger print

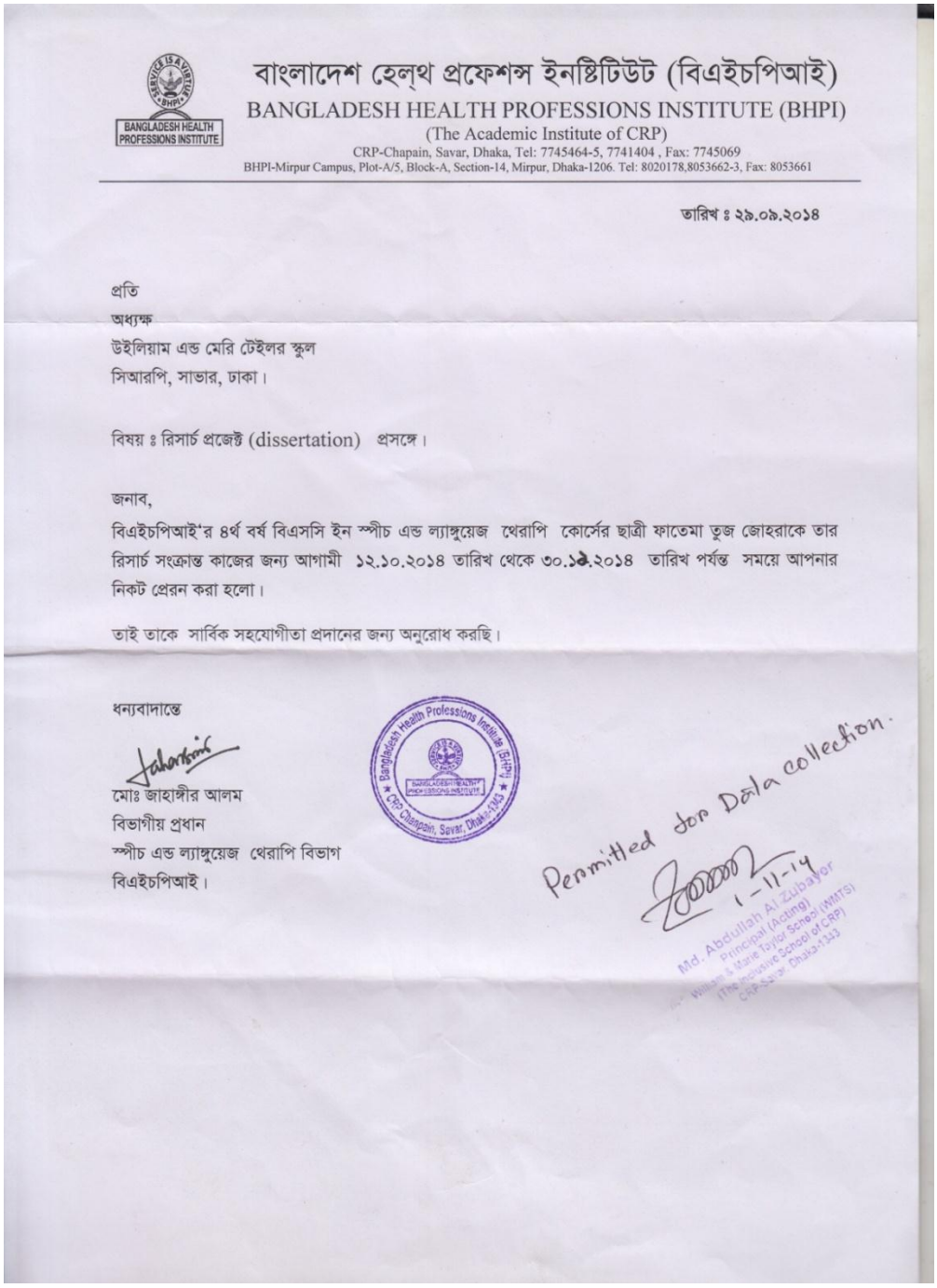
……..

Date: ……

Researcher's signature/fingerprint

……

Annexure: 05



বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 7745464-5, 7741404 , Fax: 7745069
BHPI-Mirpur Campus, Plot-A/5, Block-A, Section-14, Mirpur, Dhaka-1206. Tel: 8020178,8053662-3, Fax: 8053661

তারিখ ঃ ২৯.০৯.২০১৪

প্রতি
অধ্যক্ষ
উইলিয়াম এন্ড মেরি টেইলর স্কুল
সিআরপি, সাভার, ঢাকা।

বিষয় ঃ রিসার্চ প্রজেক্ট (dissertation) প্রসঙ্গে।

জনাব,
বিএইচপিআই'র ৪র্থ বর্ষ বিএসসি ইন স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি কোর্সের ছাত্রী ফাতেমা তুজ জোহরাকে তার রিসার্চ সংক্রান্ত কাজের জন্য আগামী ১২.১০.২০১৪ তারিখ থেকে ৩০.১২.২০১৪ তারিখ পর্যন্ত সময়ে আপনার নিকট প্রেরন করা হলো।

তাই তাকে সার্বিক সহযোগীতা প্রদানের জন্য অনুরোধ করছি।

ধন্যবাদান্তে

মোঃ জাহাঙ্গীর আলম
বিভাগীয় প্রধান
স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি বিভাগ
বিএইচপিআই।

Bangladesh Health Professions Institute (BHPI)
CRP-Chapain, Savar, Dhaka-1343

Permitted for Data collection.
1-11-14
Md. Abdullah Al Zubayer
Principal (Acting)
William & Marie Taylor School (WMTS)
The Inclusive School of CRP)
CRP-Savar, Dhaka-1343

Annexure: 06

রেনফ্রিউ একশন পিকচার টেস্ট

নামঃ_____ তারিখঃ___/___/_____

১। এই মেয়েটি কি করছে?

_____
_____
_____

২। মা কি করতে যাচ্ছে?

_____
_____
_____

৩। কুকুরটিকে কি করা হয়েছে?

_____
_____
_____

৪। মানুষটি কি কি করছে তা আমাকে বল

_____
_____
_____

৫। বিড়ালটি ঠিক কি করেছে?

_____
_____
_____

৬। মেয়েটির কি হয়েছে?

_____
_____
_____

৭। বড় মেয়েটি কি করেছে?

৮। মানুষটি কি করছে তা আমাকে বল

৯। ছেলেটি কি করছে?

১০। আমাকে বল ছবিতে কি হয়েছে

Annexure: 07

Renfrew Action Picture Test

Name: _____ Date:__/__/__

1) What is the girl doing?

---

2) What is the mother going to do?

_____
_____

3) What has been done to the dog?

_____
_____

4) Tell me about what the man is doing?

_____
_____

5) What has the cat just done?

_____
_____

6) What has happened to the girl?

_____
_____

7) What has the big girl done?

_____
_____

8) Tell me what the man is doing?

_____
_____

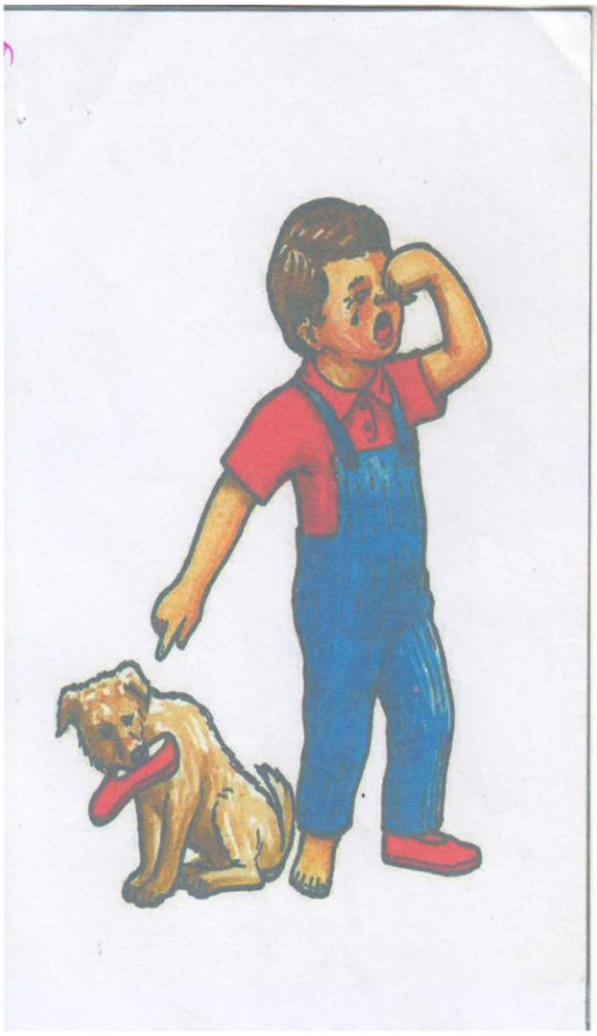
9) What is the boy doing?

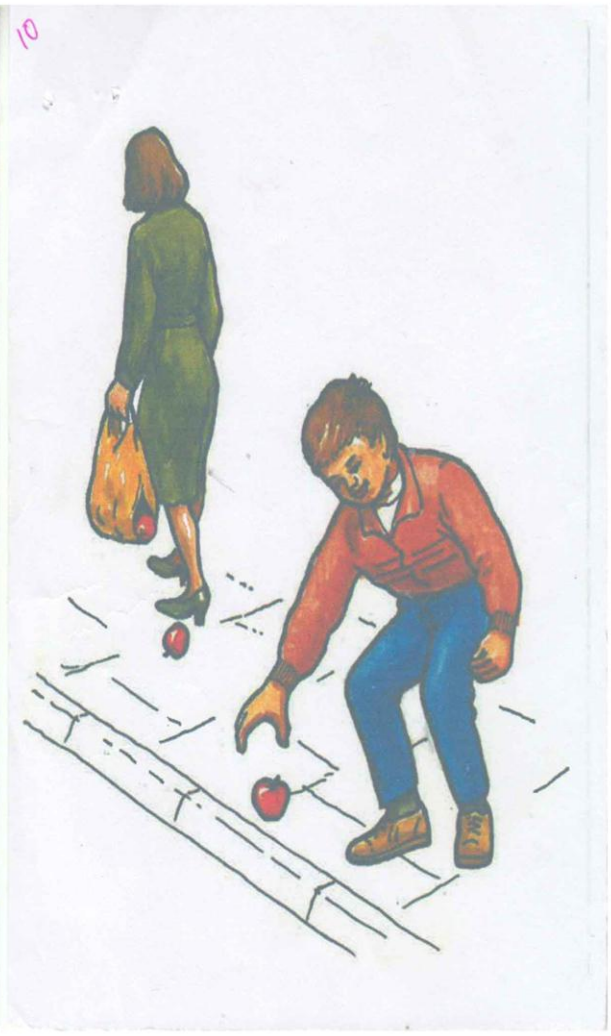
_____
_____

10) Tell me what's happening?

_____
_____

Annexure: 08




10