

**A STUDY OF LANGUAGE DEVELOPMENT OF MIZO CHILDREN IN THE
AGE GROUP OF 3 TO 6 YEARS**

**BY
F.ZOTHANSIAMI
DEPARTMENT OF EDUCATION**

**Submitted in Partial Fulfillment for the Degree of Doctor of Philosophy in
Education of Mizoram University, Aizawl**

MIZORAM UNIVERSITY
TANHRIL : MIZORAM – 796004

Prof. Lalhmasai Chuaungo
Department of Education

Mobile : 9436154401
E-mail:lahmasai.c@gmail.com
Dated Aizawl, the 23rd April, 2019

CERTIFICATE

This is to certify that the thesis entitled “*A Study of Language Development of Mizo Children in the Age Group of 3 to 6 Years*” submitted by F. Zothansiami, for the degree of Doctor of Philosophy in Education, of the Mizoram University, Aizawl, India, embodies the record of original investigations carried out by her under my supervision. She has been duly registered and the thesis presented is worthy of being considered for the award of Ph.D degree. This research work has not been submitted for any degree of any other university.

(Prof. LALHMASAI CHUAUNGO)

Supervisor

MIZORAM UNIVERSITY
TANHRIL, AIZAWL

Month: April

Year: 2019

DECLARATION

I, Mrs. F. Zothansiami, hereby declare that the subject matter of the thesis entitled “A Study of Language Development of Mizo Children in the Age Group of 3 to 6 Years” is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or, to the best of my knowledge to anybody else; and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to the Mizoram University for the award of the degree of Doctor of Philosophy in Education.

(F. ZOTHANSIAMI)

Candidate

(Prof. B. B. MISHRA)

Head,

Department of Education

(Prof.Dr.LALHMASAI CHUANGO)

Supervisor

ACKNOWLEDGEMENT

On this moment of submission of my thesis, I first give thanks to Almighty God for His protection and giving me the ability to do this work. I would like to thank to all whom in one way or another contributed in the completion of this thesis.

I express my deep sense of gratitude and heartfelt thanks to respected Madam, my supervisor **Prof. Lalhmasai Chuaungo**, Professor, Department of Education, Mizoram University, Aizawl for having accepted me to work under her supervision, and also for her invaluable guidance, interest, constant encouragement, criticisms and suggestions at all stages of my research work. Without her sincere advice, devotion to the work and sympathetic understanding of my limitations it would not have been possible for me to bring out this thesis in its present form.

I am also deeply thankful to all the professors and office staff of the Department of Education, Mizoram University for their support and cooperation throughout the course of study. Their constant guidance, cooperation, motivation and support have always kept me going ahead.

My heartfelt thanks are due to my informants – all the headmasters / principals, teachers and students as well as parents of sample government and private schools for their sincere cooperation and warm response.

I am grateful to all those who prayed for me, helped me, motivate me and supported me in my research work whose names are not mentioned here.

I express my heartiest thanks and gratitude to my parents Mr. Sangthanliana and Mrs. Hrangchhungi for their blessings, inspiration and motivation that I have received in my life. I am also thankful to my mother-in-law Mrs. Ngunrengi and to all my relatives for extending their cooperation to me.

Finally, but not the least, a special thank you goes to my husband, Mr. Isaack Vanlalpeka Punte. Isaack has always believed in me and supported me through some very stressful and difficult times. He has also stepped in to assist and take over with

parental duties. Very heartfelt thanks to my son Jethro Punte and my daughter Amelia Punte, for your patience, encouragement and moral support.

(F. ZOTHANSIAMI)

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CHAPTER – I

INTRODUCTION

CHAPTER-I

INTRODUCTION

1.1.0. Concept of Language

Language is the ability to communicate with others. It includes every means of communication in which thought and feelings are symbolized so as to convey meaning including such widely different forms of communication as written, spoken, sign facial expression, gesture pantonima etc. Speech is one of the forms of language. The child's adjustment is influenced by his language development and his language in turn by his environmental factors (Pankajam, 1994).

Language is the set of rules, shared by the individuals who are communicating, that allows them to exchange those thoughts, ideas, or emotions. Language may also be expressed through writing, signing, or even gestures in the case of people who have neurological disorders and may depend upon eye blinks or mouth movements to communicate (Burke, n.d.).

Language is an important skill that allows a person to communicate. A child begins to develop language even before he/she can use words, as seen by a baby who cries to get his/her needs met. A delay in language skills can cause frustration for a child as well as miscommunication about what she may be trying to convey. Language development is important to a child in order to adequately exchange information with others in a meaningful way (Brannagan, 2017).

Language is not merely the medium of instruction at all levels of education; it is the medium of growth. It provides capacity for preservation and communication of intellectual life. At higher level, language provides the medium of fresh and free thinking and research. In education, it is supposed to communicate knowledge, and in general life it is the instrument to pick up information. We need language to learn, to retain and to recall our knowledge. It is the primary need of the child (Shodhganga, 2009 a).

The acquisition of language is perhaps a child's most complex and remarkable accomplishment. Language learning is vital for a child since it serves various functions. It is a main mode of communication of information, intentions, thoughts and feelings and at the same time helps to organize one's ideas and think systematically. It is therefore basic to not only the child's scholastic performance in all subjects but also to all cognitive processes- thinking, memory, reasoning and problem solving (Encyclopedia of Children's Health, 2010).

1.2.0. Language Development During Early Childhood Period

Language development is the process by which children come to understand and communicate language during early childhood. The early years of the child comprise the most impressionable and crucial period having irreversible and pervasive influences on later conative, affective, cognitive and personality development. Therefore, the study and understanding of the different aspects of development of the child is very important. (Language development, baby, stages, meaning, definition, description, n.d.).

During the first years of life, children undergo major developmental changes across a range of domains. In particular, the entry into formal language is one of the most heralded achievements of early development. Language enables children to share meanings with others, and to participate in cultural learning in unprecedented ways. Moreover, language is foundational to children's school readiness and achievement (LeMonda, 2009).

A dramatic accomplishment during this period is the acquisition of language. In late infancy children learn to say a few individual words and by paying attention to context they can also understand some of the languages used around them. The size of the vocabulary increases and they begin to string words together in short sentences. The ability to represent objects, people and events through language develops about the same time as representation in children's initiation, play and other actions (Landers, 2013).

From birth up to the age of five, children develop language at a very rapid pace. The stages of language development are universal among humans. However the age and pace at which a child reaches each milestone of language development vary greatly among children. More than any other aspects of development, language development reflects the growth and maturation of the brain. After the age of five, it becomes much more difficult for most children to learn language (Encyclopedia of Children's Health, 2010).

It is through language that children learn about their world and then communicate their understanding to others around them. Most children talk, they learn to manipulate oral language and experience with words to convey meaning. Most children by the age of four use the basic form and structure of their language appropriately. But like all developments, the combination of environmental support and individual differences in ability brings children of the same age to different language facilities. The ages from two to five years are especially crucial in the process of acquiring language. This is the period of time when a child's vocabulary expands from 250 words to 3000 words, and he or she learns the rules of putting words together properly to speak in complex sentences. During these years language environment has a significant effect on the child's overall progress (Landers, 2013).

Language development consists of a number of components. The first, phonology, is the development of the structure and sequence of speech sounds. The second, semantics, refers to the development of vocabulary and the way in which underlying ideas are expressed in words and word combinations. Once vocabulary development is underway, a child's grammar, particularly syntax and morphology, begins to develop and this is followed by pragmatics, that is, the guidelines for engaging in appropriate and effective communication (Berk, 2013 as cited in Barber, 2017). Given the overall importance of vocabulary for everyday communication, this has generated the most research attention. Vocabulary development for most children is fast and efficient. A typical child acquires a vocabulary of more than 500 words before the age of 3 years with over 2,000 words acquired by 5 years of age (Owens, Metz & Haas, 2000 as cited in Barber, 2017). Children continue to add to their

vocabulary at a rate of 5,000 to 10,000 words a year during middle childhood (Barber, 2017).

In order to become a well-rounded communicator one needs to be proficient in each of the four language skills namely, listening, speaking, reading and writing. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability (proof of learning) and, most important, confidence (Englishmate, 2018).

The primary influence on vocabulary development during the early years is language interaction with others. Before learning to read, children are introduced to new words on a daily basis via interactions with parents, teachers, other adults and older children (Hart & Risley, 1995 as cited in Barber, 2017 b). Contextual cues are also used to expand their understanding of words. When listening to parents talk and teachers teach, watching television or reading a book or magazine, for example, children will typically use the words they already know to infer the meaning of those that they do not know (Barber, 2017).

The early childhood years are also a crucial period in language development in that the use of oral language becomes a social skill. Children progress from what Piaget termed egocentric language, or the communication of personal wants and needs, to social language, as children become proficient in taking turns in conversation and responding to each other's statements (Foorman et al., 2002; Santiago-Delefosse & Delefosse, 2002 as cited in Fitzhugh, 2010). These pragmatic or communication skills influence the child's interaction with language and provide opportunities for linguistic growth. Linguistic interactions with adults and other literate people familiarize young children with the grammatical structure found in literature, as it is reflected in the speech of a literate society. During the preschool years, children are also known to particularly enjoy participating in make-believe play (Sachs et al., 1985 as cited in Fitzhugh, 2010). Thus, with the advancement in linguistic ability and interest in pretend situations and creativity, oral narrative production skills emerge and advance during the preschool years (Fitzhugh, 2010).

Children's communicative competencies involve both receptive and expressive language. Receptive language refers to a child's comprehension of words (oral or written): when a specific word is used, the child knows what it refers to or represents. Expressive language refers to a child's production of language to communicate. This develops orally first during social interactions and as a child's speech mechanisms mature allowing the child to gain control over producing specific speech sounds. In literate cultures, children also develop expressive written language as they learn how to communicate using the visual symbol system of their specific culture, e.g., the 26 letters of the English alphabet. Receptive language development and expressive language development are closely related.

The relation between the development of receptive and expressive language appears to be a dynamic one, influenced by a child's specific developmental level, each aspect of language knowledge, and learning environment. Aspects of language knowledge are when children are acquiring language, they are developing five different aspects, or components, of language knowledge: phonological, semantic, syntactic, morphemic, and pragmatic. Each of these aspects refers to a specific domain of language knowledge; however, the aspects do not develop in isolation from each other. Initially, a child's knowledge of the aspects or components of language will be only receptive. This means the child will perceive the specific characteristics of language but will not be able to produce language that demonstrates this knowledge (Otto, 2014).

1.3.0. Needs and Importance of Language Development During Early Childhood Period

The need of language can be realized best by those who suffer from the loss of speech, though it is beyond their power to explain it. In fact, we take speech for granted and are hardly aware of our interdependence upon it. It is difficult to conceive a society without it. Language seems to have born with the inception of the human race, so the credit goes to it for helping the survival of mankind. Not only this, it has also helped our race to mature by transmitting our culture and civilization to coming generations. The enormous development in various walks of our life has

been possible only through language Science, Technology, Religion, Art could make progress only with the help of language. Long before children learn how to read words on a page, they develop and hone the skills needed to understand how language works. Rapid growth occurs in the language centers of the brain during the early childhood years. Before the age of 8, children form the foundation for language and literacy development by discovering that speech has patterns and symbols have meaning. As a result, successful early language development is a vital part of later achievements in reading. A plethora of research has proven that early literacy is closely linked to language development in the preschool and kindergarten years. Disparities in ethnic, linguistic and socioeconomic backgrounds contribute to language skills delays and smaller vocabularies that cause the students to fail far behind their peers (Understanding the Importance of Language Development, n.d.).

Language development during the preschool years is important for the progression of children's cognitive skills and for their social and emotional maturity. Language skills (such as listening, comprehension and speech) are also important for the development of pre-reading and pre-writing skills, preparing children for literacy work at school. Parents and caregivers help preschool children build a foundation for all future learning by supporting their language development during these early years.

Language development helps and enhances other aspects of development in a child. Some aspects of development for which language development is most important are briefly explained as follows:

Language and Cognitive Development

The development of language skills helps preschool children improve their memory, curiosity, concentration, thinking and reasoning skills. These skills help children use new vocabulary, improved grammatical skills and the opportunity for symbolic thought. Language development enables preschool children to use imagery as part of their thinking in order to discuss past, present and future events and their

experiences of people, places and objects. Improved language skills also help preschool children to ask questions to gain knowledge and make sense of their world.

Language and Social Development

Preschool children with well-developed language skills, such as attentive listening and clear speech, are confident to express their opinions and enjoy playing with other children. According to child psychologist Dr. Carol Valinejad, as cited in Vickers, n.d. "Children who feel comfortable expressing their opinions will be at an advantage in getting along with their peers compared to children who cannot." Language skills enable preschool children to understand the importance of sharing and taking turns and to enjoy cooperative play, creative play and games that require instructions or rules.

Language and Emotional Development

Preschool children who listen attentively and follow instructions from parents and caregivers will understand how to keep themselves and others safe. Language development is also important as it gives children a way of expressing their anger or frustration with words instead of using physical means, such as kicks, punches or temper tantrums. It helps them to see another's point of view and to develop empathy. Language skills also give children the opportunity to talk about anything that is worrying or frightening them. Preschool children who develop a love of language have fun playing with words and sometimes invent little nonsense songs and rhymes.

Language and Reading Skills

Language development in the preschool years forms the basis for learning to read. Preschool children extend their vocabulary and understanding of grammar through conversations with parents and caregivers and by sharing picture stories, songs and rhymes with them. This in turn helps with reading comprehension strategies and phonological awareness (awareness of sound-symbol relationships).

Research shows that preschool children who recognize the sounds of rhyming words make faster progress in reading and spelling when they go to school.

Language and Writing Skills

During the preschool years, "speaking, listening, reading and writing develop concurrently (together) rather than sequentially (one after the other)." In order to read and write, children must understand that letters are symbols representing the sounds of speech. Children who enjoy using language and develop a love of books will enjoy mark-making activities--for example, using crayons on paper or chalk on chalkboards--motivating them to communicate using symbols (Vickers, n.d.).

1.4.0. Importance of Preschool Education for Language Development

The preschool education component of early childhood care and education has demonstrated a positive impact on retention rates, language abilities and achievement level in primary grades. It provides stimulating experience to children and facilitates optimal cognitive development and quality aspects such as healthy environment, stimulating activities, encouraging care-giving teachers which are imperative to ensure all round development of children. It is now undisputedly acknowledged that systematic provision of early childhood education provides sound foundation for later development. Recent meta-analysis found that preschool education has significant and lasting effects on children's cognitive and language abilities and school progress. Participation of children in various learning based activities helps them to develop advance skills in areas such as following direction, problem solving and attainment in early learning (Shodhganga, 2009 b).

One of the most striking accomplishments of the preschool years is the child's development of speech and language. As children enter school, they are expected to use these newly developed language skills as tools for learning and social negotiation. The important role of spoken and written communication in school-aged

children's lives suggests that individual differences in these skills may entail benefits and risks, in terms of broader academic and psychosocial competence.

Spoken language competence involves several systems. Children must master a system for representing meaning, and acquire a facility with the forms of language, ranging from the sound structure of words to the grammatical structure of sentences. This knowledge must be joined with their social competence. Much of this learning is accomplished without formal instruction, and what is known is largely tacit in nature. Preschool children begin to develop some awareness of this knowledge by rhyming words, or taking a word apart into syllables. This ability to think about the sounds in words is called phonological awareness. Early reading development in alphabetic languages such as English depends on the integrity of phonological awareness and other related phonological processing abilities (Tomblin, 2010).

Although word recognition and comprehension are often considered separately, they can influence one another over development, in a bidirectional way. For example, vocabulary knowledge contributes directly to growth in word recognition,^{2,3} and later in the school years, skill in word recognition predicts the rate of vocabulary growth (Child encyclopedia, n.d.).

Learning to read also requires several skills. It is common to differentiate between two main aspects of reading: word recognition and comprehension. Word recognition consists of knowing how a word is pronounced. Early in reading development, children need to recognize letters, be aware of and able to manipulate sounds within words, and use conventions about the relationship between letters and their pronunciation. In addition, the child needs to be able to interpret the meaning of the printed text. The skills involved in this aspect of reading are very similar to those used in listening comprehension (Tomblin, 2010).

1.5.0 Rationale of the Study

Language development during the preschool year between 3 and 6 years attains greater complexity and is used for many ends. During this period the child

learns to communicate his complex feelings and motivations to others, and uses language to solve problems which he formerly solved by physical means. In state of trial and error attempts on a physical plane, the child surveys all possible solutions to the problem in terms of language. He remembers, generalizes and reproduces former experiences through words and applies them in the context of the present situation. During the preschool years the child's pronunciation improves markedly, though the individual differences remain. The preschool child's sentence structure increases in complexity up to the age of 4 and a half year, he uses small proportion of complex and compound sentences. But by 5 or 6 years, their proportion rise and every form of sentence structure appears in the child's speech (Pankajam, 1994).

Review of some researches reveals that there have been few studies on language development of children conducted in India and abroad. So far we in India, have been making use of the normative data of other countries conducted in totally different cultural and social backgrounds and have been basing our planning on the findings of these studies. In many cases, these findings have been found to be invalid or inapplicable in our culture (Pankajam, 1990).

Further, findings of few studies on language development of children conducted in some parts of our country are not relevant enough for children in Mizoram as the state has a totally different social and cultural backgrounds. Following foreign norms or Indian norms of language development for child-rearing and planning of preschool education for Mizo children is not psychologically sound. The prevailing curriculum needs to be made more developmentally appropriate. Knowledge about language development of Mizo children at early childhood stage from 3 to 6 years of age is not only just an empirical quest but also an essential practical prerequisite for planning developmentally stimulating early childhood curriculum.

In this regard, some questions arise in the mind of the investigator. These are:

1. Is language development of Mizo preschool children satisfactory? What about their listening and speaking abilities? Are their pre-reading and pre-writing skills satisfactory?

2. Which age group of Mizo children in the age group of 3 to 6 years is best in language development?
3. Are Mizo preschool children from both private and government preschools good in language development? Who are better in this regard?
4. Which group of children belonging to different socio-economic status is best in language development?
5. Which group of Mizo preschool children, (urban or rural) is better in language development?
6. Does number of siblings have anything to do with language development?
7. Does order of birth have anything to do with language development?

The answers to these questions could be found only through research. However, no study in this area has ever been conducted in Mizoram. If a study could be conducted in this area, the findings will serve as guidelines for parents, teachers, researchers and the curriculum planners for early childhood education.

1.6.0. Statement of the Problem

To find answers to the questions already raised as well as to fill the research gap, the present study has been designed and conducted. Thus, the title of the present study is stated as:

A Study of Language Development of Mizo Children in the Age Group of 3 to 6 Years

1.7.0. Operational Definitions of Key Terms Used

Language Development: Language development in the present study refers to language abilities or skills involving listening ability, speaking ability, pre-

reading ability and pre-writing skill acquired by a child.

Mizo Children: Mizo children in the present study imply children born from Mizo parents, living in Mizoram and using Mizo as a mother tongue.

Age Group of 3 to 6 Years: In the present study, the term ‘age group of 3 to 6 years’ refers to preschool going age. Thus, a child in this age group is supposed to be in any one of preschool classes such as Anganwadi, private preschool, and preschool section of English medium school.

1.8.0. Objectives of the Study

The present study was conducted with the following objectives:

1. To prepare profile of sample Mizo children in the age group of 3 to 6 years.
2. To study language development of Mizo children in the age group of 3 to 6 years in terms of:
 - (a) Listening ability
 - (b) Speaking ability
 - (c) Pre-reading experience
 - (d) Pre-writing skill
3. To study language development of Mizo children in the age group of 3 to 6 years in terms of age.
4. To study language development of Mizo children in the age group of 3 to 6 years in terms of management of preschools attended by them.
5. To study language development of Mizo children in the age group of 3 to 6 years in terms of Socio-Economic Status.
6. To study language development of Mizo children in the age group of 3 to 6 years in terms of gender.
7. To study language development of Mizo children in the age group of 3 to 6 years in terms of locality.
8. To study language development of Mizo children in the age group of 3 to 6 years in terms of number of siblings.

9. To study language development of Mizo children in the age group of 3 to 6 years in terms of order of birth.
10. To give suggestions for improvement of language development of Mizo children.

1.9.0. Hypotheses of the Study

The following hypotheses are formulated for the present study:

1. Language development of Mizo children in the age group of 3 to 6 years is satisfactory in terms of listening ability, speaking ability, pre-reading experience and pre-writing skill.
2. Mizo children in the age group of 3 to 6 years belonging to higher age group are better in language development than those belonging to lower age group.
3. Mizo children in the age group of 3 to 6 years attending private preschools are better in language development than those attending government preschools.
4. Mizo children in the age group of 3 to 6 years belonging to higher Socio-Economic Status are better in language development than those belonging to lower Socio-Economic Status.
5. Mizo girls in the age group of 3 to 6 years are better in language development than Mizo boys in the age group of 3 to 6 years.
6. Mizo urban children in the age group of 3 to 6 years are better in language development than Mizo rural children in the age group of 3 to 6 years.
7. Mizo children in the age group of 3 to 6 years having more siblings are better in language development than those having fewer siblings.
8. Mizo children in the age group of 3 to 6 years who are younger in the siblings are better than those elder in the siblings.

1.10.0. Delimitation of the Study

The area of the present study titled “A Study of Language Development of Mizo Children in the Age Group of 3 to 6 Years” has been delimited to Lunglei district, the second oldest and second biggest district amongst the existing 8 districts of Mizoram. This delimitation is necessitated by the fact that the study of language development of small children is so time-taking as observation and assessment of the children need to be carried out individually.

1.11.0. Organization of the Report

The report of the present study has been divided into five chapters to facilitate a systematic presentation.

Chapter I is introductory, giving concept of language, language development during early childhood period, needs and importance of language development during early childhood period, importance of pre-school education for language development. Besides, rationale and objectives of the study, statement of the problem, hypothesis and delimitation of the study are presented.

Chapter II deals with the review of the research studies conducted in the area of language development of children which have been considered to be relevant for the present study.

Chapter III discusses the plan and procedure adopted for the present study. The method of study, population and sample, tools used, construction and description of tools, procedure of data collection, and tabulation of data and statistical treatment of data are described in this chapter.

In Chapter IV, the analysis and interpretation of data regarding language development of Mizo children are presented under different heads based on objectives of the study.

Chapter V is the concluding chapter which presents and discusses the findings, educational implications of the study, recommendations for improvement and suggestions for further research.

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CHAPTER II

REVIEW OF RELATED STUDIES

CHAPTER-II

REVIEW OF RELATED STUDIES

2.1.0. Introduction

During the post-independent period, the movement for the young children drew great support from the private and voluntary sectors. The NPE (1986) has given importance to Early Childhood Care and Education (ECCE). It views the early childhood care and education as an important input in the strategy of human resource development, as a feeder and support program for primary education and as a support service for working women of the disadvantaged section of society. The experience of early childhood education in our country has thrown open a number of questions that need culturally sensitive answers. The search can bear fruit if those affiliated to early childhood education and to developmental psychology can work in partnership as has been the case in practically all developed countries.

In the process of planning and formulating policies related to early childhood care and education, one major drawback that one faces is the lack of well developed body of research in this field. It is only in the last two decades that researchers from various disciplines have become interested in studying the young child's growth, development and learning process. Unlike in the West, where the young child has attracted the attention of anthropologists, psychologists, educators, nutritionists, linguists etc., who have studied the child from their respective perspectives, in India the young child as a subject of research has been neglected. The little research that is available today is scattered, piecemeal and in small watertight compartments.

A survey of researches on language development of children in India reveals that most of the studies are on vocabulary of children. The implication of language development in children attracted the attention of researchers to take up investigations related to language development of children in its entirety. A brief review of research studies related to language development of children is, therefore, presented in this chapter.

2.2.0. Research Studies Reviewed

Agnihotri (1987) conducted *A study of language development among infants in relation to their social strata*. The main objectives of the investigation were : (i) To study language development of infants aged four to five years (ii) To study the factors which affected language development, namely, socio-economic status, sex and birth order, and, (iii) To study certain peculiarities of language development, such as context of words, specific expression, context-free expressions, use of spoken form, local dialect, etc.

A sample of 36 infants stratified on the variables of mental age, social class, sex and birth order was selected through the incidental sampling method. The tools administered were socio-economic status scale developed by Jalota, Pandey, Kapoor and Singh and eight stimulating pictures developed by the researcher with the help of some judges.

The finding of his study reveals that – (i) there was significant difference in the language of infants hailing from various social classes. (ii) The infants of upper middle class used more words, more nouns, adjectives, adverbs and verbs and longer sentences. (iii)The infants of upper class and upper middle class used more specific expressions and context free expressions than the infants of middle class. (iv) There was significant difference in the language of boys and girls. (v) Girls used more nouns, adjectives and adverbs, but so far as the used of pronouns and verbs was concerned, there was no difference in their language. (vi) There was no difference in the language of infants of different birth orders.

Bhishikar (1987) conducted a study on *an experimental analytical study of the acquisition of reading skill*. The major objectives of the investigator were: (i) To prepare a training program in reading skill containing exercises for comprehension, vocabulary, mechanical perception and reading speed with accuracy, (ii) To design and conduct experiments to study the effectiveness of the training programs and the effects of intelligence and sex on reading skill acquisition, (iii) To construct reading tests for evaluating training programs, (iv) To study reading interests and reading habits of students, and (v) To study the interrelationship among sub-skills of reading and the relationship of reading performance with language scores, general scholastic

achievement, reading habits and interests, health socio-economic status (SES) of students.

The tools of research used in the study were a Verbal Test of Intelligence in Marathi, Raven's Progressive Matrices, Reading Skill Test, Critical Reading Test and Reading Inventory, all developed by the investigator. Statistical methods used for data analysis and hypothesis verification were product moment correlation, chi-square test, Hartley's Test, Analysis of Variance and analysis of variance by ranks.

The major findings of the investigator were: (i) The training programs brought about significant improvement in the performance of students. (ii) Intelligence was found to play a significant role in the acquisition of reading skills. (iii) The low intelligence group showed significantly greater improvement in comprehension, the high intelligence group showed significantly greater improvement in vocabulary. (iv) Both the high and the low intelligence group did not show significant improvement in reading speed. (v) The low intelligence group enjoyed perception exercises while the high intelligence group preferred vocabulary contests. (vi) There were no sex differences in reading skills. (vii) SES, reading habits, reading interests, health, language and scholastic achievement were found to be significantly related to reading achievement.

Gupta (1987) conducted a study on *Relationship between reading ability and father's profession and birth order*. The main aim of the study was to find out the relationship between (i) children's reading ability and their father's profession, and (ii) children's reading ability and their birth order. Accordingly, the hypotheses formulated were: (i) There was no difference in the reading ability among children of father's in different professions. (ii) There was no difference in reading ability among children of different birth orders.

Data were gathered with the help of the reading ability test, an instrument developed and standardized especially for the study. The 95 item standardized reading ability test was administered on a sample of 200 children studying in class-iii and iv from a randomly selected set of six schools in Patna City. The draft of the test initially contained 160 items and covered the areas: (i) prose comprehension, (ii) poetry comprehension, (iii) word comprehension and (iv) sentence comprehension. Item analysis led to the final form consisting of 95 items retained on the basis of the

computed difficulty values and their internal validity. The accepted chi square values established the normality of the distribution of scores and the split-half and the test-retest reliability and validity coefficients ensured the standardization of the test. Percentile norms were also developed. The hypotheses were tested by subjecting the data to the technique of analysis of variance and by means of t-test and F-test.

The findings of the study were: (i) Father's profession did not bear any influence on reading performance. (ii) As a generalized fact, the eight-born children appeared to be superior in reading ability whereas the first-born children appeared to be weaker than others except the sixth-born children. However, the inferiority in reading ability of the first-born children appeared to be significant only against the fifth-born and the eight-born children.

Phukan (1987) conducted a study on *The Effect of parental bilingualism on the acquisition of language skill of pre- school children*. The major objective of the study was to examine whether parental bilingualism posed any serious problem for the natural development of a child's own language as a tool for verbal communication. The study revealed that bilingualism did not seem to be a serious handicap in linguistic development and there was no language deficiency in a bilingual child. Slurred communication, incorrect pronunciation, poor and inaccurate grammatical form practiced by the adults in his environment, use of baby talk by adults influence a child's speech directly.

Sahu (1987) conducted a study on *Psycholinguistic competence and language achievement of the socially disadvantaged at primary school level*. The investigation was based on a 2x3 factorial design, with two levels of social dimensions (socially advantaged vs socially disadvantaged) and three levels of grade dimensions (Grades II, III and IV). There were 35 subjects in each of the six resulting sub-groups. Language abilities investigated in the project included measure for reading, spelling of words, comprehension of words, comprehension of passages and words fluency. Measures of psycholinguistic abilities included verbal intelligence, perceptual and semantic mediational abilities and 3 stage mediational abilities.

The results of the investigations were: (i) In general, advantaged subjects did significantly better than their disadvantaged counterparts on measures of language

achievement. (ii) As regards verbal intelligence and semantic meditational abilities also, advantaged subjects did generally better. (iii) So far as perceptual meditational abilities were concerned, advantaged group in Grade II and III did better than their disadvantaged counterparts, but the trend was reversed for students of Grade IV. (iv) On the measure of three-stage meditational ability, both the advantaged and the disadvantages subjects showed facilitation over three stages of paired associate learning.

Shah (1987) carried out a study on *A comparative study of some personal and psychological variables and reading comprehension*. The main objectives of the investigation were to compare intergroup differences in subject scores on Trivedi and Patel's Reading Comprehension Test with respect to six personal variables, namely, sex, grade, age, parental income, parental education and parental occupation as well as three psychological variables, namely, reading rate, intelligence and meaning vocabulary. The sample consisted of 412 pupils of eight and nine grades drawn from four different secondary schools of Bhavnagar city.

The major findings of the investigation were: (i) No difference existed in reading comprehension between boys and girls. (ii) There was significant difference between two grades as well as median age groups, (iii) There was significant differences in frequencies of high and low group pupils on the variables of parental income, parental education and parental occupation. (iv) There were significant differences in frequencies of three different groups of pupils on all the three psychological variables, viz., reading rate, intelligence and meaning vocabulary. Correlational values of the last three variables with reading comprehension indicated positive relationship between them.

Bevli (1991a) conducted a study on *Language development of Indian children: Developmental norms of Indian children age two and half years to five years, a cross-sectional study*. For this study, seven centers- Calcutta, Bombay, Madras, Allahabad, Hyderabad and Delhi consisting of urban, rural and industrial areas were selected and children of six age groups- two and half, three, three and half, four, four and half and five years; 30 boys and 30 girls at each age level for each population were taken, thus making a total of 6997. Data were analysed

quantitatively as well as qualitatively.

The main findings were: (i) On the whole, urban children were faster and earlier in language development than rural and industrial children. (ii) The industrial children were slower than the urban children. (iii) The inter-centre difference showed Bengali children to be faster in development than the children of other regions. This was true of all the areas- urban, rural and industrial. Those who were comparatively slow in language development were Allahabad urban children among the urban sample and Bombay rural children among the industrial sample. (iv) When compared to Gesell's norm, Indian children showed slower development wherever handling of the printed material like picture books or picture cards was involved. On other items, The urban children showed more or less the same or slightly faster development. Rural and industrial children on the whole showed slower development.

Bevli (1991b) conducted a study on *Language development of Indian children: Developmental norms of Indian children, age two and half to five years; Longitudinal study*. The longitudinal study was confined to an urban population only. The total sample consisted of 294 children, 147 boys and 147 girls from the seven centers of Ahmedabad, Allahabad, Bombay, Calcutta, Delhi, Hyderabad and Madras. Some children were tested repeatedly at the seven centers at fixed intervals of six months.

Major findings of the study were: (i) Urban children showed earlier and better language development as compared to either rural or industrial children. (ii) The industrial children were more advanced than the rural, and slower than the urban children. (iii) Calcutta center children were far more advanced in language development than children of other regions. This was true of urban, rural and industrial areas as well. (iv) Slower development was seen in Ahmedabad and Allahabad urban areas. (v) The longitudinal and cross-sectional results agreed, on the whole in showing that, whenever differences appeared, they were not more than six months.

Muralidharan & Banerji (1991) conducted a study on *Effect of preschool*

education on the language and intellectual development of underprivileged children. Fourteen children from school 1, and fifteen children from school 2 were selected. The former groups had two years of pre-schooling and were in kindergarten class. The second group belonged to class 1 of a local free primary school and did not have the advantage of pre-schooling. Phatak's Draw-a-man Test was used. Mean, S.D. and 't' ratio were calculated.

Results showed the trend that the children in preschools had done consistently better in all aspects of language development than the children in the primary school. However, the differences reached the level of significance only with regard to the number of words and in degree of comprehension. The pre-school was found to have a much higher score in intellectual development than the primary school group. The differences were found to be highly significant.

Sharma (1991) conducted *A study of language development of children.* The objectives of the inquiry were (i) to study language development with reference to specific features of language in children in the age range two and half to four years, (ii) to examine the mother's language as addressed to the child, and (iii) to find out the possible relationship between the mother's language and the child's language.

The sample of the study consisted of 40 Telegu speaking mother-child dyads. The children were in the age group two and half to four years and were attending nursery schools. The mother's were between the age of 25 years and 32 years with educational qualification varying between pre-university and graduation. The data collection involved observing each mother-child dyad in their home.

The findings of the study were: (i) There was a significant increase in the total number of words spoken from two and half years to four years. (ii) In terms of vocabulary of children, there was a significant increase from two and half years to four years. (iii) In the language of children of children across all four age levels, there was a pre-dominance of one-word sentences. The highest percent of sentences were of the one-word type, followed by two-word sentences at all age levels. (iv) There was a higher percentage of interrogatives in the conversation of three and half year olds with their mothers when compared to children of two and half years, three

years and four years. (v) No noticeable difference was observed in the percentage of non-interrogative sentences of children across the four age levels. (vi) While interacting with mothers, children at all age levels responded more often when stimulated. (vii) Children across all age levels were found to use very short sentences having a range of length from 1.51 to 1.76 morphemes. (viii) The amount of speech addressed by the mothers increased as the age of the children increased, particularly when the increase in age was by 12 months. (ix) The length of the sentences of mothers increased as the age of the children increased. (x) There was a positive relationship between the amount of language used by the mother and the amount of language used by the child. (xi) A mother's negative feedback had a high relationship with the poor vocabulary of a child.

Suriakanthi (1991) conducted a study on *A study of language development of socially disadvantaged rural pre-primary children of Madurai District*. The main objectives of the study were: (i) To find out the language development of selected socially disadvantaged rural pre-primary children in terms of the total number, types and length of sentences, type of questions, total number of words, vocabulary of used and of recognition, cases, tenses and content of vocabulary of recognition. (2) To compare the language development of selected socially disadvantaged pre-primary children with that of selected socially advantaged pre-primary children in terms of the aspects listed earlier and thus to determine the level of language development of socially disadvantaged children, and (iii) To establish the relationship between language development and the variables, namely, age, sex and parental education.

The sample of the study was made up of 250 socially disadvantaged and 138 socially advantaged rural pre-primary children attending pre-schools in Madurai district, Tamil Nadu, selected by applying the cluster sampling method. Techniques used in the study for the collection of data relating to total number of sentences spoken, length of sentences, types of sentences, questions, vocabulary of use, vocabulary of recognition, parts of speech, case suffixes, tenses and influence of age, sex and parental education on language development, were (a) observation of spontaneous speech, (b) observation of elicited speech and (c) a picture vocabulary test developed for the study.

The main findings were: (i) The socially disadvantaged children were deficient in their language development when compared with the socially advantaged children. (2) The deficiencies were experienced in total number of sentences, words, length of sentences, vocabulary of use in terms of parts of speech, case suffixes and tenses spoken. (3) The significant differences that were observed in the language development of socially disadvantaged and advantaged children tended to disappear at the end of the pre-school years that is at 61 to 66 months age level. (4) Significant increases in many aspects of language development were found at 61 to 66 months age level among socially disadvantaged children. Among advantaged children, significant increase in many aspects of language development were found earlier at 43 to 48 months age level which showed that the language development of socially disadvantaged children was slower than that of the advantaged children. (5) The sex of the child influenced language development among socially disadvantaged children, in terms of the total number of sentences and words spoken. Boys were found to be superior to girls. Among advantaged children, the sex of the child did not influence language development. (6) Educational level of parents was found to affect the language development of both disadvantaged and advantaged children.

Patel (1991) conducted a study of *Development of reading readiness programme and to study its effect on reading readiness of the pupils of pre-primary schools*. The objectives of the study were (i) to develop a reading readiness programme (RRP) for pre-primary pupils, (ii) to study the effect of RRP upon the reading readiness of pre-primary pupils, (iii) to study the effect of RRP upon the reading readiness of urban and rural pupils, (iv) to study sex differences in the effect of RRP upon reading readiness, (v) to study the effect of RRP upon the reading readiness of pupils of highly educated parents and those of lowly educated parents, and (vi) to study the effect of RRP upon the reading readiness of pupils of high income parents and those of low income parents.

In order to study the impact of the reading readiness programme, a criterion-referenced test of reading readiness was constructed to measure concept formation, visual discrimination, auditory discrimination, knowledge of alphabet, acquisition of vocabulary, associating meaning with printed symbols and copying simple figures.

The reliability of the test was established by the test-retest method, split-half method and K.R. formula 20 and 21. The RRP was prepared to develop the components of concept formation, knowledge of alphabet, vocabulary, visual discrimination, and auditory discrimination. The experiment was carried out on 320 pupils of which 160 were boys and 160 girls. A second group of 320 pupils, of which 160 were boys and 160 were girls, was the control group. To draw conclusions a factorial design was developed.

The major findings were: (i) The reading readiness programme had a positive impact on the reading readiness scores of pupils of the experimental group. (ii) the children of the urban group were better in reading readiness than those of the rural group. (iii) The children of the higher income group parents were superior in reading readiness to those of the lower income group. (iv) Reading readiness appeared to be dependent on treatment as well as parents' education. (v) Reading readiness was also dependent on area (rural and (urban) and parents' education. (vi) The development of reading readiness was dependent on treatment, parents' education, parents' income and the sex of the pupils.

Muralidharan & Kaur (1991) conducted a study on *the impact of an intervention program on the language and cognitive development of pre-school children from tribal and urban slum areas*. The tribal study was conducted on 144 children drawn from the anganwadis of the Tokpal Project, Bastar district, Madhya Pradesh.

The design followed was experimental control, pre-test post-test design. Both the experimental and control (C) groups were given pre-tests in language and cognitive tasks. The anganwadi workers of the experimental (E) group were given pre-tests in language and cognitive tasks. They were then given a ten days orientation in techniques of storytelling, conversation, picture reading, songs and games, art activities, etc. These workers were later supplied with picture books, picture cards, songs and games for use with children. The anganwadi workers were asked to use the materials constantly, and after about eight weeks post-testing was done.

The major findings were: (i) In most of the tests, the E group of tribal

children showed a higher gain than the C group. It thus emerged that no matter how disadvantaged the children were, well-planned early childhood education strategies did make an impact and foster the development of children. (ii) In all cognitive tasks, the E group of slum children scored consistently and significantly higher than the C group. In language tasks, the direction was the same but differences were significant only in two tasks.

Mabel (2000) conducted a study on *Reading attitudes of Indian students*. It attempts to study the reading attitudes of Indian students in order to find out the ways and means of reading skills of young students in India. The sample comprised 144 Grade IV students belonging to various mother-tongue groups coming from the western section of Goregaon, Bombay. Based on the language ability they were divided into low, middle and high ability groups comprising 48 students in each group. An equal number of students were available in both experimental and control groups belonging to three ability levels. A Structured questionnaire, Estes Attitude Scale were administered to the groups using pre-test and post-test designs. At the post-test stage, a questionnaire was given in addition and its results were discussed with reference to the dimensions of reading attitudes. The collected data were treated using mean, SD and 't'test.

Major findings of the results were: (i) The low language ability sub group benefitted the most from the sustained silent reading (SSR) programme. (ii) As regards the sex differences the boys and girls differed significantly in both experimental and control groups in favour of girls. (iii) When boys and girls were compared for the effect of intervention only among boys the SSR programme helped to improve the reading attitude. (iv) The percentage of students who read more books liked silent reading and wanted to choose their own reading material were considerably higher in the experimental group as a result of SSR.

Govinda (2000) conducted a study on *Language development in socially disadvantaged and socially non-disadvantaged children*. The main objectives were: (i) To find out the relation of age/grade of the children to language development. (ii) To know if the children in higher grades construct longer sentences compared to

those in lower grades. (iii) To know what kind of words young children use in their sentences, (iv) To find out the effect of the grade of the child on the type of words used, (v) to find out when children become capable of using abstract words, (6) To know the effect of home background on language development of children, (7) To know the effect of social disadvantaged on language development, and (viii) To find out if urban children are better than rural children in language development.

The sample comprised 720 children equally distributed among the three standards, iii, iv and v, belonging to rural and urban localities, covering both socially advantaged (Forward Castes) and socially disadvantaged (Scheduled Castes) boys and girls. The samples of subjects were selected by a multi-stage stratified random sampling procedure. The study followed a 2x2x2x3 factorial design. ANOVA, Duncan's Multiple Range Test, Tucky's Test, Co-relation and Chi Square were used to analyse the data.

The main findings were: (i) There was a significant difference between boys and girls in favour of the former with regard to number of sentence scores. (2) Similarly, urban children, socially advantaged children, those from higher grades performed better than rural children, socially disadvantaged children and those from lower grades, respectively.

Mohanty (2000) conducted a study on *The effects of age, sex and individual differences in language development of Oriya speaking children*. The objective was to find out the environmental/ developmental effects on language development and stylistic differences in language acquisition.

The sample of the study consisted of 60 children. The age range varied from 2 to 5 years. The subjects were divided into two groups according to their age. The subjects were taken from the middle class family of Bhubaneswar town. The tools were used, Test of Oriya Syntactic Ability (TOSA) and picture vocabulary test, mean, S.D and ANOVA were used as statistical techniques.

The major findings of this study were: (i) No significant difference was found for age and sex on different language measures. In picture vocabulary test , there was

significant effect of age. (ii) Sex difference did not show any significant effect. (iii) F- ratio for sex effect was significant for mean length of utterance and total number of morphemes. Both the age and sex variables had significant effects only on mean length of utterance and total number of morphemes. The results indicated that both these factors had no significant effect on syntactic ability of children. (iv) There were individual variations in language acquisition style.

Dickenson & Tabors (2011) identify *strengths in homes and in preschool early learning programs that build strong language and literacy foundations*. The study is based on the assumption that rich language experiences during the preschool years play an important role in children being able to read with comprehension when they reach middle school. The researchers followed 74 children from preschool through seventh grade. Conversations in preschool early learning settings and the homes were conducted; mothers and preschool teachers were interviewed to identify the kinds of interactions and experiences that made a difference in children's later literacy skills. A battery of language and literacy assessments were administered to the children beginning in Kindergarten, including the ability to understand words, letter knowledge, early reading and writing, and phonemic awareness. Each year assessments in language and literacy were administered to the children. Analysis of data revealed that exposure to varied vocabulary, opportunities to be part of conversations, and early home and learning environments that are cognitively and linguistically stimulating are three dimensions of children's experiences during the preschool and Kindergarten period that are related to later literacy success. Based on their results, they concluded that the early childhood period is key to getting children off to a strong start in language and literacy and that building early foundations in rich oral language contributes to latter literacy development. The vocabulary children bring to written text affects their reading and comprehension. It has been established that children's vocabulary, in particular, in Kindergarten is one of the best predictors of reading comprehension in grades three and four.

Hart and Risley (2011) showed that children born into families with low incomes were exposed to less cumulative vocabulary than children born into families with higher incomes. They established that the difference in verbal skills at age three

still held at age nine. These findings are consistent with the evidence that the most sensitive period for language development is in the early years (Nelson, 2000) and that poor verbal skills during the early years result in poor language and literacy skills later in life. Bertrand (2006) estimated the difference in the cumulative number of words addressed to a child in the first four years of life based on family income, from approximately 10 million for children in families with low incomes to approximately 50 million for children in families with high incomes. These differences have been shown to be related to the resources available in the home and maternal patterns of verbal interactions as early language development is rooted in the early social exchanges children have with their parents and other significant adults in their lives.

Perry (2011) examined *two contrasting approaches to teaching preschool children and their effects on children's linguistic and social abilities*. One of the teaching approaches was the activity-based approach in which the teacher provides planned activities based on observation and perceptions of children's needs and interests. The second teaching approach was the Event-based approach in which the teacher and the children together create the curriculum, with the teacher actively encouraging children to express their own ideas and to represent and re-create events and experiences, often in the context of pretend play. The findings indicated that children in the Event-based Approach demonstrated significantly clearer communication and more cooperation, although differences in terms of social abilities relating to friendship were not significant. The findings also indicated that there are important links between pretend play and the social interaction it engenders and cognitive development.

Burchinal et al (2012) examined *the relationship between teacher- child interaction quality in pre-school and children's language, academic and social outcomes*. Although the sample was very diverse in socio-economic status, the majority of children were from low-income families (56%). Results demonstrated that while pre-school teachers were generally responsive and sensitive towards children, they were not successful in engaging children in academic tasks. High quality teacher-child interaction and certain aspects of high quality instruction

predicted language acquisition, as well as pre-academic language and social skills through the end of kindergarten.

Garrisi (2012) investigated *the link between classroom organization and children's early reading skills*. The sample consisted of 104 first graders from 44 classrooms in a large mid-western city. Most of the children (62%) were Caucasian, while 33% were African-American. Children's reading skills were assessed using the Peabody Individual Achievement Test- Revised (PIAT-R) in both the fall and spring. Classroom observations were used to assess the level of classroom organization in each room. Results showed that teachers' classroom organizational practices were associated with improvements in children's reading scores from fall to spring when controlling for mother's educational levels. Teachers who spent more time in orient-organized activities in the fall had students who demonstrated significantly greater reading growth in the spring than students of teachers who spent less time in orient – organized activities. Furthermore, teachers who spent more time in orient- organizes activities spent less time in non- instructional activities including transition and behavior management discipline.

Goelman and Pence (2012) examined *the effects of three different types of high and low quality child care, including licensed family day care, unlicensed family day care and licensed center care on children's language development*. They discovered that children from families with lower education, socio-economic status and occupation levels were enrolled. In these settings, children watched more television, and engaged in fewer reading and informational activities than children in higher quality settings. The quality of home based day care settings was much more variable than the quality of center-based day care settings. Results demonstrated that mean language scores for children in high quality day care settings were higher than for children in low quality day care settings. For children in family day care settings, quality of care was found to be a significant predictor of children's scores on both measures of language. However, quality of care was not a significant predictor of scores for children in center-based child care.

Kwan et al (2012) investigated *the effects of pre-school environments on the*

language development of 122 pre- school aged children in Singapore over the span of one school year while taking family background into account. Home background questionnaires were used to obtain information including child characteristics, parent-child rearing values, maternal education and reading homework frequency done in the home setting. Children's language development was measured in the fall and spring of the school year. He discovered that the quality of many characteristics of the pre- school environment, as measured by the ECERS (Harms and Clifford 1980) was significantly associated with children's verbal fluency, but that few of those were associated with word reading. Results show that high quality pre-school care routines, which include health and sanitary procedures, as well as the quality of classrooms furnishings and displays, were predictive of word reading. Kwan et al (1998) also found out that home background characteristics were not significantly associated with verbal fluency or word reading. However, authors noted that although subsequent analyses were not performed with the child outcome of verbal comprehension, parental values were significantly and positively associated with this outcome. The overall findings of this study indicated that pre-school day care center quality as measured by both overall ECERS scores and specific ECERS subscale scores were positively and significantly related to certain aspects of children's language development.

2.3.0. Relevance of the Present Study in Relation to the Studies Reviewed

A review of some researches in the area of language development of preschool children considered to be having some relevance for the present study stated above reveals that there has been no study exactly similar to the present one in any part of the country. The review further reveals that most of these studies have been carried out to study language development of children in relation to their social strata. Some studies concentrated on effects of language development of children by environmental factor, age, sex, individual difference, preschool education, teacher - child interaction and parental bilingualism. Most of the studies reviewed are on development reading skills, reading attitudes, reading readiness and reading

comprehension. While some of the studies are relevant for children language development, some others are poor in quality.

Considering the importance of language development of children, the number of studies reported in this area is still not enough and no studies in this area is not carried out in Mizoram. Conduct of more and more studies in this particular area is an urgent need. The investigator, therefore, felt the need of taking up a research in this area. The present study, therefore, assumes significance as it studies language development of Mizo children in the age group of 3 to 6 years.

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CHAPTER III

METHODOLOGY OF THE STUDY

CHAPTER-III

METHODOLOGY OF THE STUDY

3.1.0. Introduction

The present chapter deals with the method adopted and the procedure followed in conducting this study. The methodology of the study is discussed under the following heads:

- Design of the Study
- Population and Sample
- Tools Used
- Construction and Description of Tools
- Collection of Data
- Tabulation of Data
- Statistical Treatment of Data

3.2.0. Design of the Study

Cross-Sectional design of research was adopted for the present study. Mizo children belonging to the age group of 3, 4, 5 and 6 years were studied at the same time by taking representative samples from each age group to assess their language development. The study can also be described as quantitative and qualitative research as it employs both quantitative and qualitative analysis of data.

3.3.0. Population and Sample

Population of the Study

The present study has two main types of population. These are:

1. Population of children: All the Mizo children in the age group of 3 to 6 years

form the first group of population.

2. Population of parents: All the parents of Mizo children in the age group of 3 to 6 years form the second group of population.

Sample Selection for the Study

As assessment of language development of Mizo children in the age group of 3 to 6 years requires the administration of the assessment schedule to the children individually which is so time taking, it was felt necessary to confine the present study to one district of Mizoram. To meet the felt need, Lunglei district, the second oldest district in the state was purposively selected for conducting the present study. The reason behind the selection of Lunglei district is that the district capital Lunglei, being the second biggest city/town in the state best represents the city of Aizawl, the state capital while the suburbs of Lunglei and villages in the district are considered to best represent rest of the districts of Mizoram.

To select representative sample of Mizo children in the age group of 3 to 6 years from the population, care was taken to have representative samples required for fulfillment of objectives of the present study. It was thought that children of various age groups and from different backgrounds would easily be accessible from pre-school classes. Thus, 20 preschools, 10 from government run and managed preschool classes and another 10 from privately run and managed preschool classes from rural and urban areas of Lunglei district were randomly selected to identify the required sample children. From these preschool classes, 300 Mizo children in the age group of 3 to 6 years were randomly selected as samples for the present study.

A sample of 300 parents of sample children was also taken for the purpose of collecting personal data of the children and information about socio economic status of the family.

3.4.0. Tools Used

For the collection of required data, the investigator used the following tools:

1. Personal data sheet for Mizo children in the age group of 3 to 6 years.
2. Socio- Economic Status Scale developed by Lallianzuali Fanai.
3. Observation and Assessment Schedule for Studying Language Development of Mizo Children in the Age Group of 3 to 6 Years adapted from Observation and Assessment Schedule for Preschool Children prepared by Directorate of Teacher Education and SCERT, Orissa.

3.5.0. Construction and Description of Tools

1. Construction of Personal Data Sheet for Mizo Children in the Age Group of 3 to 6 Years

Common data sheet was prepared for collecting profiles of Mizo children in the age group of 3 to 6 years. This data sheet requires parents of sample children to provide the information required for preparing demographic profile of the children such as their name, age, name and management of the schools where the children are enrolled, gender, number siblings and position in the siblings or order of birth,

2. Description of Socio-Economic Status Scale Developed by Lallianzuali Fanai

Socio Economic Status Scale developed by Lallianzuali Fanai was used by the investigator. In this scale, parents of sample children are required to provide the level of education attained by family members, occupation of family members, monthly income of the family, possession of types of vehicles, household commodities, nature and types of house, positions in the church and NGOs held by members of the family and subscription of daily local and national newspapers.

3. Construction of Observation and Assessment Schedule for Studying Language Development of Mizo Children in the Age Group of 3 to 6 Years Adapted from Observation and Assessment Schedule for Preschool Children Prepared by Directorate of Teacher Education and SCERT, Orissa.

To prepare Observation and Assessment Schedule for studying language development of Mizo children in the age group of 3 to 6 years, Observation and Assessment Schedule for Preschool Children prepared by Directorate of Teacher Education and SCERT, Orissa was thoroughly studied and adapted.

The Schedule covers four language skills namely, listening ability, speaking ability, pre-reading experience and pre-writing skill.

Listening Ability

The Schedule starts with assessment of listening ability which mainly covers three components such as identification of sound, listening span and comprehension. Every activity followed by questions asked to the children has its own hints for evaluation. For assessment of listening ability, the activities and questions are prepared based on the ones prepared by Directorate of Teacher Education and SCERT, Orissa. However, some terms used, names used, stories told, songs to be sung to the children and questions that follow need to be different to suit the situation and need of Mizo children in the age group of 3 to 6 years. Thus, these were changed in the schedule prepared by the investigator.

Speaking Ability

For assessment of speaking ability, 7 components of speaking ability are to be tested or evaluated. These are: clear pronunciation and ability to answer, sequential description, telling similar/another words, telling opposite words, naming objects and making sentences using them, recitation and correction of wrong sentences. Altogether, 11 activities are to be carried out by the investigator which will be accompanied and/or followed by answers or telling or speaking on the part of the

children. As the words or sentences to be told or uttered by the investigator as well as the children in the original Schedule are not known by Mizo children, they were modified and changed to suit the need of the present study.

Pre-reading Experience

To assess pre-reading experience, the investigator has to organize 3 activities which will test identification of letters, matching picture cards with objects and words and picking out picture cards correctly. Each activity carried out by the investigator will require each child to do at least 3 activities. In these activities, the letters/alphabets, pictures and words used in the original Schedule were all changed to meet the need of the present study.

Pre-writing Skill

Three components of pre-writing skill are to be assessed as per the Schedule. These are: completion of pattern, drawing similar designs and drawing picture properly. To assess the pre-writing skill of the children, each child is to be asked to complete the incomplete pattern given by the investigator. Secondly, each child will be asked to draw some designs provided to them by the investigator. Lastly, each child is to be asked to draw a picture of a given letter. Here, the letters or words used in the original Schedule were changed to the ones Mizo children were familiar with.

Hints for Evaluation

The hints for evaluation of language development provided in Observation and Assessment Schedule for Studying Language Development of Children in the Age Group of 3 to 6 Years adapted from Observation and Assessment Schedule for Preschool Children prepared by Directorate of Teacher Education and SCERT, Orissa are described as given below:

Table 3.1.0**Hints for Evaluation of Various Components of Listening Ability**

Sl. No.	Components of Listening Ability	Item No.	Hints for Evaluation
1.	Identification of Sound	a)	Out of 3 sounds i.e., sound of key bunch, whistle and claps: i) Identifies correctly 2 or 3 sounds - ✓ ii) Identifies correctly less than 2 sounds - X
		b)	Out of 3 sounds i.e., 3-4 letters of words of the same sound and of different sounds: i) Identifies correctly 2 or 3 sounds - ✓ ii) Identifies correctly less than 2 sounds – X
		c)	After listening to 3-4 familiar sounds like- bell, whistle, horn, the child closes his/her eyes and listen to another sound, a sound of small stones in a tin box: i) Says correctly whether the sound was included in the sounds that he/she had heard earlier - ✓ ii) Fails to answer correctly – X
2.	Listening Span	d)	After telling a story for 10-15 minutes to a group of the children: i) Attentive for more than 8 minutes - ✓ ii) Attentive for a maximum span of 7 minutes – X
3.	Comprehension	e)	After telling a small story to the children in group, calling the children one by one, and asking 3 questions on the theme and development of the story: i) Answers correctly 2 or 3 questions - ✓ ii) Answers correctly less than 2 questions – X
		f)	After singing a song and asking 3 simple questions based on the song: i) Answers correctly 2 or 3 questions - ✓ ii) Answers correctly less than 2 or 3 questions – X

Table 3.2.0
Hints for Evaluation of Listening Ability

Sl. No.	Hints for Evaluation	Grade
1.	Out of 6 items/ questions	A
	5 – 6 correct answers/responses (83 % to 100% correct answers/responses)	
2.	4 correct answers/responses (67% to 82% correct answers/responses)	B
3.	Less than 4 correct answers/responses (Below 67% correct answers/responses)	C

Table 3.3.0**Hints for Evaluation of Various Components of Speaking Ability**

Sl. No.	Components of Speaking Ability	Item No.	Hints for Evaluation
1.	Clear Pronunciation & Ability to Answer	a)	After showing picture depicting one or more activity to children and asking them to answer out of the 3 questions based on pictures: i) Ability to answer in clear pronunciation and full sentences - ✓ ii) Fails to answer in clear pronunciation and full sentences – X
		c)	Out of the 3 questions regarding their daily activities: i) Ability to answer in clear pronunciation and correct sentences -✓ ii) Fails to answer in clear pronunciation and correct sentences - X
2.	Sequential Description	b)	After showing 4 sequential story cards to children and instructing them to tell and describe story from the pictures sequentially: i) For 2 or more correct sequences - ✓ ii) For less than 2 correct sequences – X
3.	Telling Similar / Another Words	d)	After telling some rhyming words, and asking them to tell some similar words which may have meaning or may not have meaning: i) For 2 or more words - ✓ ii) For less than 2 words – X
		e)	Asking the children to say 3 words whose first letters are same: i) For 2 – 3 right words - ✓ ii) For less than 2 right words – X
		f)	Asking the children to say some words in which the first letter is constant, like a letter of T, and asking the children to say the first letter of T in the name of goods, places and fruits: i) For correct answers/responses - ✓ ii) For incorrect answers/responses –X
4.	Telling Opposite Words	g)	After telling the children some antonyms, and asking the children tell the opposite words: i) For correct answers/responses - ✓ ii) For incorrect answers/responses – X

Table 3.4.0**Continuation of Hints for Evaluation of Various Components of Speaking Ability**

Sl. No	Components of Speaking Ability	Item No.	Hints for Evaluation
5.	Naming Objects & Making Sentences Using Them	h)	After showing the children some objects, and asking to tell the name making 3 full sentences on its uses: i) For correct answers/responses and making sentences at least 2 - ✓ ii) For incorrect answers/responses and making less than 2 sentences – X
6.	Recitation	i)	Asking the children to sing a simple rhyme that they have learnt earlier: i) For correct pronunciation and recitation - ✓ ii) For unsatisfactory pronunciation and recitation - X
		j)	Since there are regional differences in pronunciation, asking the children to pronounce some words: i) For correct pronunciation - ✓ ii) For incorrect pronunciation – X
7.	Correction of Wrong Sentences	k)	After telling the children incorrect/wrong sentences, asking the children to make them correct, importance will be given on subject and verb: i) If the child is able to correct the sentence - ✓ ii) if the child is not able to correct the sentence – X

Table 3.5.0**Hints for Evaluation of Speaking Ability**

Sl. No.	Hints for Evaluation	Grade
1.	Out of 11 items/ questions	A
	9 – 11 correct answers/responses (82% to 100% correct answers/responses)	
2.	7 – 8 correct answers/responses (64% to 81% correct answers/responses)	B
3.	6 or less than 6 correct answers/responses (Below 64% correct answers/responses)	C

Table 3.6.0**Hints for Evaluation of Various Components of Pre-Reading Experience**

Sl. No	Components of Pre-Reading Experience	Item No.	Hints for Evaluation
1.	Identification of Letters	a)	After writing 10 to 15 letters on the board, and asking the children to identify the letters: i) If the child able to identify at least 2-3 letters - ✓ ii) If the child able to identify less than 2 letters – X
2.	Matching Picture Cards with objects and Words	b)	After preparing 2 sets of cards (one three-lettered and one four-lettered words) and showing objects which are in a set of word cards, asking the children to match pairs of cards: i) For able to match at least 2 - 3 pairs of cards - ✓ ii) for able to match less than 2 pairs of cards - X
3.	Picking Out Picture Cards Correctly	c)	After preparing two sets of picture cards (at least 10 picture cards, 5 cards having right names and 5 cards having wrong names), and asking the children to pick out 2 right cards and 2 wrong cards correctly: i) For picking out at least 3 wrong cards and right cards - ✓ ii) For picking out less than 3 wrong cards and right cards – X

Table 3.7.0**Hints for Evaluation of Pre-Reading Experience**

Sl. No.	Hints for Evaluation	Grade
1.	Out of 3 items/ questions	A
	3 Tick Mark (100% correct answers/responses)	
2.	2 Tick Mark (67% to 99% correct answers/responses)	B
3.	1 Tick Mark (Below 67% correct answers/responses)	C

Table 3.8.0**Hints for Evaluation of Various Components of Pre-Writing Skill**

Sl. No	Components of Pre-Writing Skill	Item No.	Hints for Evaluation
1.	Completion of Pattern	a)	After drawing the incomplete pattern on the board, and asking the children to complete the pattern: i) For able to complete one pattern - ✓ ii) For unable to complete the pattern – X
2.	Drawing Similar Designs	b)	After providing some designs, asking the children to draw the same on the slate or board: i) For able to draw the same design - ✓ ii) For unable to draw the same design - X
3.	Drawing Picture Properly	c)	Asking the child to draw a picture of a given letter: i) For drawing picture properly - ✓ ii) For unable to draw picture properly – X

Table 3.9.0**Hints for Evaluation of Pre-Writing Skill**

Sl. No.	Hints for Evaluation	Grade
1.	Out of 3 items/ questions	A
	3 Tick Mark (100% correct answers/responses)	
2.	2 Tick Mark (67% to 99% correct answers/responses)	B
3.	1 Tick Mark (Below 67% correct answers/responses)	C

3.6.0. Collection of Data

Primary data for the present study were collected by administering the tools constructed and adapted by the investigator mentioned above. Observation

and Assessment Schedule for studying language development of Mizo children in the age group of 3 to 6 years was administered to a sample of 300 children by visiting the schools in which the preschool classes attended by them were attached or the anganwadis attended by them. As assessment of each child was done individually, data collection was a time taking exercise.

Personal data for finding out demographic profile of sample children were collected from parents of sample children. Socio Economic Status Scale developed by Lallianzuali Fanai was administered to the parents to find out the percentages of the children who belonged to High SES, middle SES and low SES.

3.7.0. Tabulation of Data

The mass of data collected through various tools were properly organised, classified and tabulated. The raw data obtained through different tools were thus arranged orderly in columns and rows and then displayed in compact form, that is, in the form of statistical tables for further analysis.

3.8.0. Statistical Treatment of Data:

The data obtained were tabulated in terms of frequencies and percentages. Item – wise analysis was mostly carried out. The results obtained were analysed both quantitatively and qualitatively. For quantitative analysis, only simple statistical techniques such as frequencies and percentages were used.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, data collected for fulfilling objectives of the present study are analysed and interpreted. They are presented in the following order:

- 4.1.0. Profile of Sample Mizo Children in the Age Group of 3 to 6 Years.
- 4.2.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Listening Ability, Speaking Ability, Pre-Reading Experience and Pre-Writing Skill.
- 4.3.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Age.
- 4.4.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschools Attended by Them.
- 4.5.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Socio-Economic Status.
- 4.6.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender.
- 4.7.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Rural and Urban).
- 4.8.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings.
- 4.9.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Order of Birth.

4.1.0. Profile of Sample Mizo Children in the Age Group of 3 to 6 Years.

Profile of Mizo Children in the age group of 3 to 6 years are analysed in terms of management of preschool classes, parents' SES, age, sex, locality, number of siblings and order of birth as these are the factors which can affect language development of children.

4.1.1. Profile of Mizo children in the Age Group of 3 to 6 Years in Terms of Management of Preschool Classes Attended.

Table 4.1.1

Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Management of Preschool Classes Attended N=300

Sl.no.	Management of Preschool Classes Attended	Children N= 300	
		No.	%
1.	Government Preschool Classes	92	30.7
2.	Private Preschool Classes	208	69.3
Total		300	100.0

Table 4.1.1 deals with management of preschools where the sample students are enrolled. Majority of the children (69.3 %) are from private preschool classes such as nursery and kindergarten classes of private English medium schools. Children of Government preschool classes such as Anganwadis and preschool section of Government English medium schools constitute only 30.7 per cent of the children.

4.1.2. Profile of Mizo Children in the Age Group of 3 to 6 Years in Terms of Socio-Economic Status.

For convenience of understanding, the SES of children is classified into three group viz. High, Middle and Low groups. The classification is done on the basis of the following criteria.

- (a) Upper 27 per cent of the sample on this scale is taken as High SES group.
- (b) Middle 46 per cent of the sample is defined as Middle SES group and
- (c) Lowest 27 per cent of the sample is classified as Low SES group.

Table 4.1.2**Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of SES of Parents N=300**

Sl. No.	SES Group	Parents of Mizo Preschool Children N=300	
		N	%
1.	High SES Group	71	23.7
2.	Middle SES Group	158	52.6
3.	Low SES Group	71	23.7
Total		300	100

Table 4.3.2 reveals that the largest percentage of the children (52.6%) belongs to Middle SES Group. The remaining 47.4 per cent are equally distributed to High SES and Low SES Groups, that is, 23.7 per cent each.

4.1.3. Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Age-Wise Breakup of Children.**Table 4.1.3****Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Age-Wise Breakup of Children N=300**

Sl.no.	Age-Wise Breakup of Children	Children N=300	
		No.	%
1.	3 to < 4 years	37	12.3
2.	4 to < 5 years	74	24.7
3.	5 to < 6 years	113	37.7
4.	6 to < 7 years	76	25.3
Total		300	100.0

Table 4.1.3 deals with the distribution of sample children into different age groups. Children of 5 to less than 6 years constitute the highest percentage i.e., 37.7% followed by children of 6 to less than 7 years which constitute 25.3 per cent of the sample children. The least percentage of children i.e., 12.3 % belongs to 3 to less than 4 years of age while the second lowest percentage of children (24.7%) are in the age group of 4 to less than 5 years.

4.1.4. Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Gender.

Table 4.1.4

**Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Gender
N=300**

Sl.no.	Gender	Children N=300	
		No.	%
1.	Boys	136	44.7
2.	Girls	164	55.7
Total		300	100

Table 4.1.4 represents gender of the sample children. Majority (55.7 per cent) of the sample children are girls, while the remaining 44.7 per cent are boys.

4.1.5. Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Locality (Urban and Rural).

Table 4.1.5**Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Locality
(Urban and Rural) N=300**

Sl.no.	Children's Locality	Children N= 300	
		No.	%
1.	Urban	150	50.0
2.	Rural	150	50.0
Total		300	100

Table 4.1.5 represents locality of the sample children. Equal percentages i.e., 50 per cent each are found from rural and urban areas.

4.1.6. Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Number of Siblings**Table 4.1.6****Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Number of Siblings N= 300**

Sl. No	Number of Siblings	Students N= 300	
		No.	%
1.	1 Sibling	39	13.0
2.	2 Siblings	89	29.7
3.	3 Siblings	110	36.7
4.	4 Siblings	58	19.3
5.	5 Siblings	4	1.3
Total		300	100

Table 4.1.6 illustrates the background of sample children in terms of their number of siblings. Children of 3 siblings constitute the highest percentage (i.e., 36.7%), seconded by children of 2 siblings who constitute 29.7 per cent of the sample children. The third largest percentages of the children (19.3 %) are children of 4 siblings. Children of 5 siblings are very few and constitute only 1.3 per cent and children of 1 sibling form only 13 per cent of the children which is the second lowest percentage.

4.1.7. Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Order of Birth.

Table 4.1.7

Profile of Mizo Children in the Age Group of 3 to 6 years in Terms of Order of Birth N=300

Sl. No	Position in the Siblings	Children N= 300	
		No.	%
1.	1 st Born Child	133	44.3
2.	2 nd Born Child	100	33.3
3.	3 rd Born Child	51	17.0
4.	4 th Born Child	16	5.3
Total		300	100

Table 4.1.7 deals with order of birth of the sample children. The highest percentage, i.e., 44.3 % comprises of first born children, 33.3 per cent second born children and 17 per cent third born children whereas the fourth born children forms only 5.3 per cent of the children.

4.2.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Listening Ability, Speaking Ability, Pre-Reading Experience and Pre-Writing Skill.

4.2.1. Listening Ability of Mizo Children in the Age Group of 3 to 6 Years.

Table 4.2.1

Listening Ability of Mizo Children in the Age Group of 3 to 6 Years

(N=300)

Sl. No.	Components of Listening Ability	Children Performing Well	
		No.	%
1.	Identification of Sound	252	84.0
2.	Listening Span	223	74.3
3.	Comprehension	266	88.7
Overall Listening Ability			82.3

Table 4.2.1 reveals that among the three components of listening ability, Mizo children in the age group of 3 to 6 years are best in comprehension component as 88.7 per cent perform well followed by identification of sound component and again by listening span component and that the percentages of children performing well in these components are 88.7 per cent, 84.0 per cent and 74.3 per cent respectively. Thus, the overall performance of the children in the components of listening ability is good and the overall percentage of the children who perform well is as high as 82.3 per cent.

4.2.2. Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years.

Table 4.2.2**Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years****(N=300)**

Sl. No.	Components of Speaking Ability	Children Performing Well	
		No.	%
1.	Clear Pronunciation & Ability to Answer	289	96.3
2.	Sequential Description	237	79.0
3.	Telling Similar/Another Word	141	47.0
4.	Telling Opposite Words	266	88.7
5.	Naming Objects and Making Sentences Using Them	269	89.7
6.	Recitation	292	97.3
7.	Correction of Wrong Sentences	291	97.0
Overall Speaking Ability			85.0

Table 4.2.2 shows that recitation, correction of wrong sentences and clear pronunciation & ability to answer are the three components of speaking ability in which almost cent per cent (97.3 %, 97 % and 96.3 % respectively) of Mizo children in the age group of 3 to 6 years perform well. Almost 90 per cent (89.7 % and 88.7 %) of the children also perform well in naming objects and making sentences using them, and telling opposite words respectively. Sequential description is again performed well by 79 per cent of the children. Telling similar/another word is the only component of speaking ability in which majority of the children do not perform well. It can, therefore, be concluded that Mizo children in the age group of 3 to 6 years are good in speaking ability as the overall percentage of children performing well in this ability is 85 per cent.

4.2.3. Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years.

Table 4.2.3

**Pre Reading Experience of Mizo Children in the Age Group of 3 to 6 Years
(N=300)**

Sl. No.	Components of Pre-Reading Experience	Children Performing Well	
		No.	%
1.	Identification of Letters	260	86.7
2.	Matching Picture Cards With Objects and Words	260	86.7
3.	Picking Out Picture Cards Correctly	287	95.7
Overall Pre-Reading Experience			89.7

In all the three components of pre-reading experience, Mizo children in the age group of 3 to 6 years perform well as shown in table 4.2.3. The percentage of children who perform well is very high, i.e. 95.7 in the component of picking out picture cards correctly. Equal percentage i.e., 86.7 per cent is found in both the components of identification of letters and matching picture cards with objects and words. Thus, the overall percentage of children performing well in this skill is 89.7 per cent.

4.2.4. Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years.

Table 4.2.4**Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years****(N=300)**

Sl. No.	Components of Pre-Writing Skill	Children Performing Well	
		No.	%
1.	Completion of Pattern	260	86.7
2.	Drawing Similar Designs	253	84.3
3.	Drawing Picture Properly	237	79.0
Overall Pre-Writing Skill			83.3

In the components of pre-writing skill, the percentage of Mizo children of 3 to 6 years of age who perform well is found highest in completion of pattern (86.7 %), followed by drawing similar designs (84.3 %) and again by drawing picture properly (79.0 %). As a whole, their performance is good and the percentages of the children who perform well in the three components of pre-writing skill range from 79 per cent to 86.7 per cent and the overall percentage is 83.3.

4.2.5. Language Development of Mizo Children in the Age Group of 3 to 6 Years.

Table 4.2.5**Language Development of Mizo Children in the Age Group of 3 to 6 years****(N=300)**

Sl. No.	Language Skills	Grade A		Grade B		A+B	Grade C	
		No.	%	No.	%	%	No.	%
1.	Listening Ability	141	47.0	106	35.3	82.3	53	17.7
2.	Speaking Ability	128	42.7	127	42.3	85.0	45	15.0
3.	Pre-Reading Experience	192	64.0	77	25.7	89.7	31	10.3
4.	Pre-Writing Skill	181	60.3	69	23.0	83.3	50	16.7

In terms of percentages of children obtaining Grade A and B taken together table 4.1.5 reveals that:

Mizo preschool children are strongest in pre-reading experience as the total percentage of children getting Grade A and B is 89.7, second strongest in speaking ability (85%). They are weakest in listening ability as the total percentage of children getting Grade A and B is 82.3. Though the total percentage of children getting Grade A and B in pre-writing skill is lesser than in speaking ability, their performance in pre-writing skill is better as 60.3 per cent of them acquires Grade A while the percentage of children obtaining Grade A in speaking ability is only 42.7 per cent. As a whole, Mizo children in the age group of 3 to 6 years are good in language skills.

Moreover, the percentages of the children getting Grade C, that is, the percentages of children getting less than 64 per cent of their answers in each language skills are very low ranging from 10.3 per cent to 17.7 per cent.

Figure 4.2.5

Figure 4.2.5 Histogram Showing Language Development of Mizo Children in the Age Group of 3 to 6 Years

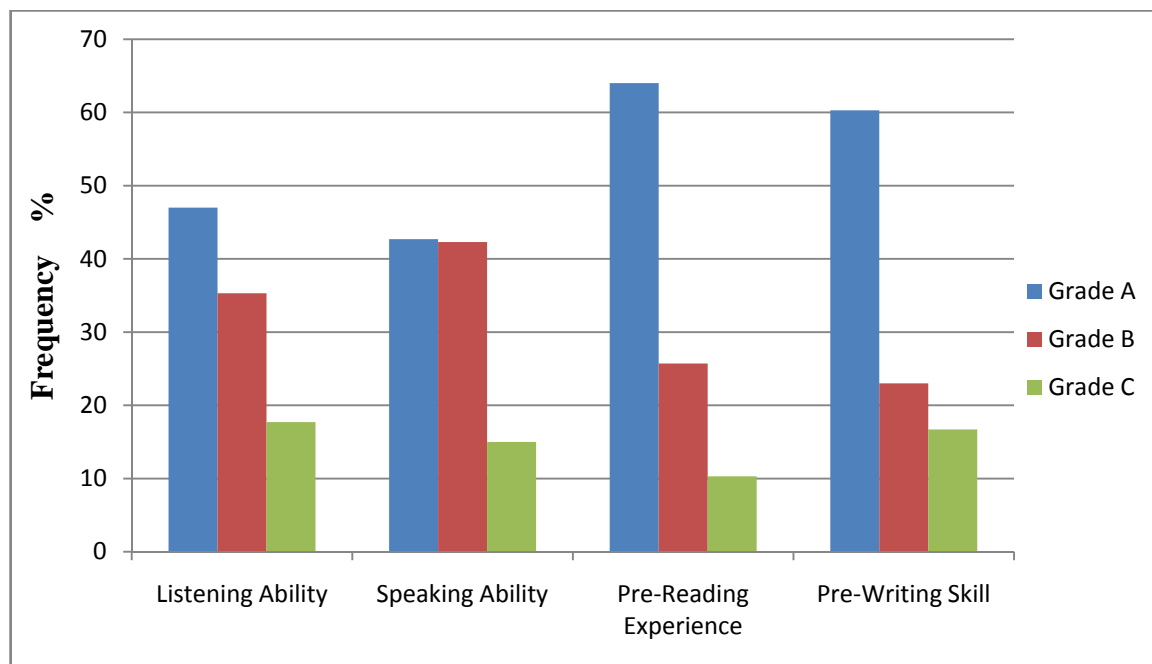


Fig. 4.2.5 is a Graphical Representation of Table 4.2.5.

4.3.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Age.

Age is an important factor which can affect language development in preschool children. There is a general assumption that the older children are better in all language skills. In order to find out whether this assumption is true or not, the age group of 3 to 6 years is studied in terms of age. The following tables present data in this regard:

4.3.1. Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Age.

Table 4.3.1

Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Age N=300

Age- Wise Break Up of Children Performing Well		Components of Listening Ability			
		Identifica- tion of Sound	Listening Span	Comprehen- sion	Overall Listening Ability
3 Years N= 37	No.	33	27	30	-
	%	89.2	73.0	81.1	81.1
4 Years N= 74	No.	48	32	49	-
	%	64.9	43.2	66.2	58.1
5 Years N=113	No.	99	84	105	-
	%	87.6	74.3	92.2	85.0
6 Years N= 76	No.	72	72	75	-
	%	94.7	94.7	98.7	96.1

Table 4.3.1 depicts the following:

1) Mizo preschool children of 3 years old are best in identification of sound component of listening ability as 89.2 per cent perform well, second best in

comprehension component as 81.1 per cent perform well and weakest in listening span with only 73 per cent perform well in this component.

2) Mizo 4 years old children are best in the component of comprehension (66.2%), followed by identification of sound (64.9%) and worst in listening span (43.2%).

3) Mizo 5 year olds are best in comprehension component as 92.2 per cent of them perform well and weakest in listening span as 74.3 per cent of them perform well.

4) Mizo 6 year olds are best in comprehension component of listening ability (98.7%) and second best in identification of sound and listening span components with equal percentages i.e., 94.7 per cent each performing well.

As a whole, in listening ability, 6 year olds are best i.e., 96.1 per cent of them perform well seconded by 5 year olds (85 %) followed by 3 year olds (81.1 %) and then 4 year olds (58.1 %).

.4.3.2. Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Age.

Table 4.3.2
Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of
Age (N=300)

Sl. No	Age-Wise Breakup of Children Performing Well	Components of Speaking Ability								Overall Speaking Ability
		Clear pronunciation & Ability to Answer	Sequential Description	Telling Similar or Another Words	Telling Opposite Words	Naming Objects and Making sentences Using Tem	Recitation	Correction of Wrong Sentences		
1.	3 Years N=37	No.	37	24	11	33	33	31	34	-
		%	100	64.9	29.7	89.2	89.2	83.8	91.9	78.4
2.	4 Years N= 74	No.	74	52	17	39	55	63	71	-
		%	100	70.3	23.0	52.7	74.3	85.1	96.0	71.6
3.	5 Years N= 113	No.	113	97	57	92	109	108	110	-
		%	100	85.8	50.4	81.4	96.5	95.6	97.4	86.7
4.	6 Years N= 76	No.	76	74	75	75	74	76	75	-
		%	100	97.4	98.7	98.7	97.4	100	98.7	98.7

Table 4.3.2 reveals the following;

1) Mizo 3 year olds are best in clear pronunciation and ability to answer component as cent per cent perform well, second best in the component of correction

of wrong sentences (91.9%), third best in the components of telling opposite words and naming objects and making sentences using them with 89.2 per cent each performing well, followed by recitation component (83.8%) and weakest in telling similar or another words component (29.7%) followed by sequential description (64.9%).

2) Mizo 4 year olds are best in clear pronunciation and ability to answer component as cent per cent of them perform well, second best in correction of wrong sentences (96%), third best in recitation (85.1%), followed by naming objects and making sentences using them (74.3%). They are weakest in telling similar or another words (23%), seconded by telling opposite words (52.7%) followed by sequential description (70.3%).

3) Mizo 5 year olds are best in clear pronunciation and ability to answer component as cent per cent of them perform well, second best in correction of wrong sentences (97.4%), third best in naming objects and making sentences using them (96.5%), followed by recitation (95.6%). They are weakest in telling similar or another words (50.4%), seconded by telling opposite words (81.4%) followed by sequential description (85.8%).

4) Mizo 6 year olds are best with cent per cent performing well in clear pronunciation and ability to answer, second best in the three components namely, telling similar or another words, telling opposite words, and correction of wrong sentences as 98.7 per cent each perform well respectively and they are weakest in the components of sequential description and naming objects and making sentences using them as 97.4 per cent each of them perform well respectively.

As a whole, in speaking ability, the older the children the better their speaking ability. Mizo children in the age group of 3 to 6 years are considered to be good as the percentages of children performing well range from 71.6 to 98.7.

4.3.3. Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in Terms of Age.

Table 4.3.3
Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in
Terms of Age (N=300)

Age- Wise Break Up of Children Performing Well		Components of Pre-Reading Experience			
		Identificati on of Letters	Matching Picture Cards With Objects and Words	Picking Out Picture Cards Correctly	Overall Pre- Reading Experience
3 Years N= 37	No.	28	24	32	-
	%	75.7	64.9	86.5	75.7
4 Years N= 74	No.	52	56	63	-
	%	70.3	75.7	85.1	77.0
5 Years N=113	No.	109	107	108	-
	%	96.5	94.7	95.6	95.6
6 Years N= 76	No.	76	75	74	-
	%	100	98.7	97.4	98.7

Table 4.3.3 reveals the following:

1) Mizo 3 year olds perform the best in picking out picture cards correctly component as 86.5 per cent of them perform well followed by identification of letters (75.7%) and weakest in matching picture cards with objects and words (64.9%).

2) Mizo 4 year olds are best in picking out picture cards correctly (85.1%) followed by matching picture cards with objects and words (75.7%) and weakest in identification of sound (70.3%).

3) Mizo 5 year olds are strongest in identification of letters (96.5%), second best in picking out picture cards correctly (95.6%) and weakest in matching picture cards with objects and words (94.7%).

4) Mizo 6 years old children are best in identification of letters as cent per cent of them perform well followed by matching picture cards with objects and words (98.7%) and weakest in picking out picture cards correctly (97.4%)

As a whole, the pre-reading experience of Mizo preschool children is quite good as the percentages of children performing well in different age groups range from 75.7 per cent to 98.7 per cent. The older the children, the better their pre-reading skill.

4.3.4. Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Age.

Table 4.3.4
Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Age (N=300)

Age- Wise Break Up of Children Performing Well		Components of Pre-Writing Skill			
		Completion of Pattern	Drawing Similar Designs	Drawing Picture Properly	Overall Pre-Writing Skill
3 Years N= 37	No.	27	19	17	-
	%	73.0	51.4	46.0	56.8
4 Years N= 74	No.	54	52	35	-
	%	73.0	70.3	47.3	63.5
5 Years N=113	No.	107	108	109	-
	%	94.7	95.6	96.5	95.6
6 Years N= 76	No.	75	74	73	-
	%	98.7	97.4	96.1	97.4

Table 4.3.4 reveals the following:

1) In pre-writing skills, 3 year olds are best in the component of completion of pattern (73%) followed by drawing similar designs (51.4%) and weakest in drawing picture properly (46%).

2) Mizo 4 year olds perform the best in completion of pattern as 73 per cent of them perform well followed by drawing similar designs (70.3%) and they are weakest in drawing picture properly (47.3%).

3) Mizo children of 5 years old are best in drawing picture properly as 96.5 per cent of them perform well and second best in drawing similar designs (95.6%) followed by completion of pattern component as 94.7 per cent of them perform well.

4) Mizo 6 year olds are good in every component as the percentages of children performing well range from 96.1 per cent to 98.7 per cent. Among the three components, they are strongest in completion of pattern followed by drawing similar designs.

5) In all the components of pre-writing skill, the older the children the better the performance. In the overall pre-writing skill, the percentages of children of different age groups who perform well are 97.4, 95.6, 63.5 and 56.8 in the cases of 6, 5, 4, and 3 years old respectively. Thus, the older the children, the better they are in pre-writing skill.

4.3.5. Language Development of Mizo Pre-School Children in the Age Group of 3 to 6 Years in Terms of Age.

Table 4.3.5
Language Development of Mizo Pre-School Children in the Age Group of 3 to 6
Years in Terms of Age (N=300)

Age- Wise Break Up & Grade Obtained		Language Skills			
		Listening Ability	Speaking Ability	Pre- Reading Experience	Pre- Writing Skill
3 Years = 37	A	14 (37.8)	8 (21.6)	15 (40.5)	9 (24.3)
	B	16 (43.3)	21 (56.8)	13 (35.2)	12 (32.4)
	A+B	81.1	78.4	75.7	56.7
	C	7 (18.9)	8 (21.6)	9 (24.3)	16 (43.3)
4 Years = 74	A	16 (21.6)	12 (16.2)	33 (44.6)	20 (27.0)
	B	27 (36.5)	41 (55.4)	24 (32.4)	27 (36.5)
	A+B	58.1	71.6	77.0	63.5
	C	31 (41.9)	21 (28.4)	17 (23.0)	27 (36.5)
5 Years= 113	A	57 (50.4)	50 (44.2)	80 (70.8)	81 (71.7)
	B	39 (34.5)	48 (42.5)	28 (24.8)	27 (23.9)
	A+B	84.9	86.7	95.6	95.6
	C	17 (15.1)	15 (13.3)	5 (4.4)	5 (4.4)
6 Years = 76	A	53 (69.7)	57 (75.0)	62 (81.6)	70 (92.1)
	B	20 (26.3)	18 (23.7)	13 (17.1)	4 (5.3)
	A+B	96.0	98.7	98.7	97.4
	C	3 (4.0)	1 (1.3)	1 (1.3)	2 (2.6)

Figures in parenthesis indicate percentages.

When the percentages of children getting Grade A and B (83% to 100% and 64% to 82 % correct answers) are taken together, table 4.3.5 depicts the following:

1) Mizo children of 3 years of age are best in listening ability as 81.1 is the total percentage of children obtaining Grade A and B, and are second best in speaking ability (78.4%). They are weakest in pre-writing skill as the percentage of children getting Grade A and B is 56.7 per cent followed by pre-reading experience (75.7%).

2) Mizo children of 4 years of age are best in pre-reading experience as the percentage of children getting Grade A and B is 77 per cent and second best in speaking ability (71.6%) and weakest in listening ability (58.1%) followed by pre-writing skill (63.5%)

3) Mizo 5 years old children are equally good in pre-reading experience and pre-writing skills as the percentage of children getting these grades is 95.6 for both and weakest in listening ability (84.9%) followed by speaking ability (86.7%)

4) In language skills, Mizo children of 6 years of age are equally good in speaking ability and pre-reading experience as the percentage of children getting these grades is 98.7 for both. However, their performance in pre-reading experience is better as 81.6 per cent of them get Grade A while the percentage of children obtaining Grade A in speaking ability is 75 per cent. Even though they are second best in pre-writing skill as the percentage of children getting Grade A and B is lesser than in speaking ability and pre-reading experience, their performance in pre-writing skill is better as 92.1 per cent get Grade A which is higher than those in the two skills (speaking ability and pre-reading experience). They are weakest in listening ability as 96 per cent is the percentage of children getting Grade A and B.

5) In listening and speaking ability, 6 year olds are strongest seconded by 5 year olds followed by 3 year olds and Mizo 4 year olds are weakest in language skills. In pre-reading and pre-writing skills, the older the children the better in language skills. In listening and speaking skill, 3 years old children are found stronger than 4 years old children, which show that age has no effect in listening and

speaking skills particularly for children in the age group of 3 to 4 years. However, in pre-reading and pre writing skills, the older the children, the better the performance which shows that age has effect on language development.

4.4.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Pre-School Attended by Them (Government and Private)

A survey of the related studies reveals that very few researches were conducted on language development of preschoolers between 2 and half to 5 years, in a comparative basis to determine whether attending preschool has any effect on language development of children, so that preschool curriculum could be enriched and preschool education provided especially for children living in backward areas. So, Language development of children and management of preschool classes where children are enrolled are studied and analysed in the given table below.

4.4.1. Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschools Attended by Them.

Table 4.4.1
Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of
Management of Preschools Attended by Them (Government and Private)
(N=300)

Sl. No.	Components of Listening Ability	Children Performing Well			
		Govt. Preschool N=92		Private Preschool N=208	
		No.	%	No.	%
1.	Identification of Sound	71	77.2	180	86.5
2.	Listening Span	64	69.6	148	71.2
3.	Comprehension	69	75.0	191	91.8
Overall Listening Ability		-	73.9	-	83.2

Table 4.4.1 reveals the following:

1) Among the three components of listening ability, Government preschool children are best in identification of sound component as 75 per cent of them perform well followed by comprehension and listening span as 75 per cent and 69.6 per cent respectively perform well.

2) Private preschool children are best in the component of comprehension as 91.8 per cent of them perform well and weakest in listening span as 71.2 per cent of them perform well

3) In all the components of listening ability, private preschool children perform better than government preschool children as the overall percentage of children doing well is 83.2 while that of government preschools is 73.9. Their performance in listening ability is quite good as the percentages of children performing well in different components ranges from 69.6 per cent to 91.8 per cent.

4.4.2. Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschools Attended by Them (Government and Private).

Table 4.4.2
Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschools Attended by Them (Government and Private)
(N=300)

Sl. No.	Components of Speaking Ability	Children Performing Well			
		Govt. Preschool N=92		Private Preschool N=208	
		No.	%	No.	%
1.	Clear Pronunciation and Ability to Answer	92	100	208	100
2.	Sequential Description	67	72.8	184	88.5
3.	Telling Similar/Another Words	32	34.8	114	54.8
4.	Telling Opposite Words	74	80.4	182	87.5
5.	Naming Objects and Making Sentences Using Them	88	95.7	205	98.6
6.	Recitation	89	96.7	198	95.2
7.	Correction of Wrong Sentences	90	97.8	203	97.6
Overall Speaking Ability		-	82.6	-	88.9

Table 4.4.2 depicts the following:

1) In speaking ability, Mizo children belonging to government preschools are best in clear pronunciation and ability to answer component as cent per cent of them perform well, second best in correction of wrong sentences as 97.8

per cent perform well, followed by recitation (96.7%), naming objects and making sentences using them (95.7%), telling opposite words (80.4%) and weakest in telling similar or another words (34.8%) followed by sequential description (72.8%).

2) Mizo children belonging to private preschools are best in clear pronunciation and ability to answer component as cent per cent of them perform well, second best in naming objects and making sentences using them (98.6%), followed by correction of wrong sentences (97.6%), recitation (95.2%), sequential description (88.5%), and weakest in telling similar or another words (54.8%) followed by telling opposite words (87.5%).

3) Children from both government and private preschools are very strong as equal percentages, i.e. cent per cent perform well in clear pronunciation and ability to answer component. In other four components, namely, sequential description, telling similar/another words, telling opposite words and naming objects and making sentences using them, private preschool children perform better and in other two components, such as recitation and correction of wrong sentences, government preschool children are better. Excluding telling similar/another words component, Mizo children from both government and private preschool perform well as the percentages of children who perform well in all components range from 72.8 per cent to cent per cent. The overall speaking ability of private preschool children is better than that of government preschool children as the percentages of children performing well are 88.9 per cent and 82.6 per cent respectively.

4.4.3. Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschools Attended by Them (Government and Private).

Table 4.4.3
Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in
Terms of Management of Preschools (Government and Private) (N=300)

Sl. No.	Components of Pre-Reading Experience	Children Performing Well			
		Govt. Preschool N=92		Private Preschool N=208	
		No.	%	No.	%
1.	Identification of Letters	70	76.1	189	90.9
2.	Matching Picture Cards With Objects and Words	68	73.9	190	91.4
3.	Picking Out Picture Cards Correctly	87	94.6	191	91.8
Overall Pre-Reading Experience		-	81.5	-	91.4

Table 4.4.3 reveals the following:

1) In pre-reading skills, Mizo children belonging to government preschools are best in picking out picture cards correctly component as 94.6 per cent of them perform well, followed by identification of letters (76.1%) and weakest in matching picture cards with objects and words (73.9%).

2) Mizo children belonging to private preschools perform very well in all the three components of pre-reading skills as there is no marked difference in each component. The percentages range from 90.9 per cent to 91.8 per cent.

3) In pre-reading experience, private preschool children perform better in 2 out of 3 components, namely, identification of letters and matching picture cards with objects and words component. In the component of picking out picture cards correctly, government preschool children perform better as 94.6 per cent perform well whereas 91.8 per cent of private preschool children perform well in this component. Thus, private preschool children perform better in pre-reading experience as 91.4 per cent of them perform well whereas 81.5 per cent of government preschool children perform well in this skill.

4.4.4. Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschools (Government and Private).

Table 4.4.4
Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschools Attended by them (Government and Private)
(N=300)

Sl. No.	Components of Pre-Writing Skill	Children Performing Well			
		Govt. Preschool N=92		Private Preschool N=208	
		No.	%	No.	%
1.	Completion of Pattern	83	90.2	178	85.6
2.	Drawing Similar Designs	74	80.4	178	85.6
3.	Drawing Picture Properly	62	67.4	172	82.7
Overall Pre-Writing Skill		-	79.4	-	84.6

Table 4.4.4 reveals the following:

1) In pre-writing skills, Mizo children from government preschools are best in completion of pattern component as 90.2 per cent of them perform well followed by drawing similar designs (80.4%) and weakest in drawing picture properly (67.4 %).

2) Mizo private preschool children are best in completion of pattern and drawing similar designs components with equal percentages of them perform well and followed by drawing picture properly component (82.7%).

3) In pre-writing skill, the same trend is observed as in pre-reading experience as in 2 out of the 3 components, like drawing similar designs and drawing

picture properly, private preschool children perform better. In completion of pattern component, government preschool children do better as 90.2 per cent of them perform well while 85.6 per cent of private preschool children perform well in this component. In the overall pre-writing skill, Mizo children from private preschools are better as 84.6 per cent of them perform well while 79.4 per cent of government preschool children perform well in this skill.

4.4.5. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschools (Government and Private).

Table 4.4.5

Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschools (Government and Private) (N=300)

Sl. No.	Language Skills	Grade Obtained							
		Govt. Preschool Children N=92				Private Preschool Children N=208			
		A	B	A+B	C	A	B	A+B	C
1.	Listening Ability	40 (43.5)	28 (30.4)	73.9	24 (26.1)	111 (53.4)	62 (29.8)	83.2	35 (16.8)
2.	Speaking Ability	33 (35.9)	43 (46.7)	82.6	16 (17.4)	88 (42.3)	97 (46.6)	88.9	23 (11.1)
3.	Pre-Reading Experience	47 (51.1)	28 (30.4)	81.5	17 (18.5)	142 (68.3)	53 (25.5)	93.8	32 (15.4)
4.	Pre-Writing Skills	52 (56.5)	21 (22.8)	79.3	19 (20.7)	123 (59.1)	53 (25.5)	84.6	32 (15.4)

Figures in parenthesis indicate percentages

When the percentages of children getting Grade A and B (83% to 100% and 64% to 82% correct answers) are combined, table 4.4.5 reveals the following:

1) In language skills, Mizo children belonging to government preschools are best in speaking ability (82.6%) and second best in pre-reading experience (81.5%).

They are weakest in listening ability (73.9) followed by pre-writing experience (79.3%).

2) Mizo children belonging to private preschools are best in pre-reading experience among the four language skills as the percentage of children getting Grade A and B is 93.8, and second best in speaking ability (88.9%). They are weakest in listening ability (83.2%) followed by pre-writing skill (84.6%).

3) As a whole, Mizo children belonging to private preschools are better in the four language skills than that of government preschools.

Figure 4.4.5

Figure 4.4.5 Histogram Showing Language Skills of Mizo Children from Government Preschool Classes

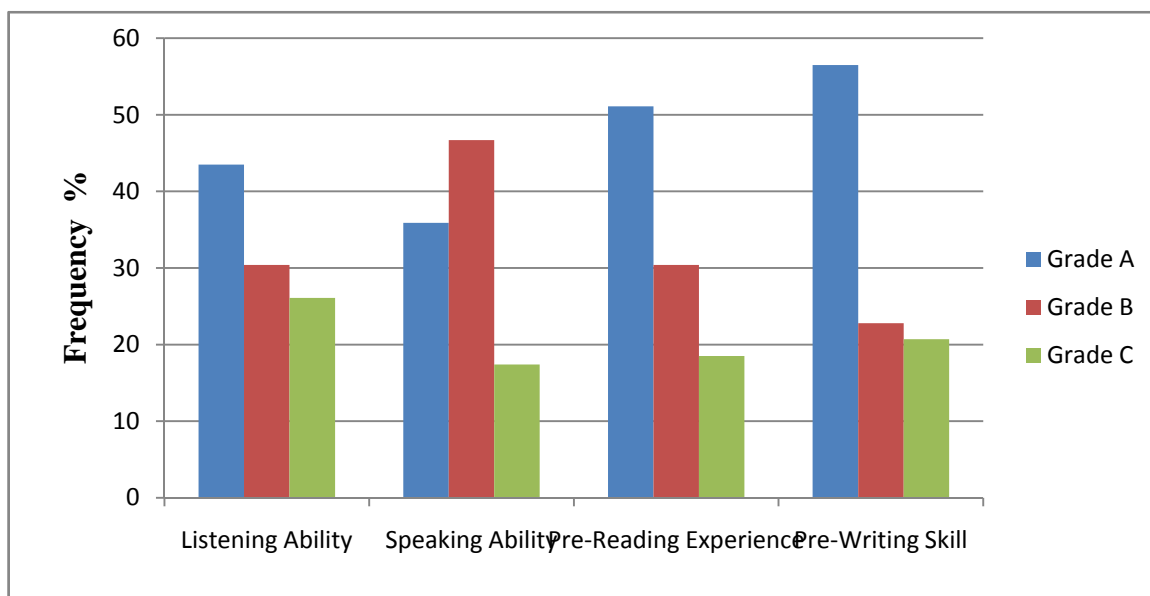


Fig. 4.4.5 is a graphical representation of table 4.4.5.

Figure 4.4.5

Figure 4.4.5 Histogram Showing Language Skills of Mizo Children from Private Preschool Classes

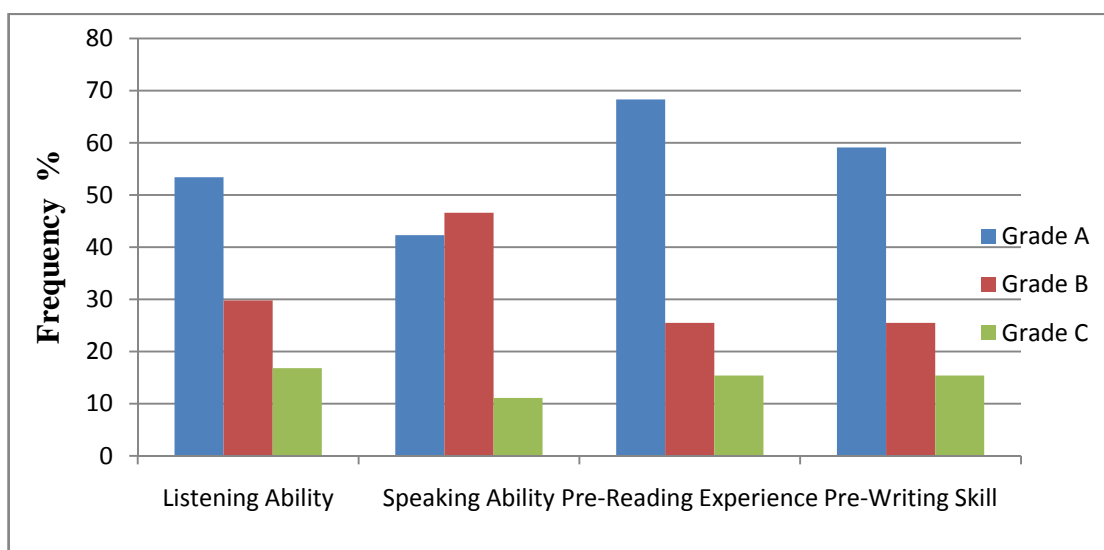


Fig. 4.4.5 is a Graphical Representation of Table 4.4.5.

4.5.0. Socio-Economic Status and Language Development of Mizo Children in the Age Group of 3 to 6 Years.

Socio-Economic Status is an important environmental predictor of language development, but the causal pathways by which it operates are unclear. Some studies found that high SES children are good in language development than children from low SES. Mizo children in the age group of 3 to 6 years are from different family backgrounds like High SES, Middle SES and Low SES. The status of Mizo children in their language development in terms of SES is analysed and studied with the help of data shown in the following tables.

4.5.1. Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in terms of Socio-Economic Status.

Table 4.5.1

Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of SES N=300

Sl. No.	Components of Listening Ability	Children Performing Well					
		High SES N= 71		Middle SES N= 158		Low SES N= 71	
		No.	%	N	%	No.	%
1.	Identification of Sound	69	97.2	129	81.6	51	71.8
2.	Listening Span	53	74.6	114	72.2	49	69.0
3.	Comprehension	64	90.1	141	89.2	56	78.9
	Overall Listening Ability	-	87.3	-	81.0	-	73.2

Table 4.5.1 depicts the following:

1) Among the three components of listening ability, high SES children perform best in identification of sound followed by comprehension and again by listening span and that the percentages of children performing well in these components are 97.2 per cent, 90.1 per cent and 74.6 per cent respectively.

2) Mizo children from middle SES and low SES perform best in comprehension component seconded by identification of sound component and again by listening span component.

3) In all the three components of listening ability, Mizo children of 3 to 6 years of age from high SES (87.3 per cent) perform the best. They are seconded by the children from middle SES (81.0 per cent) and followed by the children belonging to low SES (73.2 per cent). Thus, the higher SES of children the better they are in listening ability.

4.5.2. Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of SES.

Table 4.5.2

**Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of
SES N= 300**

Sl. No.	Components of Speaking Ability	Children Performing Well					
		High SES N=71		Middle SES N=158		Low SES N= 71	
		No.	%	No.	%	No.	%
1.	Clear Pronunciation & Ability to Answer	71	100	146	92.4	63	88.7
2.	Sequential Description	61	85.9	138	87.3	46	64.8
3.	Telling Similar/Another Words	35	49.3	92	58.2	17	23.9
4.	Telling Opposite Words	66	93.0	104	65.8	51	71.8
5.	Naming Objects and Making Sentences Using Them	70	98.6	132	83.5	61	85.9
6.	Recitation	62	87.3	143	90.5	62	87.3
7.	Correction of Wrong Sentences	69	97.2	141	89.2	64	90.1
8.	Overall Speaking Ability	-	87.3	-	81.0	-	73.2

Table 4.5.2 depicts the following:

1) Mizo preschool children belonging to high SES group perform the best in clear pronunciation and ability to answer component of speaking ability as cent percent of them perform well, second best in naming objects and making sentences using them (98.6%), third best in correction of wrong sentences (97.2%), followed by telling opposite words (93%). They perform the worst in telling similar or another

words (49.3%) seconded by sequential description (85.9%) and followed by recitation (87.3%).

2) Mizo preschool children belonging to middle SES group do the best in clear pronunciation and ability to answer component as 92.4 per cent of them perform well, second best in recitation (90.5%), third best in correction of wrong sentences (89.2%) and followed by sequential description (87.3%). They are weakest in telling similar or another words (58.2%), seconded by telling opposite words (65.8%) and followed by naming objects and making sentences using them (83.5%).

3) Mizo preschool children from low SES perform the best in correction of wrong sentences as 90.1 per cent perform well, second best in clear pronunciation and ability to answer (88.7%), third best in recitation (87.3%) and followed by naming objects and making sentences using them (85.9%). They are also weakest in telling similar or another words (23.9%), seconded by sequential description (64.8%) and followed by telling opposite words (71.8%).

4) In speaking ability, children belonging to high SES group do the best in 4 components, namely, clear pronunciation and ability to answer, telling opposite words, naming objects and making sentences using them and correction of wrong sentences. Mizo children in the age group of 3 to 6 years who are in middle SES group perform the best in 3 components namely, sequential description, telling similar/another words and recitation. In the overall speaking ability, the higher the SES, the better the performance which may indicate a positive relationship between SES of Mizo preschool children and their speaking ability.

4.5.3. Pre-Reading Experience of Mizo children in the Age Group of 3 to 6 Years in Terms of SES.

Table 4.5.3
Pre-Reading Experience of Mizo children in the Age Group of 3 to 6 Years in
Terms of SES (N= 300)

Sl. No.	Components of Pre-Reading Experience	Children Performing Well					
		High SES N= 71		Middle SES N= 158		Low SES N= 71	
		No.	%	No.	%	No.	%
1.	Identification of Letters	59	83.1	143	90.5	62	87.3
2.	Matching Picture Cards With Objects and Words	66	93.0	131	82.9	63	88.7
3.	Picking Picture Cards Correctly	67	94.5	149	94.3	67	94.4
Overall Pre-Reading Experience		-	90.1	-	89.2	-	90.1

Table 4.5.3 reveals the following:

1) In pre-reading experience, Mizo children from high SES group perform the best in picking out picture cards correctly as 94.5 per cent perform well second best in matching picture cards with objects and words (93%) and weakest in identification of letters (83.1%).

2) Mizo preschool children from middle SES group do the best in picking out picture cards correctly (94.3%) followed by identification of letters (90.5%) and weakest in matching picture cards with objects and words (82.9%).

3) Mizo preschool children belonging to low SES group are best in picking out picture cards correctly (94.4%) and followed by matching picture cards with objects and words (88.7%) and weakest in identification of letters (87.3%).

4) In pre-reading experience, Mizo children of 3 to 6 years of age belonging to high SES group perform the best in 2 components namely, matching

picture cards with objects and words, and picking picture cards correctly whereas in component one i.e., identification of letters, middle SES children do the best seconded by low SES children. Low SES children perform better than middle SES children in two components namely, matching picture cards with objects and words, and picking picture cards correctly. Thus, there is no established relationship between SES of Mizo preschool children and their pre-reading experience.

4.5.4. Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of SES.

Table 4.5.4
Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of SES (N=300)

Sl. No.	Components of Pre-Writing Skill	Children Performing Well					
		High SES N= 71		Middle SES N= 158		Low SES N= 71	
		No.	%	No.	%	No.	%
1.	Completion of Pattern	53	74.6	139	88.0	65	91.5
2.	Drawing Similar Design	53	74.6	143	90.5	62	87.3
3.	Drawing Picture Properly	50	70.4	135	85.4	53	74.6
Overall Pre-Writing Skill		-	73.2	-	88.0	-	84.5

Table 4.5.4 reveals the following:

1) In pre-writing skill, Mizo preschool children belonging to high SES group perform almost equally well as the percentages in every component ranges from 70.4 to 74.6 respectively.

2) Mizo preschool children belonging to middle SES perform the best in drawing similar designs (90.5%) seconded by completion of pattern (88%) and followed by drawing picture properly (85.4%).

3) Mizo preschool children from low SES do the best in completion of pattern (91.5%), second best in drawing similar designs (87.3%) and weakest in drawing picture properly as 74.6 per cent of them perform well.

4) In pre-writing skill, the performance of middle SES children is best in two components, i.e., drawing similar designs and drawing picture properly followed by low SES children whereas high SES children do the worst. In completion of pattern component, low SES children perform well seconded by middle SES children. Thus, there is no relationship between SES and pre-writing ability of Mizo pre-school children.

4.5.5. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of SES.

Table 4.5.5
Language Development of Mizo Children in the Age Group of 3 to 6 Years in
Terms of SES (N=300)

SES Group & Grade Obtained		Language Skills			
		Listening Ability	Speaking Ability	Pre-Reading Experience	Pre-Writing Skills
High SES N = 71	A	28 (39.4)	30 (42.3)	46 (64.8)	36 (50.7)
	B	34 (47.9)	32 (45.1)	18 (25.3)	16 (22.5)
	A+B	87.3	87.4	90.1	73.2
	C	9 (12.7)	9 (12.7)	7 (9.9)	19 (26.8)
Middle SES N = 158	A	81 (51.3)	72 (45.6)	109 (69.0)	105 (66.5)
	B	47 (29.7)	65 (41.1)	32 (20.3)	34 (21.5)
	A+B	81.0	86.7	89.3	88.0
	C	30 (19.0)	21 (13.3)	17 (10.8)	19 (12.1)
Low SES N = 71	A	31 (43.7)	26 (36.6)	37 (52.1)	41 (57.7)
	B	21 (29.6)	30 (42.3)	27 (38.0)	19 (26.8)
	A+B	73.3	78.9	90.1	84.5
	C	19 (26.8)	15 (21.1)	7 (9.9)	11 (15.5)

Figures in parenthesis indicate percentages.

When the percentages of children getting Grade A and B (83% to 100% and 64% to 82% correct answers) are taken together, table 4.5.5 reveals the following:

1) Among the four language skills, Mizo preschool children belonging to high SES group are best in pre-reading experience (90.1%) and second best in speaking and listening ability with no mark differences (87.4% and 87.3%) respectively. They are weakest in pre-writing skill. But in terms of percentage of children getting Grade A, they are better in pre-writing skills than in speaking and listening ability.

2) Mizo preschool children belonging to middle SES are best in pre-reading experience among the four language skills as the total percentages of children getting Grade A and B is 89.3 per cent. They are second best in pre-writing skill (88%) and weakest in listening ability as 81 per cent is the total percentage of children getting Grade A and B. However, the percentage of children getting Grade A is higher in listening ability than in speaking ability.

3) In the case of children from low SES, the same trend is observed as in middle SES, the total percentage of children of Grade A and B in pre-reading experience is 90.1 per cent, pre-writing skill (84.5%), speaking ability (78.9%) and listening ability (73.3%).

4) As a whole, in listening and speaking ability of **language skills**, when the percentages of children obtaining Grade A and B are taken together, high SES children are best seconded by middle SES children. In terms of this, Mizo children belonging to high SES and low SES are equally good in pre-reading experience as the percentage of children getting these grades is 90.1 for both. However, the performance of high SES children is better as 64.8 per cent got Grade A while 52.1 per cent of children belonging to low SES got Grade A in this skill. In pre-writing skills, children belonging to middle SES are best followed by low SES. Mizo children from different SES group are weak in speaking ability as the percentage of children secured Grade A and Grade B range from 36.6 per cent to 45.6 per cent.

Figure 4.5.5

Figure 4.5.5 Histogram Showing Language Skills of Mizo Preschool Children Belonging to High SES Group

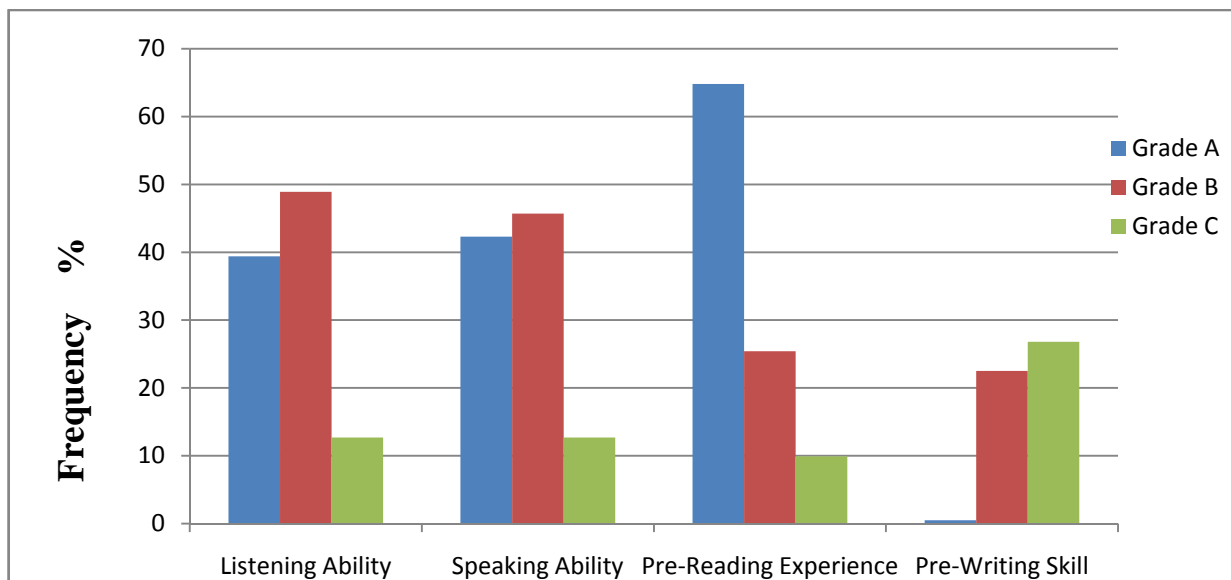


Figure 4.5.5 is a Graphical Representation of Table 4.5.5.

Figure 4.5.5

Figure 4.5.5 Histogram Showing Language Skills of Mizo Preschool Children Belonging to Middle SES Group

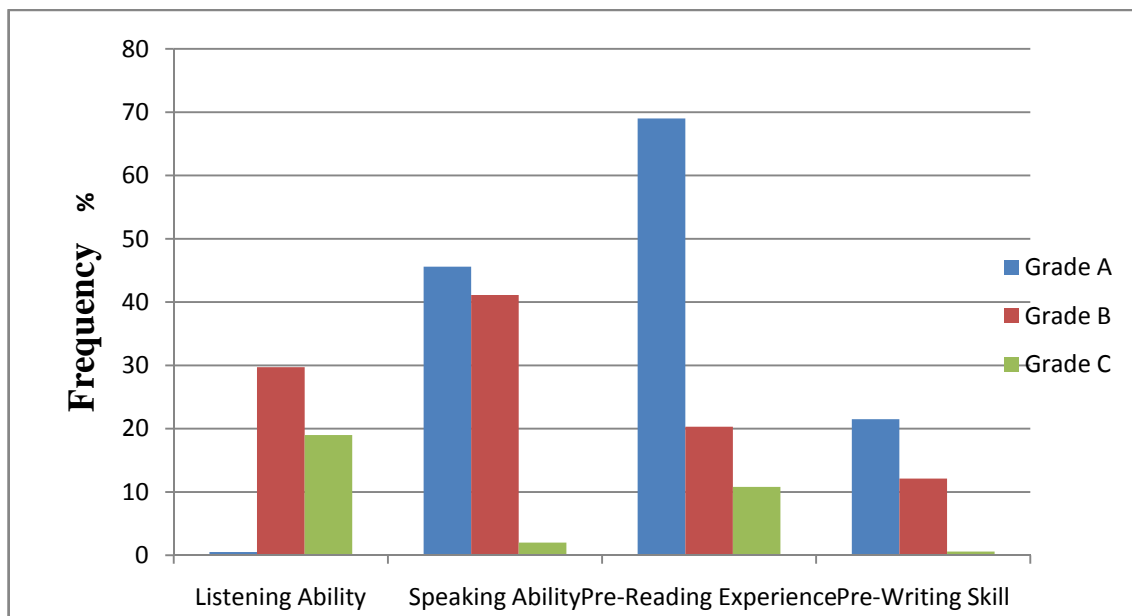


Fig. 4.5.5 is a Graphical Representation of Table 4.5.5.

Figure 4.5.5

Figure 4.5.5 Histogram Showing Language Skills of Mizo Preschool Children Belonging to Low SES Group

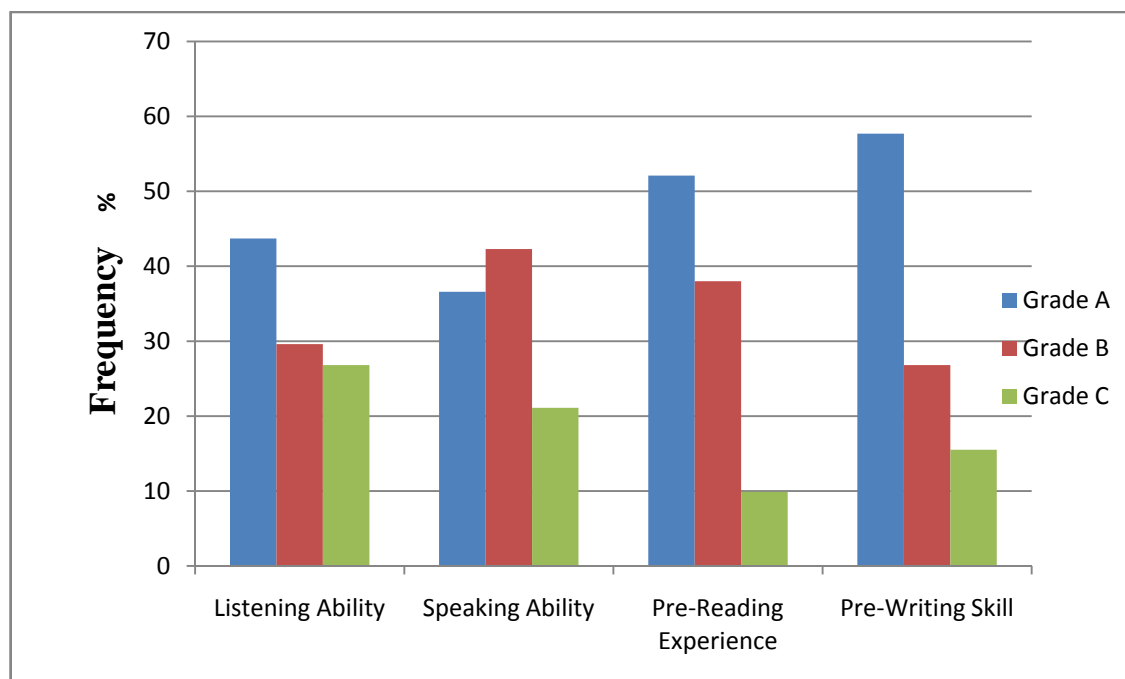


Fig. 4.5.5 is a Graphical Representation of Table 4.5.5.

4.6.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender.

Up to the present day, the gender differences in children's language have been studied by various researchers with different methods. Most of the studies reveal that girls are better than boys in language acquisition. In order to know which gender is better in language skills among Mizo children of 3 to 6 years, 136 of boys and 164 of girls are taken as sample. Language development of Mizo boys and girls who are in the age group of 3 to 6 years is analysed with the help of the following tables.

4.6.1. Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender.

Table 4.6.1

Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender (N=300)

Sl. No.	Components of Listening Ability	Children Performing Well			
		Boys N=136		Girls N=164	
		No.	%	No.	%
1.	Identification of Sound	122	89.7	126	76.8
2.	Listening Span	88	64.7	130	79.3
3.	Comprehension	120	88.2	137	83.5
Overall Listening Ability		-	80.9	-	79.9

Table 4.6.1 shows the following:

1) Mizo boys in the age group of 3 to 6 years are best in identification of sound component of listening ability as 89.7 per cent perform well followed by comprehension (88.2%) and weakest in listening span (64.7%).

2) Mizo preschool girls are best in comprehension component of listening ability as 83.5 per cent of them perform well followed by listening span component (79.3%) and least percentage of children performing well in identification of sound as 76.8 per cent perform well.

3) Among the three components of listening ability, identification of sound and comprehension are the components in which boys perform better than girls. In listening span, girls perform better than boys as the percentage of girls performing well is 79.3 per cent while it is 64.7 per cent in the case of boys. In the overall listening ability, the percentage of boys performing well (80.9 %) is slightly higher than that of girls (79.7 %) which imply that boys are slightly better than girls.

4.6.2. Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender.

Table 4.6.2
Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of
Gender (N=300)

Sl.No	Components of Speaking Ability	Children Performing Well			
		Boys N=136		Girls N=164	
		No.	%	No.	%
1.	Clear Pronunciation and Ability to Answer	136	100	164	100
2.	Sequential Description	118	86.8	135	82.3
3.	Telling Similar /Another Words	58	42.7	75	45.7
4.	Telling Opposite Words	122	89.7	117	68.3
5.	Naming Objects and Making Sentences Using Them	123	90.4	157	95.7
6.	Recitation	132	97.1	163	99.3
7.	Correction of Wrong Sentences	130	95.6	162	98.8
Overall Speaking Ability		-	86.0	-	84.1

Table 4.6.2 reveals the following:

1) In speaking ability, Mizo preschool boys are best in the component of clear pronunciation and ability to answer as cent per cent of them perform well, followed by recitation (97.1%), correction of wrong sentences (95.6%), naming objects and making sentences using them (90.4%), telling opposite words (88.2%) and weakest in telling similar or another words component as only 44.1 per cent of them perform well followed by sequential description (86.8%).

2) Mizo preschool girls also perform the best in clear pronunciation and ability to answer with cent per cent performing well followed by correction of wrong sentences (98.8%), recitation (97.6%), naming objects and making sentences using them (95.7%), sequential description (82.3%) and weakest in telling similar or

another words as only 43.9 per cent of them perform well followed by telling opposite words (68.3%).

3) Mizo boys and girls perform very well with cent per cent in clear pronunciation and ability to answer component of speaking ability. Telling similar/another words is the component in which Mizo boys and girls are worst. In four components of speaking ability, such as, telling similar/another words, naming objects and making sentences using them, recitation and correction of wrong sentences, Mizo girls perform better than boys. In another two components like sequential description and telling opposite words, Mizo boys perform better than Mizo girls. Thus, in 4 components out of the 7 components of speaking ability, the percentages of girls performing well are higher than that of boys whereas in two components, the percentages of boys performing well are higher. In another one component, both boys and girls perform equally well. While girls appear to be better than boys, the overall percentage of boys performing well is higher than that of girls.

4.6.3. Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender.

Table 4.6.3

Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender (N=300)

Sl. No.	Components of Pre-Reading Experience	Children Performing Well			
		Boys N=136		Girls N=164	
		No.	%	No.	%
1.	Identification of Letters	125	91.9	135	82.3
2.	Matching Picture Cards With Objects and Words	119	87.5	141	86.0
3.	Picking Out Picture Cards Correctly	131	96.3	156	95.1
Overall Pre-Reading Experience		-	91.9	-	87.8

Table 4.6.3 reveals the following:

1) In pre-reading experience, Mizo preschool boys perform very well in all the components. They do the best in picking out picture cards correctly component as 96.3 per cent of them perform well and followed by identification of letters (91.9%), matching picture cards with objects and words (87.5%).

2) Mizo preschool girls perform the best in picking out picture cards correctly (95.1%) followed by matching picture cards with objects and words (86%) and identification of letters (82.3%). They are quite good in pre-reading experience.

3) Mizo boys perform better in all components of pre-reading experience. Among the three components of pre-reading experience, Mizo boys and girls in the age group of 3 to 6 years perform best in picking out picture cards correctly as almost cent per cent of them perform well. In other two components of pre-reading experience i.e., identification of letters and matching picture cards with objects and words, the percentages of Mizo boys and girls performing well range from 82.3 to 91.9. The performance of boys is better than that of girls in every component of pre-reading experience as well as in the overall pre-reading experience. Further, the performance of both boys and girls in pre-reading experience is quite good.

4.6.4. Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender.

Table 4.6.4**Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender (N=300)**

Sl. No	Components of Pre-Writing Skills	Children Performing Well			
		Boys N=136		Girls N=164	
		No.	%	No.	%
1.	Completion of Pattern	123	90.4	147	88.4
2.	Drawing Similar Designs	115	84.5	138	82.9
3.	Drawing Picture Properly	110	80.9	122	73.9
Overall Pre-Writing Skill		-	85.3	-	81.7

Table 4.6.4 depicts the following:

1) In pre-writing skill, Mizo preschool boys perform the best in completion of pattern as 90.4 per cent of them perform well followed by drawing similar designs (84.5%) and then drawing picture properly (80.9%). The overall percentage of boys who perform well in pre-writing skill is 85.3 per cent.

2) The same trend is observed as in boys performance, the percentages of girls performing well are 88.4, 82.9 and 73.9 per cent in completion of pattern, drawing similar designs and drawing picture properly component respectively. The overall percentage of girls performing well in pre-writing skill is 81.7 per cent.

3) Mizo boys again perform better than Mizo girls in all the three components of pre-writing skill. Completion of pattern is the component in which Mizo boys and girls perform best. As a whole, their performance is good that the percentages of the children who perform well in the three components of pre-writing skill range from 73.9 per cent to 90.4 per cent. In the overall pre-writing experience, boys perform better than girls as the percentage of boys performing well (85.3 %) is higher than that of girls (81.7 %).

4.6.5. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender.

Table 4.6.5
Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender (N=300)

Sl. No.	Language Skills	Grade Obtained							
		Boys N= 136				Girls N= 164			
		A	B	A+B	C	A	B	A+B	C
1.	Listening Ability	57 (41.9)	53 (39.0)	80.9	26 (19.1)	83 (50.6)	48 (29.3)	79.9	33 (20.1)
2.	Speaking Ability	51 (37.5)	66 (48.5)	86.0	19 (14.0)	76 (46.3)	62 (37.8)	84.1	26 (15.9)
3.	Pre-Reading Experience	85 (62.5)	40 (29.4)	91.9	11 (8.1)	106 (64.6)	38 (23.2)	87.8	20 (12.2)
4.	Pre-Writing Skills	81 (59.6)	35 (25.7)	85.3	20 (14.7)	99 (60.4)	35 (21.3)	81.7	30 (18.3)

Figures in parenthesis indicate percentages.

When the percentages of children getting Grade A and B (83% to 100% and 64% to 82% correct answers) are taken together, table 4.6.5 reveals the following:

1) Among the four language skills, Mizo boys and girls in the age group of 3 to 6 years are best in pre-reading experience as the total percentage of boys obtaining Grade A and B in this skill is 91.9 and girls is 87.8 respectively. They are second best in speaking ability, and that of 86 per cent of boys and 84.1 per cent of girls do well. Both of them are weakest in listening ability followed by pre-writing skills.

2) Mizo boys are better than girls in all language skills namely, listening ability, speaking ability, pre-reading experience and pre-writing skill.

Figure 4.6.5

Figure 4.6.5 Histogram Showing Language Skills of Mizos Boys in the Age Group of 3 to 6 Years

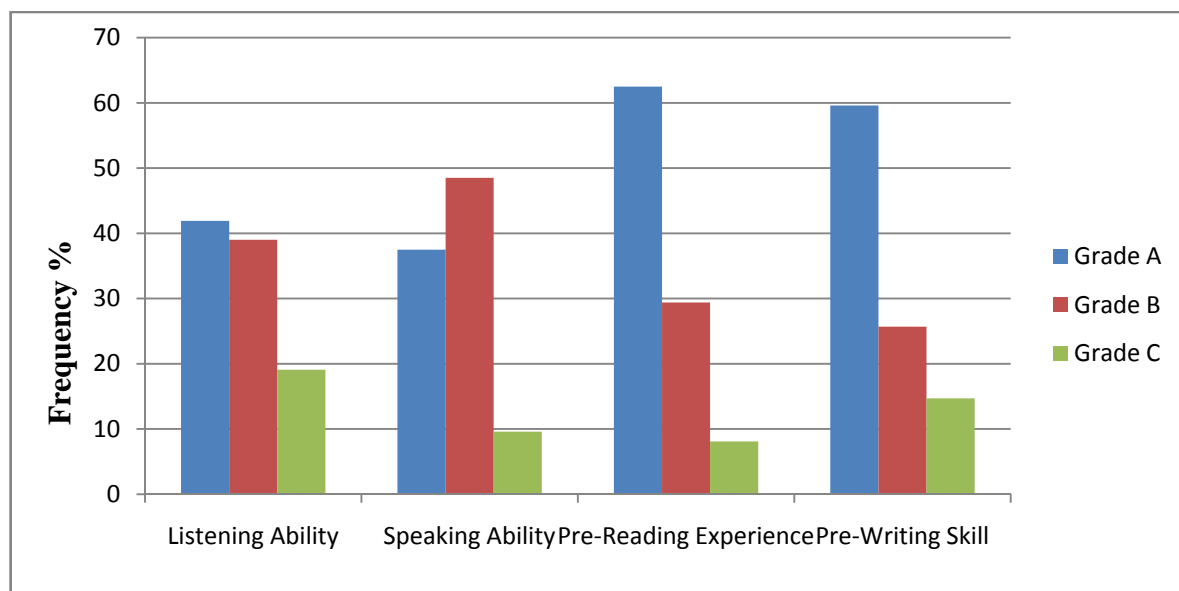


Fig. 4.6.5 is a Graphical Representation of Table 4.6.5.

Figure 4.6.5

Fig. 4.6.5 Histogram Showing Language Skills of Mizos Girls in the Age Group of 3 to 6 Years

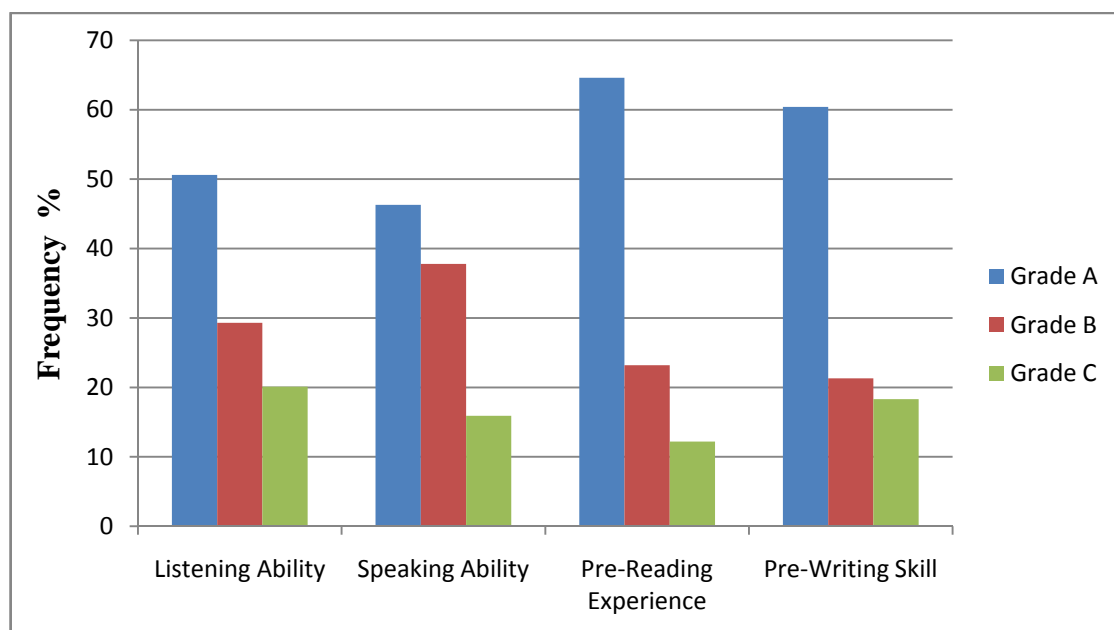


Figure 4.6.5 is a Graphical Representation of Table 4.6.5.

4.7.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Urban and Rural).

Language development of children can be affected by children's locality (rural and urban). There is a general belief that urban children are stronger in language skills than rural children. Language development of Mizo preschool children in terms of locality is studied and analysed in the following tables:

4.7.1. Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Rural and Urban).

Table 4.7.1
Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Rural and Urban) (N=300)

Sl. No.	Components of Listening Ability	Children Performing Well			
		Rural N=150		Urban N=150	
		No.	%	No.	%
1.	Identification of Sound	101	67.3	150	100
2.	Listening Span	87	58	124	82.7
3.	Comprehension	121	80.7	143	95.3
Overall Listening Ability		-	68.7	-	92.7

Table 4.7.1 reveals the following:

1) In listening ability, Mizo preschool children from rural areas perform the best in comprehension component as 80.7 per cent of them perform well followed by identification of sound (67.3%) and weakest in listening span as only 58 per cent perform well.

2) Mizo preschool children belonging to urban areas are best in identification of sound component with cent per cent of them performing well and

weakest in listening span component but high in percentage as 82.7 per cent perform well.

3) In all the components of listening ability, urban children are better than rural children. Mizo children belonging to rural and urban areas are quite good in comprehension component as 80.7 per cent and 95.3 per cent respectively perform well. As the percentage of urban Mizo preschool children who perform well in the overall listening ability (92.7%) is much higher than that of the rural children (68.7%), it can be concluded that urban Mizo children in the age group of 3 to 6 years are much better than their counterpart in rural areas.

4.7.2. Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Rural and Urban).

Table 4.7.2

Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Rural and Urban) (N=300)

Sl. No.	Components of Speaking Ability	Children Performing Well			
		Rural N=150		Urban N=150	
		No.	%	No.	%
1.	Clear Pronunciation and Ability to Answer	150	100	150	100
2.	Sequential Description	112	74.7	145	96.7
3.	Telling Similar/ Another Words	35	23.3	116	77.3
4.	Telling Opposite Words	93	62.0	146	97.3
5.	Naming Objects and Making Sentences Using Them	117	78.0	145	96.7
6.	Recitation	124	82.7	146	97.3
7.	Correction of Wrong Sentences	146	97.3	146	97.3
Overall Speaking Ability		-	74.0	-	94.7

Table 4.7.2 depicts the following:

1) Mizo preschool children belonging to rural areas do best in clear pronunciation and ability to answer as cent per cent of them perform well, second best in correction of wrong sentences (97.3%) followed by recitation (82.7%), naming objects and making sentences using them (78%). They are weakest in telling similar or another words as only 23.3 per cent of them perform well followed by telling opposite words (62%) and then sequential description (74.7%).

2) Mizo urban children also perform the best in clear pronunciation and ability to answer with cent per cent performing well and second best in telling opposite words, recitation and correction of wrong sentences with 97.3 per cent each performing well followed by sequential description and naming objects and making sentences using them with again equal percentages (i.e., 96.7%). They are weakest in telling similar or another words as 77.3 per cent of them perform well.

3) Rural and urban children perform equally well in two components of speaking ability, namely, clear pronunciation and ability to answer and correction of wrong sentences component and that cent per cent each and 97.3 per cent each respectively did well in these. Urban children perform better than rural children in other five components of speaking ability, namely, sequential description, telling similar/another words, telling opposite words, naming objects and making sentences using them and in recitation. The percentage of urban children performing well in the overall speaking ability is as high as 94.7 per cent whereas it is 74 per cent in the case of rural children. Thus, urban Mizo preschool children are better than rural children in speaking ability.

4.7.3. Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Rural and Urban).

Table 4.7.3
Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in
Terms of Locality (Rural and Urban) (N=300)

Sl. No.	Components of Pre-Reading Experience	Children Performing Well			
		Rural N=150		Urban N=150	
		No.	%	No.	%
1.	Identification of Letters	129	86.0	130	86.7
2.	Matching Picture Cards With Objects and Words	111	74.0	146	97.3
3.	Picking Out Picture Cards Correctly	135	90.0	150	100
Overall Pre-Reading Experience		-	83.3	-	94.7

Table 4.7.3 reveals the following:

1) In pre-reading experience, Mizo rural children are best in picking out picture cards correctly component as 90 per cent of them perform well followed by identification of letters (86%) and weakest in matching picture cards with objects and words (74%).

2) Mizo urban children are also best in picking out picture cards correctly component with cent per cent performing well seconded by matching picture cards with objects and words (97.3%) and then identification of letters (86.7%).

3) In all the three components of pre-reading experience, urban children perform better than rural children. They perform equally well in the component of identification of letters. As a whole, 94.7 per cent of urban children and 83.3 per cent of rural children perform well in pre-reading experience. Mizo children from both areas, i.e. rural and urban are best in pre-reading experience.

4.7.4. Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Rural and Urban).

Table 4.7.4

Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Rural and Urban) (N=300)

Sl. No.	Components of Pre-Writing Skill	Children Performing Well			
		Rural N=150		Urban N=150	
		No.	%	No.	%
1.	Completion of Pattern	135	90.0	127	84.7
2.	Drawing Similar Designs	122	81.3	132	88.0
3.	Drawing Picture Properly	112	74.7	122	81.3
Overall Pre-Writing Skill		-	82.0	-	84.7

Table 4.7.4 reveals the following:

1) In pre-writing skill, Mizo rural children are best in completion of pattern component as 90 per cent of them perform well and second best in drawing similar designs with 81.3 per cent performing well and weakest in drawing picture properly as 74.7 per cent of them perform well.

2) Mizo urban children perform the best in drawing similar designs component as 88 per cent perform well followed by completion of pattern (84.7%) and then drawing picture properly (81.3%).

3) Mizo urban children are better in the two components of pre-writing skill namely, drawing similar designs and drawing picture properly component. Rural children perform better in completion of pattern component as 90 per cent perform well while 84.7 per cent of urban children perform well in this component. The overall percentage of urban preschool children who do well in pre-writing skill is 84.7 per cent whereas it is 82 per cent in the case of rural children. Mizo children from rural and urban areas are quite good in pre-writing skill.

4.7.5. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Urban and Rural)

Table 4.7.5

Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Urban and Rural) (N=300)

Sl. No.	Language Skills	Grade Obtained							
		Rural N= 150				Urban N= 150			
		A	B	A+B	C	A	B	A+B	C
1.	Listening Ability	69 (46.0)	34 (22.7)	68.7	47 (31.3)	71 (47.3)	68 (45.3)	92.6	11 (7.3)
2.	Speaking Ability	44 (29.3)	67 (44.7)	74.0	39 (26.0)	82 (54.7)	60 (40.0)	94.7	8 (5.3)
3.	Pre-Reading Experience	74 (49.3)	51 (34.0)	83.3	25 (16.7)	115 (76.7)	27 (18.0)	94.7	8 (5.3)
4.	Pre-Writing Skill	81 (54.0)	42 (28.0)	82.0	27 (18.0)	99 (66.0)	28 (18.7)	84.7	23 (15.3)

Figures in parenthesis indicate percentages.

When the percentage of children securing Grade A and B are combined, table 4.7.5 reveals the following:

1) Among the four language skills, Mizo rural children are best in Pre-reading experience as the total percentages of children getting Grade A and B is 83.3 per cent, second best in pre-writing skill as 82 per cent is the total percentage of children getting Grade A and B. They are weakest in listening ability as the total percentage of children getting Grade A and B is 68.7 followed by speaking ability in which 74 per cent of them obtain Grade A and B.

2) Mizo urban children are best in speaking ability and pre-reading experience with equal total percentage of children getting Grade A and B i.e., 94.7 per cent respectively and second best in listening ability with 92.6 per cent of them

obtaining Grade A and B. They are weakest in pre-writing skill as 84.7 per cent is the percentage of children getting Grade A and B.

3) Mizo children in the age group of 3 to 6 years from urban areas are better than their counterpart in rural areas in all language skills such as listening, speaking, pre-reading and pre-writing skills.

Figure 4.7.5

Fig. 4.7.5 is a Graphical Representation of Table 4.7.5.

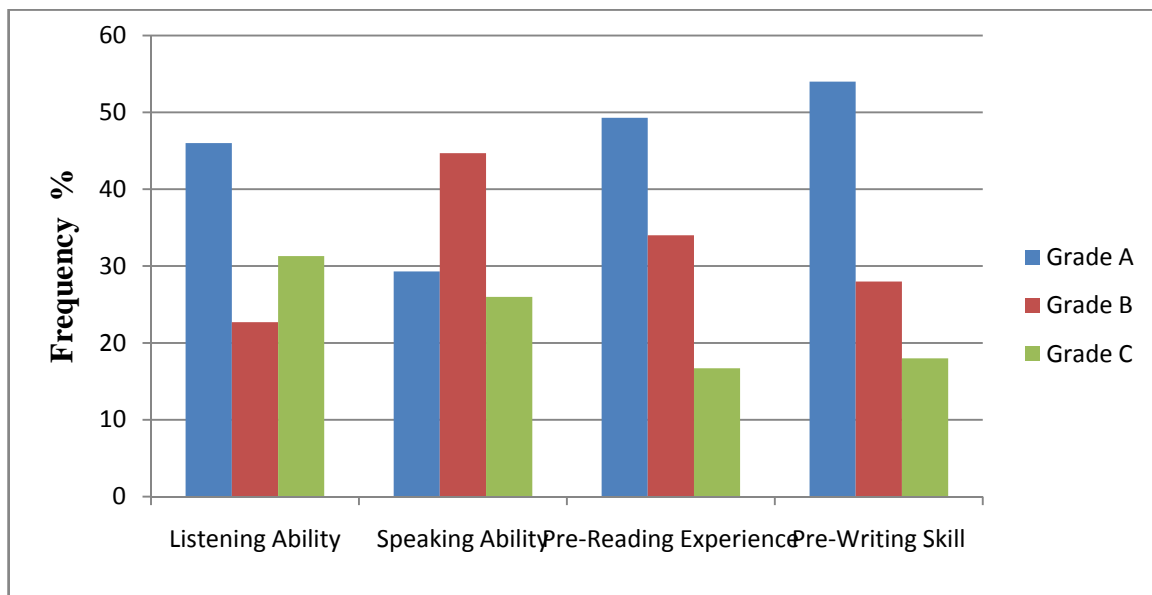


Figure 4.7.5 Histogram Showing Overall Language Skills of Rural Mizo Children

Figure 4.7.5

Fig. 4.7.5 is a Graphical Representation of Table 4.7.5.

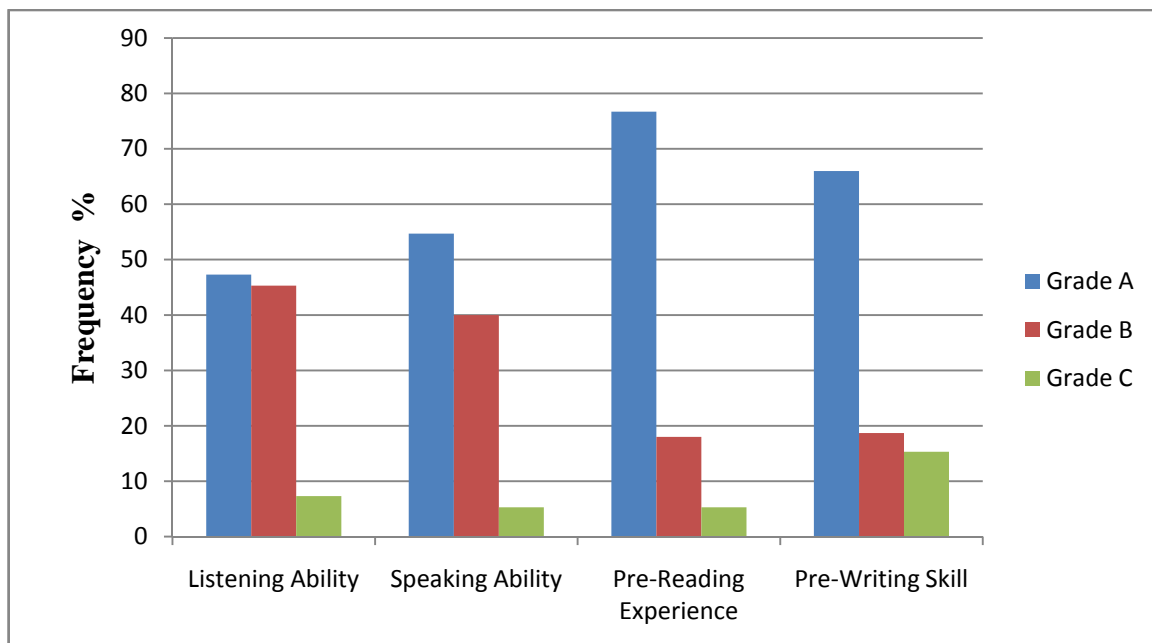


Figure 4.7.5 Histogram Showing Overall Language Skills of Urban Mizo Children

4.8.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings.

A number of studies have found that parents with a brood of kids have less time to dedicate to any one child's learning. And some have shown that children in those families tend to have less-developed vocabularies compared with their first-born sibling. Language development of Mizo children in the age group of 3 to 6 years are studied and analysed in the following tables in terms of number of siblings that they have.

4.8.1. Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings.

Table 4.8.1
Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of
Number of Siblings (N=300)

Sl. No.	No. of Siblings & Children Performing Well		Components of Listening Ability			Overall Listening Ability
			Identification of Sound	Listening Span	Comprehension	
1.	1 Sibling N=39	No.	31	22	31	-
		%	79.5	56.4	79.5	71.8
2.	2 Siblings N=89	No.	72	62	82	-
		%	80.9	69.7	92.1	80.9
3.	3 Siblings N=110	No.	94	82	97	-
		%	85.5	74.6	88.2	82.7
4.	4 Siblings N=58	No.	48	44	49	-
		%	82.8	75.9	84.5	81.0
5.	5 Siblings N=4	No.	3	3	3	-
		%	75.0	75.0	75.0	75.0

Table 4.8.1 depicts the following:

1) Mizo preschool children of 1 sibling perform equally best in identification of sound and comprehension (i.e., 79.5%) and weak in listening span component as only 56.4 per cent of them perform well.

2) Comprehension is the component of listening ability where Mizo preschool children of 2 siblings, 3 siblings and 4 siblings perform best followed by identification of sound and are weakest in listening span.

3) Mizo children of 5 siblings are equally good in all components of listening ability as 75 per cent each of them perform well respectively.

4) In the three components of listening ability namely, identification of sound, listening span and comprehension, children of 3 siblings, 4 siblings and 2 siblings respectively are best in their performance. The second best position in each component is occupied by children of 4 siblings, 5 siblings and 3 siblings respectively.

When the overall listening ability is taken into account, children of 3 siblings perform the best, followed by children of 4 siblings, 2 siblings, 5 siblings and then 1 sibling.

4.8.2. Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings.

Table 4.8.2

Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings (N=300)

No. of Siblings & Children Performing Well		Components of Speaking Ability							
		Clear Pronunciation & Ability to Answer	Sequential Description	Telling Similar/ Another Words	Telling Opposite Words	Naming Objects & Making Sentences Using Them	Recitation	Correction of Wrong Sentences	Overall Speaking Ability
1 Sibling N=39	No.	39	30	15	29	32	35	37	-
	%	100	76.9	38.5	74.3	82.1	89.7	94.9	79.5
2 Siblings N=89	No.	89	68	38	72	80	84	87	-
	%	100	76.4	42.7	80.9	89.9	94.4	97.8	83.2
3 Siblings N=110	No.	110	99	47	91	105	107	106	-
	%	100	90.0	42.7	82.7	95.5	97.3	96.4	86.4
4 Siblings N=58	No.	58	53	29	52	54	54	57	-
	%	100	91.4	50.0	89.7	93.1	93.1	98.3	87.9
5 Siblings N= 4	No.	4	4	4	4	4	4	4	-
	%	100	100	100	100	100	100	100	100

Table 4.8.2 reveals the following:

1) In speaking ability, Mizo children of 1 sibling perform the best in clear pronunciation and ability to answer as cent per cent of them perform well followed by correction of wrong sentences (94.9%), recitation (89.7%), naming objects and

making sentences using them (82.1%), sequential description (76.9%) and weakest in telling similar or another words as only 38.5 per cent of them perform well followed by telling opposite words (74.3%).

2) Mizo preschool children of 2 siblings are best in clear pronunciation and ability to answer with cent per cent performing well and second best in correction of wrong sentences (97.8%) and weakest in telling similar or another words (42.7%). In the rest of the components, they perform well as the percentages range from 76.4 to 94.4 per cent.

3) Mizo children of 3 siblings are also best in clear pronunciation and ability to answer with cent per cent performing well followed by recitation (97.3%) and weakest in telling similar or another words (42.7%). In the rest of the components, they perform well as the percentage of children performing well range from 82.7 to 96.4 per cent.

4) Mizo children of 4 siblings do the best in clear pronunciation and ability to answer as again cent per cent perform well and are weakest in telling similar or another words as only 50 per cent of them perform well. In the rests, the percentage of children performing well ranges from 89.7 to 98.3 per cent respectively.

5) Mizo children of 5 siblings also perform the best in all the components and that the percentage of the children performing well is cent per cent in each component of speaking ability.

6) In clear pronunciation and ability to answer, children with different number of siblings are equally very well as cent per cent of the children from each category perform well. Children with 5 siblings are best in the rest of every component of speaking ability. Besides, children with 4 siblings and 3 siblings are second best in 4 components and 2 components respectively of speaking ability.

Data on the overall speaking ability again indicate that children with 5 siblings are best followed by children of 4 siblings, 3 siblings, 2 siblings and 1 sibling which clearly imply that the more the number of siblings the child has, the better the speaking ability.

4.8.3. Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings.

Table 4.8.3
Pre-Reading Experience of Mizo Children in the Age Group of 3 to 6 Years in
Terms of Number of Siblings (N=300)

Sl. No.	No. of Siblings & Children Performing Well	Components of Pre-Reading Experience			Overall Pre-Reading Experience	
		Identification of Letters	Matching Picture Cards With Objects And Words	Picking Out Picture Cards Correctly		
1.	1 Sibling N=39	No.	36	31	32	-
		%	92.3	79.5	82.1	84.6
2.	2 Siblings N=89	No.	78	77	82	-
		%	87.6	86.5	92.1	88.8
3.	3 Siblings N=110	No.	93	96	108	-
		%	84.5	87.3	98.2	90.0
4.	4 Siblings N=58	No.	55	50	57	-
		%	94.8	86.2	98.3	93.1
5.	5 Siblings N=4	No.	4	4	4	-
		%	100	100	100	100

Table 4.8.3 reveals the following:

1) Mizo preschool children of 1 sibling are best in identification of letters as 92.3 per cent of them perform well and weakest in matching picture cards

with objects and words as 79.5 per cent perform well. They are quite good in this component.

2) Mizo children of 2 siblings and 4 siblings perform the best in picking out picture cards correctly and weakest in matching picture cards with objects and words respectively.

3) Mizo children of 3 siblings are best in picking out picture cards correctly component as 98.2 per cent of them perform well. They are weakest in identification of letters as 84.5 per cent of them perform well.

4) Mizo children of 5 siblings are best in all components with equal percentages as cent per cent of them perform well respectively.

3) In pre-reading experience, children of 5 siblings perform the best as cent per cent perform well followed by children of 4 siblings (93.1 per cent), 3 siblings (90 per cent) and children of only one sibling are weakest as 84.6 per cent perform well followed by 2 siblings (88.8 per cent). The lesser the number of siblings, the weaker the children in pre-reading experience. In this skill, Mizo children of different number of siblings are good as the percentage of every group of children in every component is high. Especially, cent per cent of children of 5 siblings perform well in every component of this skill.

4.8.4. Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings.

Table 4.8.4

Pre-Writing Skill of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings (N=300)

Sl. No.	No. of Siblings & Children Performing Well		Components of Pre-Writing Skills			Overall Pre-Writing Skills
			Completion Of Pattern	Drawing Similar Designs	Drawing Picture Properly	
1.	1 Sibling N=39	No.	24	28	26	-
		%	61.5	71.8	66.7	66.7
2.	2 Siblings N=89	No.	85	78	65	-
		%	95.5	87.6	73.0	85.4
3.	3 Siblings N=110	No.	96	94	89	-
		%	87.3	85.5	80.9	84.6
4.	4 Siblings N=58	No.	52	48	50	-
		%	89.7	82.8	86.2	86.2
5.	5 Siblings N=4	No.	4	4	4	-
		%	100	100	100	100

Table 4.8.4 depicts the following:

1) Mizo preschool children of 1 sibling in the age group of 3 to 6 years perform the best in drawing similar designs as 71.8 per cent of them perform well followed by drawing picture properly as 66.7 per cent of them perform well and weakest in completion of pattern as only 61.5 per cent perform well.

2) Mizo preschool children of 2 siblings and 3 siblings perform the best in the component of completion of pattern and weakest in drawing picture properly. They are quite good in this skill as the percentage of children performing well range from 73 to 95.5 per cent.

3) Mizo preschool children of 4 siblings are best in the component of completion of pattern (89.7%) and weakest in drawing similar designs (82.8%).

4) Mizo children of 5 siblings perform very well in all the components of pre-writing skill with equal percentages i.e., cent per cent.

5) Children of 5 siblings are best as the overall percentages of pre-writing skill is cent per cent followed by children of 4 siblings (86.2 %), 2 siblings (85.4%) and 3 siblings (84.6%). Children of 1 sibling do worst in pre-writing skill as only 66.7 per cent perform well. Among the three components of pre-writing skill, children of 2 to 5 siblings perform the best in completion of pattern.

4.8.5. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings.

Table 4.8.5
Language Development of Mizo Children in the Age Group of 3 to 6 Years in
Terms of Number of Siblings (N=300)

No. of Siblings & Grade Obtained		Language Skills			
		Listening Ability	Speaking Ability	Pre-Reading Experience	Pre-Writing Skill
1 Sibling N=39	A	11 (28.2)	15 (38.5)	18 (46.1)	15 (38.5)
	B	17 (43.6)	16 (41.0)	15 (38.5)	11 (28.2)
	A+B	71.8	79.5	84.6	66.7
	C	11 (28.2)	8 (20.5)	6 (15.4)	13 (33.3)
2 Siblings N=89	A	45 (50.6)	37 (41.6)	52 (58.5)	49 (55.1)
	B	27 (30.3)	37 (41.6)	27 (30.3)	27 (30.3)
	A+B	80.9	83.2	88.8	85.4
	C	17 (19.1)	15 (16.8)	10 (11.2)	13 (14.6)
3 Siblings N=110	A	55 (50.0)	48 (43.6)	78 (70.9)	79 (71.8)
	B	36 (32.7)	47 (42.7)	21 (19.1)	14 (12.7)
	A+B	82.7	86.3	90.0	84.5
	C	19 (17.3)	15 (13.7)	11 (10.0)	17 (15.5)
4 Siblings N=58	A	28 (48.3)	25 (43.1)	39 (67.2)	36 (62.1)
	B	19 (32.7)	26 (44.8)	15 (25.9)	14(24.1)
	A+B	81.0	87.9	93.1	86.2
	C	11 (19.0)	7 (12.1)	4 (6.9)	8 (13.8)
5 Siblings N=4	A	2 (50.0)	2 (50.0)	4 (100)	2 (50.0)
	B	1 (25.0)	2 (50.0)	–	2(50.0)
	A+B	75.0	100	100	100
	C	1(25.0)	–	–	–

Figures in parenthesis indicate percentages.

When the percentages of children getting Grade A and B (83% to 100% and 64% to 82% correct answers) are taken together table 4.8.5 reveals the following:

1) Mizo children in the age group of 3 to 6 years of 1 sibling are best in pre-reading experience among the four language skills as 84.6 per cent is the total percentage of children getting Grade A and B. They are second best in speaking ability as 79.5 per cent is the total percentage of children getting Grade A and B followed by listening ability (71.8%) and weakest in pre-writing ability (66.7%). Although the percentages of children obtained Grade A and B in pre-writing skill was lesser than in speaking ability, they are equally good as the percentage of children secured Grade A in the two skills were 38.5 for both.

2) Mizo preschool children of 2 siblings are also best in pre-reading experience as 58.5 per cent of them are excellent getting Grade A and the total percentage of children who are excellent and good in this skill is 88.8 per cent. They are second best in pre-writing skill as only 14.6 per cent obtain Grade C. They are weakest in listening ability as the total percentages of children getting Grade A and B is 80.9 per cent.

3) Mizo preschool children of 3 siblings are also best in pre-reading experience as 90 per cent is the total percentage of children getting Grade A and B followed by speaking ability (86.3%) and weakest in listening ability as the total percentage of children getting Grade A and B is 82.7 per cent.

4) Mizo preschool children of 4 siblings are best in pre-reading experience as the total percentage of children securing Grade A and B is 93.1%, second best in speaking ability (87.9%) followed by pre-writing skill (86.2%) and weakest in listening ability (81%).

5) Mizo preschool children of 5 siblings are best in the three skills, namely speaking ability, pre-reading experience and pre-writing skills as the percentages of children getting Grade A and B are cent per cent respectively, especially in pre-reading experience, cent per cent of them obtain Grade A. They are weakest in listening ability.

6) In listening skill, Mizo children of 3 siblings are best as the total percentage of children getting Grade A and B is highest i.e., 82.7 per cent followed by children of 4 siblings, 2 siblings, 5 siblings and then 1 sibling. In speaking ability and pre-reading experience, the higher the number of siblings, the better their language skills. In pre-writing experience, 5 sibling children are strongest followed by children of 4 siblings and then two siblings. Children of 1 sibling are weakest followed by 3 siblings in this skill.

The data revealing the weakness of children of one sibling in all language skills may imply that children need the presence of other siblings at home to converse with so as to acquire language skills.

4.9.0. Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Order of Birth.

Children's language development can be affected by order of birth as parents' attention to their first born child and others may be different due to lack of time, business in the family or many other reasons. Therefore, language development of Mizo children in the age group of 3 to 6 years in terms of their order of birth is analysed and studied with the help of data shown in the following tables:

4.9.1. Listening Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Order of Birth.

Table 4.9.1
Listening Ability of Mizo children in the Age Group of 3 to 6 Years in Terms of
Order of Birth and (N=300)

Sl. No.	Order Of Birth & Children Performing Well		Components of Listening Ability			Overall Listening Ability
			Identifica-tion of Sound	Listening Span	Compre-hension	
1.	1 st Born Child N=133	No.	108	87	120	-
		%	81.2	65.4	90.2	79.0
2.	2 nd Born Child N= 100	No.	88	75	71	-
		%	88.0	75.0	71.0	78.0
3.	3 rd Born Child N= 51	No.	42	43	41	-
		%	82.4	84.3	80.4	82.4
4.	4 th Born Child N= 16	No.	12	11	13	-
		%	75.0	68.8	81.3	75.0

Table 4.9.1 reveals the following:

1) In listening ability, Mizo 1st born and 4th born children in the age group of 3 to 6 years are best in the component of comprehension and weakest in the component of listening span.

2) Mizo 2nd born preschool children are best in identification of sound component as 88 per cent of them perform well and weakest in the component of comprehension (71%).

3) Mizo 3rd born children are best in listening span as 84.3 per cent of them perform well and weakest in comprehension component of listening ability.

4) In identification of sound component of listening ability, 2nd born children perform the best followed by 3rd born children and 4th born children are weakest as only 75 per cent of them perform well followed by 1st born children. In listening span component, 3rd born children perform the best followed by 2nd born children, 4th born children and then 1st born children. Mizo 1st born children perform best in comprehension component of listening ability seconded by 4th born children and followed by 3rd born children and then 2nd born children.

5) In the overall listening ability, the 3rd born children perform the best as 82.4 per cent of them perform well seconded by 1st born children (79%) and followed by 2nd born children (78%) and then the 4th born children (75%). Mizo children of different positions in the siblings are quite good in listening ability as a whole.

4.9.2. Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Order of Birth.

Table 4.9.2

Speaking Ability of Mizo Children in the Age Group of 3 to 6 Years in Terms of Order of Birth (N=300)

Sl. No.	Order Of Birth & Children Performing Well		Components of Speaking Ability							Overall Speaking Ability
			Clear pronunciation and ability to answer	Sequential Description	Telling similar or another words	Telling opposite words	Naming objects and making sentences using them	Recitation	Correction of Wrong Sentences	
1.	1 st Born Child N=133	No.	130	110	49	106	119	127	129	-
		%	97.7	82.7	36.8	79.7	89.5	95.5	97.0	82.7
2.	2 nd Born Child N= 100	No.	98	80	55	82	95	96	96	-
		%	98.0	80.0	55.0	82.0	95.0	96.0	96.0	86.0
3.	3 rd Born Child N= 51	No.	51	46	18	48	46	47	51	-
		%	100	90.2	35.3	94.1	90.2	92.2	100	86.0
4.	4 th Born Child N= 16	No.	16	12	10	10	13	14	16	-
		%	100	75.0	62.5	62.5	81.3	87.5	100	81.3

Table 4.9.2 reveals the following

1) In speaking ability, Mizo 1st born children perform very well in the three components, namely, clear pronunciation and ability to answer, recitation and correction of wrong sentences as their performance percentage is as high as 97.7 per cent and weakest in telling similar or another words as only 36.8 per cent of them perform well followed by telling opposite words (79.7%).

2) Mizo 2nd born children perform the best in clear pronunciation and ability to answer (98%), second best in recitation and correction of wrong sentences components with 96 per cent of them performing well respectively and again weakest in telling similar or another words components with only 55 per cent performing well.

3) Clear pronunciation and ability to answer and correction of wrong sentences are the components where Mizo 3rd born children are equally best as cent per cent of them perform well respectively and second best in telling opposite words (94.1%) and third best in recitation (92.2%). They perform very worst in telling similar or another words as only 35.3 per cent of them perform well and followed by sequential description and naming objects and making sentences using them with equal percentages (i.e., 90.2%).

4) Mizo 4th born children perform very well with cent per cent in clear pronunciation and ability to answer and correction of wrong sentences and second best in recitation components. They are weakest in telling similar or another words and telling opposite words with equal percentages i.e., 62.5%.

5) Mizo 3rd born children and 4th born children have best performance with cent per cent each in clear pronunciation and ability to answer and in correction of wrong sentences components of speaking ability. In telling similar/another words, Mizo children of different positions in the siblings do worst as the percentages of children performing well in this component range from 35.3 per cent to 62.5 per cent only. In speaking ability, 2nd and 3rd born children perform the best and are equal as 86 percent each perform well. They are seconded by the 1st born children (82.7%), followed by the 4th born children (81.3%).

4.9.3. Pre-reading Experience of Mizo Children in the Age Group of 3 to 6 Years in Terms of Order of Birth.

Table 4.9.3

Pre-reading Experience of Mizo Children in the Age Group of 3 to 6 Years in Terms of Order of Birth (N=300)

Sl. No.	Order Of Birth & Children Performing Well		Components of Pre-Reading Experience			Overall Pre-Reading Experience
			Identificati on of Letters	Matching Picture Cards With Objects And Words	Picking Out Picture Cards Correctly	
1.	1 st Born Child N=133	No.	118	118	130	-
		%	88.7	88.7	97.7	91.7
2.	2 nd Born Child N= 100	No.	82	81	95	-
		%	82.0	81.0	95.0	86.0
3.	3 rd Born Child N= 51	No.	45	43	44	-
		%	88.2	84.3	86.3	86.3
4.	4 th Born Child N= 16	No.	16	12	14	-
		%	100	75.0	87.5	87.5

Table 4.9.3 depicts the following:

- 1) Among the three components of pre-reading experience, Mizo 1st born children perform the best in picking out picture cards correctly as 91.7 per cent of them perform well followed by identification of letters and matching picture cards with objects and words as 88.7 per cent perform well respectively.

- 2) Mizo 2nd born children are best in picking out picture cards correctly (95%) and weakest in matching picture cards with objects and words as 84.3 per cent of them perform well.
- 3) Mizo 3rd born children and 4th born children are best in identification of letters and weakest in matching picture cards with objects and words component.
- 4) In identification of letters component, 4th born children are best followed by 1st born children, 3rd born children and 2nd born children. In matching picture cards with objects and words component, 1st born children perform the best followed by 3rd born children, 2nd born children and then 4th born children. In picking out picture cards correctly component, 1st born children perform best followed by 2nd born children, 4th born children and then 3rd born children. As a whole in pre-reading experience, 1st born children are best with 91.7 per cent of the overall percentage of children performing well followed by the 4th born children (87.5%), 3rd born children (86.3%) and then 2nd born children (86%).

4.9.4. Pre-Writing Skill of Mizo children in the Age Group of 3 to 6 Years in Terms of Order of Birth.

Table 4.9.4
Order of Birth and Pre-Writing Skill of Mizo children in the Age Group
of 3 to 6 Years (N=300)

Sl. No.	Order Of Birth & Children Performing Well		Components of Pre-Writing Skill			Overall Pre-Writing Skill
			Comple-tion of Pattern	Drawing Similar Design	Drawing Picture Properly	
1.	1 st Born Child N=133	No.	120	108	108	-
		%	90.2	81.2	81.2	84.2
2.	2 nd Born Child N= 100	No.	84	88	71	-
		%	84.0	88.0	71.0	81.0
3.	3 rd Born Child N= 51	No.	48	43	44	-
		%	94.1	84.3	86.3	88.2
4.	4 th Born Child N= 16	No.	14	13	12	-
		%	87.5	81.3	75.0	81.3

Table 4.9.4 depicts the following:

1) In pre-writing skill, Mizo first born children are best in the component of completion of pattern as 90.2 per cent of them perform well and second best in other two components namely, drawing similar designs and drawing picture properly with equal percentages i.e., 81.2 % respectively.

2) Mizo 2nd born children perform the best in drawing similar designs (88%) followed by completion of pattern (84%) and then drawing picture properly (71%).

3) Completion of pattern is the component of pre-writing skill where Mizo 3rd born children perform the best and are weakest in drawing similar designs

among the three components. They are good in this skill as the percentage of children performing well range from 84.3 to 94.1 per cent.

4) Mizo 4th born children are best in completion of pattern component and weakest in drawing picture properly component as 75 per cent of them perform well.

5) In the components of completion of pattern and in drawing picture properly components, 3rd born children perform the best seconded by 1st born children, 4th born children and then 2nd born children. Mizo 2nd born children perform the best in drawing similar design followed by 3rd born children. As a whole, in pre-writing skill, 3rd born children are the best seconded by 1st born children and there is no mark difference between the performances of 2nd, and 4th born children.

4.9.5. Language Development of Mizo Children in The Age Group of 3 to 6 Years in Terms of Order of Birth.

Table 4.9.5
Language Development of Mizo Children in the Age Group of 3 to 6
Years in Terms of Order of Birth (N=300)

Order of Birth & Grade Obtained		Language Skills			
		Listenin g Ability	Speaking Ability	Pre- Reading Experien ce	Pre- Writing Skill
1st Born Child N=133	A	54 (40.6)	52 (39.1)	82 (61.0)	77 (56.6)
	B	51(38.3)	58 (43.6)	40 (30.2)	35 (25.7)
	A+B	78.9	82.7	91.2	82.3
	C	28 (21.1)	23 (17.3)	10 (8.8)	24 (17.7)
2nd Born Child N= 100	A	57 (57.0)	46 (46.0)	60 (60.0)	63 (63.0)
	B	25 (25.0)	40 (40.0)	26 (26.0)	18 (18.0)
	A+B	82.0	86.0	86.0	81.0
	C	18 (18.0)	14 (14.0)	14 (14.0)	19 (19.0)
3rd Born Child N= 51	A	23 (45.1)	21(41.2)	35 (68.6)	31(60.8)
	B	19 (37.3)	25 (49.0)	9 (17.6)	14 (27.4)
	A+B	82.4	90.2	86.2	88.2
	C	9 (17.6)	5 (9.8)	7 (13.7)	6 (11.8)
4th Born Child N= 16	A	7 (43.8)	7 (43.8)	10 (62.5)	9 (56.3)
	B	5 (31.2)	6 (37.5)	4 (25.0)	4 (25.0)
	A+B	75.0	81.3	87.5	81.3
	C	4 (25.0)	3 (18.7)	2 (12.5)	3 (18.7)

Figures in parenthesis indicate percentages.

When the percentages of children getting Grade A and B (83% to 100% and 64% to 82% correct answers) are taken together table 4.9.5 reveals the following:

1) Mizo 1st born children are best in pre-reading experience as 61 per cent of them get Grade A and the total percentage of Grade A and B is 91.2, second best in speaking ability as 82.7 per cent is the total percentage of children getting Grade A

and B. They are weakest in listening ability as the total percentage of children at Grade A and B is 78.9 and followed by pre-writing skill as 82.3 per cent is the total percentage of children securing Grade A and B.

2) In terms of the percentage of children obtaining Grade A and B together, Mizo 2nd born children are equally good in speaking ability and pre-reading experience as the percentage of children getting these grades is 86 for both. However, their performance in pre-reading experience is better as 60 per cent of them get Grade A while the percentage of children obtaining Grade A in speaking ability is only 46 per cent. In listening ability and pre-writing skill, no marked differences is found.

3) Mizo 3rd born children are best in speaking ability as the total percentage of children getting Grade A and B is highest, i.e., 90.2 % and second best in pre-writing skill as 88.2 per cent is the total percentage of children securing Grade A and B and they are weakest in listening ability as the total percentage of children securing Grade A and B is 82.4.

4) Mizo 4th born children are best in pre-reading experience with 87.5 per cent of the total percentage of children getting Grade A and B and get equal percentages in speaking and pre-writing skill but better in pre-writing skill as 56.3 per cent get Grade A while 43.8 per cent get Grade A in speaking ability.

5) As a whole, in language skills, 2nd born children are best in three out of four language skills namely, listening, speaking and pre-writing skills and 3rd born children are best in pre-reading skill. Third born children are second best in listening and pre-writing skills whereas fourth born children are second best in speaking and pre-reading skills. First born children occupy the third position in pre-reading and pre-writing skills and the fourth or last position in listening and speaking skills. The data showing first born children as occupying the last positions in language skills may indicate that mothers' attention and time given only do not help them much in acquiring language skills and that the presence of younger sisters and /or brothers in the family greatly helps the first born children in acquiring or developing language skills.

CHAPTER V

MAJOR FINDINGS AND CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

CHAPTER V

MAJOR FINDINGS AND CONCLUSIONS, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1.0 Major Findings and Conclusions.

5.1.1. Profile of Sample Mizo Children in the Age Group of 3 to 6 Years in terms of Management of Preschool Classes Attended.

1. In terms of management of preschools where the sample children were enrolled, majority of the children (69.3 %) were from private preschool classes such as nursery and kindergarten classes of private English medium schools. Children of Government preschool classes such as Anganwadis and preschool section of Government English medium schools constituted only 30.7 per cent of the children.

2. In terms of parents' Socio-Economic Status (SES) largest percentage of the children (52.6%) belonged to Middle SES group. The rest 47.4 per cent were equally distributed to High SES and Low SES groups, that is, 23.7 per cent each.

3. In terms of age, children of 5 years constituted the highest percentage i.e., 37.7% followed by children of 6 years which constituted 25.3 per cent of the sample children. The least percentage of children i.e., 12.3 % belonged to 3 years of age while the second lowest percentages of children (24.7%) were in the age group of 4 years.

4. Regarding gender of the sample students, Majority (55.7 per cent) of the sample children were girls, while the rest 44.7 per cent were boys.

5. In terms of locality, equal percentages i.e., 50 per cent each were from rural and urban areas.

6. In terms of number of siblings, children of 3 siblings constituted the highest percentage (i.e., 36.7%), seconded by children of 2 siblings who constituted 29.7 per cent of the sample children. The third largest percentage of the children

(19.3 %) was constituted by children of 4 siblings. Children of 5 siblings were very few and constituted only 1.3 per cent and children of 1 sibling formed only 13 per cent of the children which was the second lowest percentage.

7. In terms of order of birth, the highest percentage, i.e., 44.3 % comprised of first born children, 33.3 per cent second born children and 17 per cent third born children whereas the fourth born children formed only 5.3 per cent of the children.

5.1.2 Major Findings and Conclusions in Relation to Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Listening Ability, Speaking Ability, Pre-Reading Experience and Pre-Writing Skill.

The detail findings on language development of Mizo children in the age group of 3 to 6 years are given below in terms of listening ability, speaking ability, pre-reading experience and pre-writing skill:

1. **In listening ability**, Mizo children in the age group of 3 to 6 years were good. They were best in comprehension component followed by identification of sound component and again by listening span component and that the percentages of children who performed well in these components were 88.7 per cent, 84.0 per cent and 74.3 per cent respectively. Thus, the overall percentage of the children who performed well in the components of listening ability was 82.3.

2. Among the seven components of **speaking ability**, Mizo children in the age group of 3 to 6 years performed very well in recitation, correction of wrong sentences and clear pronunciation & ability to answer and the percentages of these children were 97.3%, 97% and 96.3% respectively. Almost 90 per cent (89.7 % and 88.7 %) of the children also performed well in naming objects and making sentences using them, and telling opposite words respectively. Sequential description was also performed well by 79 per cent of the children. Telling similar/another word was the only component of speaking ability in which majority of the children did not perform well. Thus, Mizo children in the age group of 3 to 6 years are good in speaking

ability as the overall percentage of children who performed well in this ability was 85 per cent.

3. In all the three components of **pre-reading experience**, namely, identification of letters, matching picture cards with objects and words and picking out picture cards correctly, Mizo children in the age group of 3 to 6 years performed well and that the percentages of children who performed well were 86.7, 86.7 and 95.7 respectively. The overall percentage of the children performing well in pre-reading experience was 89.7.

4. In the components of **pre-writing skill**, the percentage of Mizo children of 3 to 6 years of age who performed well was found highest in completion of pattern (86.7 %), followed by drawing similar designs (84.3 %) and again by drawing picture properly (79.0 %). As a whole, their performance was good and the percentages of the children who performed well in the three components of pre-writing skill ranged from 79 per cent to 86.7 per cent and the overall percentage in this skill was 83.3.

5. **Among the four language skills** namely, listening ability, speaking ability, pre-reading experience and pre-writing skills, Mizo children of 3 to 6 years of age were found to be best in pre-reading experience as the percentage of the children obtaining Grade A was highest (64%) whereas the percentage of the children obtaining Grade C was lowest (10.3%). The children were also found to be quite good in pre-writing skill as 60.3 per cent of them get Grade A. In terms of the percentage of children getting Grade A, the children were found to be weakest in speaking ability as there was no marked difference between children obtaining Grade A and B i.e., 42.7 and 42.3 per cent respectively, followed by listening ability as children obtaining Grade C was highest with 17.7 per cent. However, children obtaining Grade B were also quite good in their performance as per the evaluation hints. It can therefore be concluded that Mizo children in the age group of 3 to 6 years were good in language skills as a whole.

Moreover, the percentages of the children getting Grade C, that is, the percentages of children getting less than 64 per cent of their answers correct in each language skills were very low ranging from 10.3 per cent to 17.7 per cent.

5.1.3. Major Findings and Conclusions in Relation to Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Age.

1. (a) In all **listening ability** components, 6 year olds were best seconded by 5 year olds followed by 3 year olds and then 4 year olds.

(b) In identification of sound component of listening ability, 6 years olds were found best seconded by 3 year olds, followed by 5 year olds and 4 year olds were weakest.

(c) In the components of listening span and comprehension, 6 year olds were best followed by 5 year olds and 4 year olds were weakest followed by 3 year olds. Mizo preschool children of 3 year olds performed best in identification of sound component and weakest in listening span where the rest of the age groups were best in the component of comprehension and also weakest in listening span.

2. (a) In all the components of **speaking ability**, the older the children the better their speaking ability. Mizo children in the age group of 3 to 6 years were found to be good as the percentages of children who performed well ranged from 71.6 to 98.7.

(b) In the three components of speaking ability, namely, sequential description, recitation and correction of wrong sentences, the older the children the better their performance.

(c) In telling similar or another words and naming objects and making sentences using them components, 3 year olds were better than 4 year olds. In telling opposite words, 6 year olds were best followed by 3 year olds and 5 year olds and then 4 year olds.

3. (a) Among the components of **pre-reading experience**, Mizo preschool children were quite good as the percentages of children who performed well ranged

from 75.7 per cent to 98.7 per cent. The older the children, the better their pre-reading skill.

(b) In the component of matching picture cards with objects and words, the older the children the better the performance.

(c) In the two components, i.e., identification of letters and picking out picture cards correctly, 3 year olds were stronger than 4 year olds. Mizo children in the age group of 3 years were best in picking out picture cards correctly component whereas children in the age group of 5 to 6 years were best in identification of letters.

4. (a) In all the components of **pre-writing skill**, the older the children the higher the percentage of their performance. In the overall pre-writing skill, the percentages of children of different age groups who performed well were 97.4, 95.6, 63.5 and 56.8 in the cases of 6, 5, 4, and 3 years old respectively.

(b) Mizo children of 6 year olds and 5 year olds were very good in all the component of pre-writing experience as the percentages of children who did well in this ranged from 94.7 to 98.7.

(c) Children of 3 year olds were weakest in pre-writing skill followed by 4 year olds. Mizo preschool children in the age group of 3 years were weak in drawing picture properly component of pre-writing skill.

5. (a) In **language skills**, when the percentages of children obtaining Grade A and B were taken together, Mizo children of 3 years of age were best in listening ability, second best in speaking ability. They are weakest in pre-writing skill followed by pre-reading experience. But, in terms of percentage of children obtaining Grade A, they were best in pre-reading experience.

(b) When the percentages of children securing Grade A and B were taken together, Mizo children of 4 years of age were best in pre-reading experience, second best in speaking ability and weakest in listening ability followed by pre-writing skill.

(c) Mizo 5 years old children were equally good in pre-reading experience and pre-writing skills as the percentage of children getting these grades was equal for both and weakest in listening ability followed by speaking ability, but in terms of

percentage of children obtaining Grade A, they were better in listening ability than in speaking ability.

(d) Mizo children of 6 years of age were equally good in speaking ability and pre-reading experience as the percentage of children securing these grades was 98.7 for both. However, their performance in pre-reading experience was better as 81.6 per cent of them got Grade A while the percentage of children obtaining Grade A in speaking ability was 75 per cent. Even though they were second best in pre-writing skill as the percentage of children getting Grade A and B was lesser than that of speaking ability and pre-reading experience, their performance in pre-writing skill was better as 92.1 per cent got Grade A which was higher than those in the two skills (speaking ability and pre-reading experience). They were weakest in listening ability as 96 per cent was the percentage of children who secured Grade A and B.

(e) **Among the four language skills**, listening and speaking ability were the components in which 6 year olds were strongest seconded by 5 year olds followed by 3 year olds and then 4 year olds. In pre-reading and pre-writing skills, the older the children the better they were in language skills. In listening and speaking skill, 3 years old children were found stronger than 4 years old children, which showed that age had no effect in listening and speaking skills particularly for children in the age group of 3 to 4 years. However, in pre-reading and pre writing skills, the older the children, the better the performance which showed that age had effect on language development.

5.1.4. Major Findings and Conclusions in Relation to Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Management of Preschool (Government and Private).

1. (a) Among the three components of **listening ability**, Mizo children belonging to government preschools were best in identification of sound component followed by comprehension and weakest in listening span.

(b) Mizo children from private preschools were best in the component of comprehension and weakest in listening span.

(c) Private preschool children performed better than that of government preschool children as the overall percentage of children who performed well was 83.2 while that of government preschools was 73.9. Their performance in listening ability was quite good.

2. (a) In **speaking ability**, Mizo children belonging to government preschools were best in clear pronunciation and ability to answer component, second best in correction of wrong sentences followed by recitation, naming objects and making sentences using them, telling opposite words and weakest in telling similar or another words followed by sequential description.

(b) Mizo children belonging to private preschools were best in clear pronunciation and ability to answer component, second best in naming objects and making sentences using them followed by correction of wrong sentences, recitation, sequential description, and weakest in telling similar or another words followed by telling opposite words.

(c) In overall speaking ability, private preschool children were better than that of government preschool children as the overall percentages of children who performed well were 88.9 per cent and 82.6 per cent respectively.

3. (a) In the components of pre-reading skills, Mizo children belonging to government preschools were best in picking out picture cards correctly followed by identification of letters and weakest in matching picture cards with objects and words.

(b) Mizo children belonging to private preschools performed very well in all the three components of pre-writing skills as there was no marked difference in each component. The percentages ranged from 90.9 per cent to 91.8 per cent.

(c) In pre-reading experience, private preschool children performed better as 91.4 per cent of them performed well whereas 81.5 per cent of government preschool children performed well in this skill.

4. (a) In **pre-writing skills**, Mizo children from government preschools were best in completion of pattern followed by drawing similar designs and weakest in drawing picture properly.

(b) Mizo private preschool children were best in completion of pattern and drawing similar designs followed by drawing picture properly.

(c) In pre-writing skill, the same trend was observed as in pre-reading experience as in 2 out of the 3 components, like drawing similar designs and drawing picture properly, private preschool children performed better. In the overall pre-writing skill, Mizo children from private preschools were better as 84.6 per cent of them performed well while 79.4 per cent of government preschool children performed well in this skill.

5. (a) **In the overall language skills**, Mizo children who belonged to government preschools were best in speaking ability, second best in pre-reading experience. They were weakest in listening ability.

(b) Mizo children who belonged to private preschools were best in pre-reading experience among the four language skills and second best in speaking ability. They were weakest in listening ability followed by pre-writing skill.

(c) As a whole, Mizo children belonging to private preschools were better in the four language skills than that of government preschool children.

5.1.5. Major Findings and Conclusions in Relation to Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of SES.

1. (a) Among the three components of **listening ability**, high SES children were best in identification of sound followed by comprehension and again by listening span and that the percentages of children performing well in these components were 97.2 per cent, 90.1 per cent and 74.6 per cent respectively.

(b) Mizo children from middle SES and low SES were best in comprehension component seconded by identification of sound component and again by listening span component.

(c) In all the three components of listening ability, Mizo children of 3 to 6 years of age from high SES were best and they were seconded by the children from middle SES followed by children belonging to low SES group. Thus, the higher SES of children the better they were in listening ability.

2. (a) Mizo preschool children belonging to high SES group performed the best in clear pronunciation and ability to answer component of **speaking ability**, second best in naming objects and making sentences using them, third best in correction of

wrong sentences, followed by telling opposite words. They performed the worst in telling similar or another words seconded by sequential description followed by recitation.

(b) Mizo preschool children who belonged to middle SES group did the best in clear pronunciation and ability to answer component, second best in recitation and third best in correction of wrong sentences followed by sequential description. They were weakest in telling similar or another words, seconded by telling opposite words followed by naming objects and making sentences using them.

(c) Mizo preschool children from low SES performed the best in correction of wrong sentences and second best in clear pronunciation and ability to answer and third best in recitation followed by naming objects and making sentences using them. They were also weakest in telling similar or another words, seconded by sequential description followed by telling opposite words.

(d) Thus, in speaking ability, the higher the SES, the better the performance which indicated a positive relationship between SES of Mizo preschool children and their speaking ability.

3. (a) In **pre-reading experience**, Mizo children from high SES group performed the best in picking out picture cards correctly, second best in matching picture cards with objects and words and weakest in identification of letters.

(b) Mizo preschool children from middle SES group did the best in picking out picture cards correctly followed by identification of letters and weakest in matching picture cards with objects and words.

(c) Mizo preschool children belonging to low SES group were best in picking out picture cards correctly followed by matching picture cards with objects and words and weakest in identification of letters.

(d) In **pre-reading experience**, Mizo children of 3 to 6 years of age who belonged to high SES group performed the best in 2 components namely, matching picture cards with objects and words, and picking picture cards correctly whereas in

component one i.e., identification of letters, middle SES children did the best seconded by low SES children. Low SES children performed better than middle SES children in two components namely, matching picture cards with objects and words.

(e) **In overall pre-reading experience**, Mizo children of 3 to 6 years of age belonging to high and low SES group performed the best and children from middle SES were weakest. Thus, there was no established relationship between SES of Mizo preschool children and their pre-reading experience.

4. (a) In **pre-writing skill**, Mizo preschool children who belonged to high SES group performed almost equally well in all components.

(b) Mizo preschool children belonging to middle SES performed the best in drawing similar designs seconded by completion of pattern followed by drawing picture properly.

(c) Mizo preschool children from low SES did the best in completion of pattern, second best in drawing similar designs and weakest in drawing picture properly.

(d) In **pre-writing skill**, the performance of middle SES children was best in two components, i.e., drawing similar design (90.5 per cent) and drawing picture properly (85.4 per cent) followed by low SES children whereas high SES children did the worst. In completion of pattern component, 91.5 per cent of low SES children performed well seconded by middle SES children.

(e) **In overall pre-writing skill**, middle SES children were best followed by low SES children whereas high SES children did the worst. Thus, there is no relationship between SES and pre-writing ability of Mizo pre-school children.

5. (a) **Among the four language skills**, Mizo preschool children belonging to high SES group were best in pre-reading experience and second best in speaking and listening ability with no marked differences. Although they were weakest in pre-writing skill, the percentage of children securing Grade A in this was higher than that of listening and speaking ability.

(b) Mizo preschool children from middle SES and low SES were best in pre-reading experience among the four language skills, second best in pre-writing skill and weakest in listening ability, but both were better in speaking ability than in listening ability in terms of percentage of children obtaining Grade A.

(c) As a whole, in listening and speaking ability of **language skills**, when the percentages of children obtaining Grade A and B were taken together, high SES children were best seconded by middle SES children. In terms of this, Mizo children belonging to high SES and low SES were equally good in pre-reading experience as the percentage of children getting these grades was 90.1 for both. However, the performance of high SES children was better as 64.8 per cent got Grade A while 52.1 per cent of children belonging to low SES got Grade A in this skill. In pre-writing skills, children belonging to middle SES were best followed by low SES. Mizo children from different SES group were weak in speaking ability as the percentages of children securing Grade A and Grade B ranged from 36.6 per cent to 45.6 per cent.

5.1.6. Major Findings and Conclusions in Relation to Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Gender (Boys and Girls).

1. (a) Mizo boys in the age group of 3 to 6 years were best in identification of sound component of **listening ability** followed by comprehension and weakest in listening span.

(b) Mizo preschool girls were best in comprehension component of **listening ability** followed by listening span component and again by identification of sound component.

(c) Among the three components of **listening ability**, identification of sound and comprehension were the components in which boys performed better than girls. In listening span, girls performed better than boys.

(d) **In the overall listening ability**, the percentage of boys who performed well was slightly higher than that of girls which implied that boys were slightly better than girls.

2. (a) **In speaking ability**, Mizo preschool boys were best in the component of clear pronunciation and ability to answer followed by recitation, correction of wrong sentences, naming objects and making sentences using them, telling opposite words and weakest in telling similar or another words followed by sequential description.

(b) Mizo preschool girls also performed the best in clear pronunciation and ability to answer followed by correction of wrong sentences, recitation, naming objects and making sentences using them, sequential description and weakest in telling similar or another words followed by telling opposite words (68.3%).

(c) Thus, in 4 components out of the 7 components of speaking ability, the percentages of girls who performed well were higher than that of boys whereas in two components, the percentages of boys performing well were higher. In another one component, both boys and girls performed equally well. While girls appeared to be better than boys, the overall percentage of boys performing well was higher than that of girls.

3. (a) **In pre-reading experience**, Mizo preschool boys performed very well in all the components. They did the best in picking out picture cards correctly component followed by identification of letters, matching picture cards with objects and words.

(b) Mizo preschool girls performed the best in picking out picture cards correctly followed by matching picture cards with objects and words and identification of letters. They were quite good in pre-reading experience.

(c) Thus, the performance of boys was better than that of girls in every component of **pre-reading experience** as well as in the overall pre-reading experience. Further, the performance of both boys and girls in pre-reading experience was quite good.

4. (a) In **pre-writing skill**, Mizo preschool boys were best in completion of pattern followed by drawing similar designs and then drawing picture properly. The overall percentage of boys who performed well in pre-writing skill was 85.3 per cent.

(b) The same trend was observed in the case of girls as in boys' performance.

(c) Mizo boys again were better than Mizo girls in all the three components of **pre-writing skill**. As a whole, their performance was good as the percentages of the children who performed well in the three components of pre-writing skill ranged from 73.9 per cent to 90.4 per cent.

(d) **In the overall pre-writing experience**, boys performed better than girls as the percentage of boys who performed well (85.3 %) was higher than that of girls (81.7 %).

5. **Among the four language skills**, Mizo boys and girls in the age group of 3 to 6 years were best in pre-reading experience as the total percentages of boys and girls obtaining Grade A and B in this skill were 91.9 per cent and 87.8 per cent respectively. They were second best in speaking ability with 86 per cent of boys and 84.1 per cent of girls obtaining Grade A and B. Both of them were weakest in listening ability followed by pre-writing skills. However, in terms of percentage of children obtaining Grade A, both of them were better in pre-writing skill than in speaking ability. As a whole, Mizo boys were better than girls in all language skills namely, listening ability, speaking ability, pre-reading experience and pre-writing skill.

5.1.7. Major Findings and Conclusions in Relation to Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Locality (Urban and Rural).

1. (a) In the components of **listening ability**, Mizo preschool children from rural areas performed the best in comprehension component followed by identification of sound and weakest in listening span.

(b) Mizo preschool children belonging to urban areas were best in identification of sound component and weakest in listening span component.

(c) In all the components of **listening ability**, urban children were better than rural children as the percentage of urban Mizo preschool children who performed well in the overall listening ability (92.7%) was much higher than that of the rural children (68.7%).

2. (a) Among the components of **speaking ability**, Mizo preschool children belonging to rural areas did the best in clear pronunciation and ability to answer as cent per cent of them performed well, second best in correction of wrong sentences followed by recitation, naming objects and making sentences using them and weakest in telling similar or another words followed by telling opposite words and then sequential description.

(b) Mizo urban children also performed the best in clear pronunciation and ability to answer, second best in telling opposite words followed by recitation and correction of wrong sentences with equal percentages followed by sequential description and naming objects and making sentences using them with again equal percentages and weakest in telling similar or another words.

(c) The percentage of urban children performing well **in the overall speaking ability** was as high as 94.7 per cent whereas it was 74 per cent in the case of rural children. Thus, urban Mizo preschool children were better than rural children in speaking ability.

3. (a) **In pre-reading experience** components, Mizo rural children were best in picking out picture cards correctly component followed by identification of letters and weakest in matching picture cards with objects and words.

(b) Mizo urban children were also best in picking out picture cards correctly component seconded by matching picture cards with objects and words (97.3%) and then identification of letters.

(c) In all the three components of **pre-reading experience**, urban children performed better than rural children. They performed equally well in the component of identification of letters.

(d) As a whole, 94.7 per cent of urban children and 83.3 per cent of rural children performed well **in pre-reading experience** which implied urban preschool children were better than their counterpart in rural areas.

4. (a) In the components of **pre-writing skill**, Mizo rural children were best in completion of pattern component and second best in drawing similar designs and weakest in drawing picture properly.

(b) Mizo urban children performed the best in drawing similar designs component followed by completion of pattern and then drawing picture properly.

(c) Mizo urban children were better in the two components of **pre-writing skill** namely, drawing similar designs and drawing picture properly component. Rural children performed better in completion of pattern component.

(d) The overall percentage of urban preschool children who did well in **pre-writing skill** was 84.7 per cent whereas it was 82 per cent in the case of rural children which indicated that urban children were better in pre-writing skill.

5. (a) **Among the four language skills**, Mizo rural children were best in Pre-reading experience, second best in pre-writing skill. They were weakest in listening ability followed by speaking ability.

(b) Mizo urban children were equally best in speaking ability and pre-reading experience as 94.7 per cent of each of them obtaining Grade A and B. However, the percentage of urban children obtaining Grade A in pre-reading experience (76.7%) was higher than in speaking ability (54.7%). They were second best in listening ability and weakest in pre-writing skill.

(c) Mizo children in the age group of 3 to 6 years from urban areas were better than their counterpart in rural areas in all language skills such as listening, speaking, pre-reading and pre-writing skills.

5.1.8. Major Findings and Conclusions in Relation to Language Development of Mizo Children in the Age Group of 3 to 6 Years in Terms of Number of Siblings.

1. (a) Mizo preschool children of 1 sibling performed equally best in identification of sound and comprehension and weak in listening span component. Comprehension is the component of **listening ability**.

(b) Mizo preschool children of 2 siblings, 3 siblings and 4 siblings performed the best followed by identification of sound and were weakest in listening span. Mizo children of 5 siblings were equally good in all components of listening ability.

(c) In the three components of **listening ability** namely, identification of sound, listening span and comprehension, children of 3 siblings, 4 siblings and 2 siblings respectively were best in their performance. The second best position in each component was occupied by children with 4 siblings, 5 siblings and 3 siblings respectively.

(d) When **the overall listening ability** was taken into account, children with 3 siblings performed the best, followed by children with 4 siblings, 2 siblings, 5 siblings and then 1 sibling.

2. (a) In **speaking ability**, Mizo children with 1 sibling performed the best in clear pronunciation and ability to answer followed by correction of wrong sentences, recitation, naming objects and making sentences using them and sequential description. They were weakest in telling similar or another words followed by telling opposite words.

(b) Mizo preschool children of 2 siblings were best in clear pronunciation and ability to answer and second best in correction of wrong sentences and weakest in telling similar or another words and in the rest of the components, they performed well.

(c) Mizo children with 3 siblings were also best in clear pronunciation and ability to answer by recitation and weakest in telling similar or another words. In the rest of the components, they performed well as the percentages of them ranged from 82.7 to 96.4 per cent.

(d) Mizo children of 4 siblings did the best in clear pronunciation and ability to answer and weakest in telling similar or another words. In the rests, the percentages of children who performed well ranged from 89.7 to 98.3 per cent respectively.

(e) Cent per cent of Mizo children of 5 siblings performed well in all the components of **speaking ability**.

(f) In clear pronunciation and ability to answer, children with different number of siblings were equally very well as cent per cent of the children from each category performed well. Children of 5 siblings were best in rest of every component of speaking ability. Besides, children of 4 siblings and 3 siblings were second best in 4 components and 2 components respectively in speaking ability. Children with different number of siblings except children of 5 siblings were weak in telling similar or another words as the percentages ranged from 38.5 per cent to 50 per cent only.

(g) The **overall speaking ability** indicated that children of 5 siblings were best followed by children of 4 siblings, 3 siblings, 2 siblings and 1 sibling which clearly implied that the more the number of siblings the child had, the better the speaking ability.

3. (a) In **pre-reading experience**, Mizo preschool children of 1 sibling were best in identification of letters and weakest in matching picture cards with objects and words.

(b) Mizo children of 2 siblings and 4 siblings performed the best in picking out picture cards correctly and weakest in matching picture cards with objects and words respectively.

(c) Mizo children with 3 siblings were best in picking out picture cards correctly component and weakest in identification of letters.

(d) Mizo children having 5 siblings were best in all components with equal percentages as cent per cent of them performed well respectively.

(e) Thus, **in pre-reading experience**, the lesser the number of siblings, the weaker the children in pre-reading experience. In this skill, Mizo children with different number of siblings were good as the percentage of every group of children in every component was high. Especially, cent per cent of children having 5 siblings performed well in every component of this skill.

4. (a) In **pre-writing skill**, Mizo 1 sibling children in the age group of 3 to 6 years performed the best in drawing similar designs followed by drawing picture properly and weakest in completion of pattern.

(b) Mizo 2 siblings and 3 siblings' preschool children performed the best in the component of completion of pattern and weakest in drawing picture properly. They were quite good in this skill as the percentage of children who performed well ranged from 73 to 95.5 per cent.

(c) Mizo 4 siblings' preschool children were best in the component of completion of pattern and weakest in drawing similar designs.

(d) Mizo children having 5 siblings performed very well in all the components of pre-writing skill with equal percentages i.e., cent per cent.

(e) Children with 5 siblings were best as the overall percentages of **pre-writing skill** was cent per cent followed by children with 4 siblings (86.2 %), 2 siblings (85.4%) and 3 siblings (84.6%). Children with only 1 sibling did worst in pre-writing skill as only 66.7 per cent performed well. Among the three components of pre-writing skill, children with 2 to 5 siblings performed the best in completion of pattern.

5. (a) In terms of percentage of children getting Grade A and B taken together, Mizo children in the age group of 3 to 6 years with 1 sibling were best in pre-reading experience among the four **language skills**. They were second best in speaking ability and weakest in pre-writing skill but better than in listening ability in terms of percentage of children obtaining Grade A.

(b) Mizo preschool children of 2 siblings were also best in pre-reading experience, second best in pre-writing skill and weakest in listening ability.

(c) Mizo preschool children of 3 siblings again were best in pre-reading experience followed by speaking ability and weakest in listening ability. But in terms of percentage of children obtaining Grade A, they were best in pre-writing skill.

(d) Mizo preschool children of 4 siblings were best in pre-reading experience, second best in speaking ability followed by pre-writing skill and weakest in listening ability. But, in terms of percentage of children obtaining Grade A, they were better in pre-writing skill than in speaking skill as the percentages of children obtaining Grade A were 62.1 and 43.1 respectively.

(e) Mizo preschool children of 5 siblings were best in the three skills, namely speaking ability, pre-reading experience and pre-writing skills. They were weakest in listening ability. In listening ability, Mizo children having 3 siblings were best followed by children of 4 siblings, 2 siblings, 5 siblings and then 1 sibling. In speaking ability and pre-reading experience, the higher the number of siblings, the better their language skills. In pre-writing experience, 5 siblings children were strongest followed by children of 4 siblings and then 2 siblings. Children of 1 sibling were weakest followed by 3 siblings in this skill.

The data revealing the weakness of children of one sibling in all language skill implied that children needed the presence of other siblings in the home to converse with so as to acquire language skills.

5.1.9. Major Findings and Conclusions in Relation to Language Development of Mizo children in the Age Group of 3 to 6 Years in Terms of Order of Birth.

1. (a) In **listening ability**, Mizo 1st born and 4th born children in the age group of 3 to 6 years were best in the component of comprehension and weakest in the component of listening span.

(b) Mizo 2nd born preschool children were best in identification of sound component and weakest in the component of comprehension.

(c) Mizo 3rd born children were best in listening span and weakest in comprehension component of listening ability.

(d) In identification of sound component of **listening ability**, 2nd born children performed the best followed by 3rd born children and 4th born children were weakest followed by 1st born children. In listening span component, 3rd born children were best followed by 2nd born children, 4th born children and then 1st born children. Mizo 1st born children performed best in comprehension component of listening ability seconded by 4th born children and followed by 3rd born children and then 2nd born children.

(e) In the **overall listening ability**, the 3rd born children are best seconded by the 1st born children followed by 2nd born children and then the 4th born children. Mizo children of different positions in the siblings were quite good in listening ability as a whole.

2. (b) In **speaking ability**, Mizo 1st born children performed very well in the three components, namely, clear pronunciation and ability to answer, recitation and correction of wrong sentences and weakest in telling similar or another words followed by telling opposite words.

(b) Mizo 2nd born children performed the best in clear pronunciation and ability to answer, second best in recitation and correction of wrong sentences components and weakest in telling similar or another words component.

(c) Clear pronunciation and ability to answer and correction of wrong sentences were the components where Mizo 3rd born children were equally best and second best in telling opposite words and third best in recitation. They performed very bad in telling similar or another words and followed by sequential description and naming objects and making sentences using them with equal percentages (i.e., 90.2%).

(d) Mizo 4th born children performed very well with cent per cent in clear pronunciation and ability to answer and correction of wrong sentences and second best in recitation components. They were weakest in telling similar or another words and telling opposite words with equal percentages i.e., 62.5%.

(e) In **speaking ability**, 3rd born children and 4th born children had best performance with cent per cent each in clear pronunciation and ability to answer and

in correction of wrong sentences components. In telling similar/another words, Mizo children of different positions in the siblings did worst as the percentages of children performed well in this component range from 35.3 per cent to 62.5 per cent only. In the rest of the components of speaking ability, Mizo children of different position in the siblings were quite good.

(f) In **overall speaking ability**, 2nd and 3rd born children performed the best and were equal as 86 percent each of them performed well. They were seconded by the 1st born children (82.7%), followed by the 4th born children (81.3%).

3. (a) Among the three components of **pre-reading experience**, Mizo 1st born children performed the best in picking out picture cards correctly followed by identification of letters and matching picture cards with objects and words.

(a) Mizo 2nd born children were best in picking out picture cards correctly and weakest in matching picture cards with objects and words.

(c) Mizo 3rd born children and 4th born children were best in identification of letters and weakest in matching picture cards with objects and words component.

(d) In identification of letters component, 4th born children were best followed by 1st born children, 3rd born children and 2nd born children. In matching picture cards with objects and words component, 1st born children performed the best followed by 3rd born children, 2nd born children and then 4th born children. In picking out picture cards correctly component, 1st born children performed best followed by 2nd born children, 4th born children and then 3rd born children.

(e) As a whole in **pre-reading experience**, 1st born children were best with 91.7 per cent of the overall percentage of children performed well followed by the 4th born children (87.5%), 3rd born children (86.3%) and then 2nd born children (86%).

4. (a) In **pre-writing skill**, Mizo 1st born children were best in the component of completion of pattern and second best in other two components namely, drawing similar designs and drawing picture properly with equal percentages i.e., 81.2 % respectively.

(b) Mizo 2nd born children performed the best in drawing similar designs followed by completion of pattern and then drawing picture properly.

(c) Completion of pattern was the component of **pre-writing skill** where Mizo 3rd born children perform the best and were weakest in drawing similar designs

among the three components. They were good in this skill as the percentage of children performed well range from 84.3 to 94.1 per cent.

(d) In the components of completion of pattern and in drawing picture properly, 3rd born children performed the best seconded by 1st born children, 4th born children and then 2nd born children. Mizo 2nd born children performed the best in drawing similar design followed by 3rd born children.

(e) As a whole, **in pre-writing skill**, 3rd born children are the best seconded by 1st born children and there was no marked difference between the performances of 2nd and 4th born children.

5. (a) In **language skills**, Mizo 1st born children were best in pre-reading experience and second best in speaking ability. They were weakest in listening ability and followed by pre-writing skill.

(b) In terms of children obtaining Grade A and B together, Mizo 2nd born children were equally good in speaking ability and pre-reading experience as the percentage of children securing these grades was 86 for both. However, their performance in pre-reading experience was better as 60 per cent of them got Grade A while the percentage of children obtaining Grade A in speaking ability was only 46 per cent. In listening ability and pre-writing skill, no marked differences were found.

(c) Mizo 3rd born children were best in speaking ability and second best in pre-writing skill and they were weakest in listening ability. However, they were better in pre-reading experience and pre-writing skill in terms of children securing Grade A.

(d) Mizo 4th born children were best in pre-reading experience and got equal percentages in speaking and pre-writing skill but better in pre-writing skill as children obtaining Grade A was higher than in speaking ability.

(e) As a whole, in language skills, 2nd born children were best in three out of four language skills namely, listening, speaking and pre-writing skills and 3rd born children were best in pre-reading skill. Third born children were second best in listening and pre-writing skills whereas fourth born children were second best in speaking and pre-reading skills. First born children occupied the third position in pre-reading and pre-writing skills and the fourth or last position in listening and speaking skills. The data showed that first born children who occupied the last positions in

language skills indicated that mothers' attention and time given only did not help them much in acquiring language skills and that the presence of younger sisters and /or brothers in the family greatly helped the first born children in acquiring or developing language skills.

5.2.0. Educational Implications of the Study.

Based on the findings and discussion of the study, the present study has the following educational implications:

1. This study will enlighten the public at large on the nature and significance of language development for preschool children.
2. This study will help parents, public, teachers and curriculum framers to give attention to preschool children especially in their language development.
3. Present study has implication for government preschool authorities and teachers to achieve higher Grade in different language skills.
4. Present study implies that Mizo children from low SES are weaker than children from higher SES in language skills which has important implication for the authority of the preschools, teachers and parents.
5. One of the important implications is that Mizo children in the age group of 3 to 6 years require proper lessons or activities for developing their listening span.
6. Present study has implications for the institutions, curriculum framers and teachers that effective activities should be included in their curriculum for strengthening children's speaking ability especially telling similar or another words component.
7. This study implies that Mizo children belonging to rural areas are weaker than urban children in different language skills which need serious attention of the teachers and parents belonging to rural areas.
8. Providing an activity for improving children's pre-reading and pre-writing skills are important implications of the curriculum framers of preschools.

5.3.0. Recommendations for Improvement of Language Development of Mizo Children in the Age Group of 3 to 6 Years

1. Activities like storytelling, conversation, instructions, language games, etc., should be carried out to broaden children's listening span and to develop their listening comprehension.

2. Activities like listening dialogs, number or word bingo, guess who, copycat, hide and seek, etc., should be introduced to broaden children's listening skill, to develop their comprehension and identification of sound.

3. Listening radio and watching television also helps children in their listening skill. Thus, children should be given the opportunity get exposure to these. Speaking slowly and distinctly to young children encourages them to be attentive. Teachers and care givers should make note of this while speaking to children.

4. To develop and enhance children's speaking skills, activities like free conversation, story making and telling, dramatization, language/vocabulary games, free play and dramatic play should be organized in preschool or early childhood education centre as well as at home.

5. Activities like speed chatting, discussion, brainstorming, watching videos should be introduced in the preschool classes for their speaking development.

6. Telling similar or another words component is where Mizo children are poor, therefore, teacher and parents must concentrate on this to develop in this component.

7. Children need to be given experiences for those competencies which will facilitate the learning of reading when they enter class 1. These competencies include visual discrimination (which will later make it easy for the children to differentiate between alphabets), sound/auditory discrimination (which will later help the children to discriminate the sounds of different alphabets), visual – auditory association (associating sounds with visuals e.g., picture-word matching) and directionality (a

habit to attend to any task in the direction of left to right). Hence, the program for children of 3 to 6 years should include activities for each of these specific competencies for example, activities like dominoes, picture-word games, games involving identification and recognition of beginning sounds and end sounds, word cards for visual discrimination, showing an oddment out activity etc.

8. Activities like matching shapes, patterns, letters and finally words by using moveable alphabets help in their pre-reading skills. Thus, these activities should be carried out in preschools.

9. Making children of 3 to 6 years old ready for formal writing which should be introduced only at the primary stage in class 1 is a very important objective of early childhood education. To become ready for formal writing, a child should have good muscular coordination of fingers, eye and hand, and also competency to differentiate between different shapes and forms. In view of these, it is suggested that initially children should be given different creative activities like drawing, painting, clay modeling, cutting and pasting for collage etc.

10. Activities like threading beads, stringing leaves together, etc.; all of which foster finer muscle control and eye-hand coordination should be carried out by the teacher.

11. By the time the child is four and a half years old, he should be given more specific writing readiness activities like colouring in enclosed spaces, joining dots, tracing, copying forms, pattern making, etc. These may be given initially with chalks and crayons and only later with pencil, the use of which requires finer coordination and control.

12. Practicing animal walks, make shapes and letters with body, building blocks, finger paint, moving or placing objects along a path, making simple lines, shapes and designs, tracing activities should be introduced to develop their writing skill.

5.4.0. Suggestions for Further Research:

The present study assesses language development of Mizo children in the age group of 3 to 6 years. It is anticipated that some researchers would venture into this area in the near or far future. The investigator, therefore, suggests the following for further research:

1. To study the effects of bilingual parents in their children's language development.
2. An in-depth study of effects of preschool education in Mizoram in children's language and cognitive development.
3. An in-depth study of preschool curriculum courses in Mizoram for developing language skills of children.
4. An analytical study of the acquisition of reading and writing skills of Mizo children.
5. Effects of home and classroom environment on the language development of preschool children in Mizoram.
6. A study of preschool education in Mizoram; Status and problems.
7. A comparative study of educated and uneducated parents in their child's language development.

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APPENDICES

APPENDIX – A**Personal Data Sheet for Mizo Children in the Age Group of 3 to 6 Years For
Collecting Information and Background of Preschool Children.**

1. Name :

2. Age: 3 years 4 years 5 years 6 years

3. Sex: Boys Girls

4. School : Government Private

5. Locality : Rural Urban

6. Number of siblings : 1 Sibling 2 Siblings 3 Siblings
4Sibling

- 5 Siblings 6 Siblings

7. Position in the siblings : 1st Born 2nd Born 3rd Born

4th Born 5th Born

APPENDIX – B

Observation and Assessment Schedule for Studying Language Development of Preschool Children Prepared by Directorate of Teacher Education and SCERT, Orissa.

1. Listening Ability:

- (a) Making three sounds such as sound of key bunch, whistle and claps the children will be asked to identify the sound.(While creating the sound, the child will be asked to close his/her eyes).

Hints for Evaluation: Evaluate the child by making at least three sounds. If the child is able to identify at least two or more sounds, then put a (√) mark, if less than two, put a 'x' mark.

- (b) Tell the children 3-4 letters of words of the same sound and of different sounds such as;(i) Lal, Kal, Pum, Pal (ii) Balu, Salu, Ramsa, Kalu (iii) Nau, Mau, Ram, Kau. Ask the children to discriminate it.

Hints for Evaluation: Evaluate the child by making at least three sounds. If the child is able to identify at least two or more sounds, then put a (√) mark, if less than two, put a 'x' mark.

- (c) Let the children listen to 3-4 familiar sounds like –bell, whistle, horn. Then ask the child to close his/her eyes. At the same time let him listen to another sound, a sound of small stones in a tin box. Then ask the child whether the sound was included in the sounds that he had heard earlier.

Hints for Evaluation: If the child answers correctly, then put a (√) mark, and if he/she fails to answer correctly, put a 'x' mark.

- (d) Listening span : Tell a story for about 10 -15 minutes so that the children can listen to it in a group. The investigator shall observe their attention and interest and evaluate them accordingly.

Hints for Evaluation: A child who is attentive for more than 8 minutes, then put a (√) mark, and a 'x' mark against the child who is attentive for a maximum span of 7 minutes.

- (e) Hearing Impairment (a): Tell a small story to the children in group. Then call the children one by one and evaluate their comprehension by asking questions on the theme and development of the story.
Hints for Evaluation: Ask three questions at best to each child, If the child is able to answer at least two or more questions, then put a (√) mark, if less than two, put a 'x' mark.
- (f) Hearing Impairment (b): Sing a song before the children. Then ask three simple questions to evaluate their understanding.

For example (song):

Zingah savaten Pathian an faka
Pangparin A ropui zia a entir a
A thilsiam zawngin Amah an chawimawi
Mihring chauh lo chu zirtir an ngailo

- (i) When do the birds praise the Lord?
(ii) What does the flower show?
(iii) Who needs to be taught?

Hints for Evaluation: Evaluate the child by answering at least three questions. If the child is able to answer at least two or more questions, then put a (√) mark, if less than two, put a 'x' mark.

Hints for Evaluation of Hearing/ Listening Ability

If a child is able to answer 5- 6 questions correctly, he gets Grade 'A'; if he/she answers 3-4 questions correctly, then give him/her Grade 'B'; and if a child answers less than 3 questions correctly, then give him Grade 'C'.

2. Speaking Ability :

- (a) Showing picture depicting more than one activity such as eating food, watching t.v, driving car, playing football, and ask the children three questions –
- (i) Who eats food?
(ii) What are the children doing?
(iii) What does the boy do?

Hints for Evaluation: Observe how the child answers. Clear pronunciation and ability to answer in full sentences in most cases, makes him/her successful, then put a (√) mark. If not he/she may be marked as weak/ poor and put a 'x' mark.

- (b) Show the children 5 sequential story cards and instruct them to tell a story. Observe whether the children are able to form a story out of the picture and describe it sequentially or not.

Hints for Evaluation: For two or more correct sequences, put a (√) mark, and for less than two correct sequences, put a 'x' mark.

- (c) Ask the children about their daily activities like

(i) Who helps you to put on your dress?

(ii) Who accompanied you while you came to the centre?

(iii) What did you do before you come to the centre?

Hints for Evaluation: Put a (√) mark, if the child's pronunciation is clear and correct and sentences are above average, otherwise put a 'x' mark.

- (d) Tell the children some rhyming words like lam, nam, sam, tam. And ask the children to tell some similar words in that line (words may have meaning or may not have meaning).

Investigator will tell – Tui, Pui

Children will tell – Sui, Ngui, Ui

Investigator will tell – Rama, Sama

Children will tell – Dama, Ngama, Hama

Investigator will tell – Lai, Kai

Children will tell – Rai, Ngai, Mai

Hints for Evaluation: Expect three words from the children. If the children are able to say two or more words then put a (√) mark, and if not, put a 'x' mark.

- (e) Ask the children to say three words, whose first letters are same. For example, the letter is 'M' and the words are Mai, Muang, Mak. Then ask the child to tell another word having the first letter 'M'.

Hints for Evaluation: If the child is able to say the right word, award him/her a (√) mark and award a 'x' mark if he/she fails (do not repeat the same beginning letter to all children).

- (f) Like the previous activity, ask the children to speak some words in which the first letter is 'T', name of a child having the first letter 'T'- name of goods, place, fruits, etc. For e.g.-Thingzai,Thenzawl,Theihai etc.

Hints for Evaluation: If the child says the right word, put a (√) mark, and if not put a 'x' mark.

- (g) Tell the children some antonyms like black-white, light-dark, hot-cold, big-small and ask the children to tell its opposite word.

Investigator will tell	Child's reply
Day	Night
Dry	Wet
Laugh	Cry

Hints for Evaluation: Investigator will tell a word and the child will be asked to tell its opposite word. If the child is able to reply correctly, give (√) mark, and 'x' mark for wrong answer.

- (h) The investigator will show the children some objects like paper, soap, knife. The children will be asked to name the object and make three full sentences on its uses.

Hints for Evaluation: If the child is able to name the object and speak at least two sentences, give (√) mark, otherwise give a 'x' mark.

- (i) Ask the children to sing a simple rhyme that they have learnt earlier. Investigator will evaluate each child on points like pronunciation of words and style of reciting and so on. Rhymes like –

Baba black sheep, Twinkle little star

Hints for Evaluation: Importance will be given on correctness of pronunciation and style of singing. If it is satisfactory put a (√) mark, otherwise put a 'x' mark.

- (j) Since there are regional differences in pronunciation, ask the children to pronounce words like banana, bench, Jesus Christ, pants one by

one. If necessary show them the pictures/ models of the words and evaluate them on their pronunciation.

Hints for Evaluation: Importance will be given on correctness of their pronunciation. If it is satisfactory put a (√) mark, otherwise put 'x' mark.

(k) The investigator will tell the children, 'I shall tell you some wrong sentences. Correct them'. The sentences are:

- (i) I eat water
- (ii) I drink food
- (iii) Mawia/he is a girl
- (iv) Sangi/she is a boy

Hints for Evaluation: During evaluation, importance will be given on subject and verb. Each child will be asked one sentence. If the child is able to correct the sentence, award a (√) mark, otherwise award a 'x' mark.

Hints for Evaluation of Speaking Ability

Activities	Grade
9 to 11 tick marks	'A'
6 to 8 tick marks	'B'
5 or less than 5	'C'

3. Pre-Reading Experience:

(a) Investigator has to write 10 to 15 letters on the board. Then the child will be asked to identify particular letter. The letters are: A, D, K, G, B, M, H, J, S, Y, Z, V, Q, R, X. The child will be asked to identify three letters.

Hints for Evaluation: Give (√) mark if the child can identify 2-3 letters, otherwise give 'x' mark.

(b) The investigator has to prepare two sets of cards (one three - lettered and one four-lettered words) and another of the objects, which are in the set of word cards.

Picture of a cat	---	Zawhte
Picture of a pen	---	Pen
Picture of a cow	---	Bawng
Picture of a book	---	Lehkhabu
Picture of a head	---	Lu

Hints for Evaluation: The child will be asked to match at least three pairs of cards award (√) mark, if he/she can match 2-3 sets of cards, otherwise award 'x' mark.

- (c) Prepare two sets of picture cards (at least 10 picture cards, five cards having the right names and five cards having wrong names). The children will be asked to pick out the picture cards correctly and accordingly evaluation will be done.

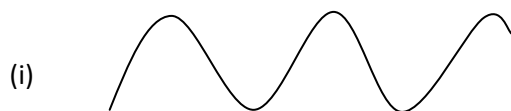
Hints for Evaluation: The child will be given at least 2 right cards and two wrong cards. If he/she is able to detect at least three wrong and right cards, then put a (√) mark, otherwise put a 'x' mark.

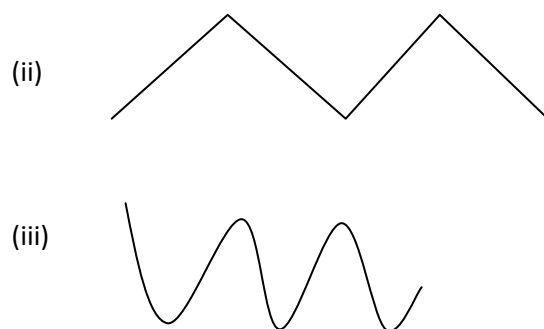
Hints for Evaluation of Pre-reading Experience out of the given three activities

Activities	Grade
Three tick mark	'A'
Two tick mark	'B'
One tick mark	'C'

(d) Pre-Writing Skill:

- a. Investigator shall draw an incomplete pattern on the board and the children will be asked to complete the pattern. The children will individually complete the pattern and the teacher will evaluate accordingly.





Hints for Evaluation: Ask each child to complete one picture. If he/she is able to do so, award him a (√) mark, otherwise award 'x' mark.

- b. Provide some designs to the children as given below. Ask the children to draw the same on the slat or on the board. To evaluate the drawing skills of the child ask each child to draw a similar design.

Δ O C U W

Hints for Evaluation: If the child is able to draw, give a (√) mark, otherwise give 'x' mark.

- c. Ask the child to draw a picture of a given letter. Picture like Mango, Pumpkin, Banana.

Hints for Evaluation: If the child is able to draw it properly, give a (√) mark, otherwise give 'x' mark.

Hints for Evaluation of Pre-writing skill

Activities	Grade
If awarded 3 tick mark	'A'
If awarded 2 tick mark	'B'
If awarded 1 tick mark	'C'

APPENDIX – C
SOCIO-ECONOMIC STATUS SCALE

A. Personal Information:

1. Name.....
2. Age.....
3. Address.....
4. Name of the School

B. Instruction:

On the basis of this Scale, Socio-Economic Status, your family is being studied. You are required to give your information related to the question by putting tick (\checkmark) mark in the place-holder provided against them. Since the information furnished by you will be kept confidential you should answer without any reservation. Along with the questions, probable answers are given. You have to tick one of the answers given which most suits yours family.

- 1. What is the education of your family?:**
- | | Father | Mother | Son | Daughter |
|--|--------|--------|-----|----------|
| (a) University high degree e.g., Ph.D, D. Litt.,
D.Sc.,M.D., or similar professional degree | () | () | () | () |
| (b) Post graduate education (M.A., M.Sc.,
M. Com., M.Ed., M,Th.) | () | () | () | () |
| (c) Graduate level education (B.A., B.Sc.,
B.Com., B.Ed., LL.B., or any
equivalent degree after intermediate | () | () | () | () |
| (d) Higher Secondary, Intermediate and
other professional certificate or any
diploma after high school. | () | () | () | () |
| (e) Middle school class v-viii or | () | () | () | () |

- Equivalent training certificate
- (f) Primary education

2. What is the occupation of your family member?

- (a) High Administrative (Gazetted) Officer Father Mother Son
 Daughter
- Such as Secretaries, Professors, Director,
 Principal of College, Readers, Lecturers,
 Engineer, Doctor, Lawyer, Bank Manager,
 Managing Director of Industrial, or Business House,
 Owner Factory, Political Leader (MLA, MP) etc.
- (b) Middle Class Professional such as,
 Higher Secondary School Teacher, High
 School Teacher, Section Officer, Assistant,
 Research Assistant, Chemist, J.E., Wholesaler,
 Accountant, Renowned Artist, Shop Keeper,
 Instructor etc.,
- (c) Ordinary Professional such as,
 Clerk, Typist, Stenographer, Technicians,
 Laboratory Assistant, Primary & Middle
 School Teacher, Salesman, Small Shopkeeper,
 Electricians, Owner of Small Scale Industry.
- (d) Other Professions such as,
 Peon, Driver, Lineman, Plumber, Fitter,
 Mansions, Painter, Mechanics, Carpenter etc.
- (e) Labourer, Kuli, Unskilled Workers etc.

3. What is the income of your family per month?

- (a) Above Rs. 100000/-
- (b) Between Rs. 50000/- Rs. 99999/-

- (c) Between Rs. 40000/- Rs. 50000/- ()
- (d) Between Rs. 30000/- Rs. 40000/- ()
- (e) Between Rs. 25000/- Rs. 30000/- ()
- (f) Between Rs. 15000/-Rs. 25000/- ()
- (g) Between Rs. 10000/- Rs. 15000/- ()
- (h) BelowRs. 10000/- ()

4. In What is the opinion of your friend/other people about you and your family?

- (a) Prosperous Family ()
- (b) Middle Class Family ()
- (c) Low Class Family ()

5. Tick the following items which your family possesses.

- (a) Two wheeler (Scooter, Motor Cycle) ()
- (b) Four wheeler ()
- (i) Imported Car (Foreign Car) ()
- (ii) Indian Car/ Jeep/Gypsy/Sumo etc. ()
- (iii) Bus, Commercial Truck, JCB, Bulldozer etc. ()
- (c) Household Commodities-
- (i) Computer/Laptop ()
- (ii) Washing Machine ()
- (iii) Internet Connection ()
- (iv) Black and White T.V/Colour T.V/ Portable T.V ()
- (v) Refrigerator ()
- (vi) VCD/DVD, Tape Recorder, Radio ()
- (vii)Telephone/Mobile Phone ()

- 6. (a) Does your family has its own house? Yes/No**
- (b) If yes, what type of house is it?
- (i) R.C.C. Building ()
- (ii) Asbestos Cement (Tile) with G.C.I Sheet roof ()
- (iii) Bamboo Wall with G.C.I. Sheet roof ()

(iv) Bamboo Wall with Thatch roof ()

7. Does any of your family member hold any important post in the Church?

- | | |
|--|--|
| Father/ Grand Father | Mother/ Grandmother |
| (a) Elder/ Upa | Chairperson |
| (b) Committee Member/Tual Upa | Committee Member of Women Wing |
| (c) Deaconates e.g., Preacher,
Sunday School Teacher, Evangelists | Deaconates e.g., Preacher,
Sunday School Teacher, Evangelists |

8. Does any of your family member hold any post in the social organizations like Y.M.A, M.H.I.P, M.U.P.? Yes/No

9. (a) Does your family subscribe daily Newspaper?

- (i) Regularly ()
- (ii) Occationally ()
- (iii) Never ()

(b) Does your family subscribe National Newspaper?

- (i) Regularly ()
- (ii) Occationally ()
- (iii) Never ()

SCORING KEY**1. Educational Status**

Sl.No	Father/Grandfather	Mother/Grandmother	Brother/Uncle	Sister/Aunts
A	6	6	6	6
B	5	5	5	5
C	4	4	4	4
D	3	3	3	3
E	2	2	2	2
F	1	1	1	1

2. Occupational Status

Sl.No	Father/Grandfather	Mother/Grandmother	Brother/Uncle	Sister/Aunts
A	5	5	5	5
B	4	4	4	4
C	3	3	3	3
D	2	2	2	2
E	1	1	1	1

3. Income

A	8
B	7
C	6
D	5
E	4
F	3
G	2
H	1

4. Perceived Family Status

a	3
b	2
c	1

5. Material Possession

a	1
b	2
i	3
ii	1
iii	2
c	
i	3
ii	3
iii	2
iv	2
v	2
vi	2
vii	1

6. House and its Type

a	1
b	
i	4
ii	3
iii	2
iv	1

7. Position in Religious Organization

Sl.No	Father/ Grandfather	Mother/ Grandmother
A	3	3
B	2	2
C	1	1

8. Position Occupied in the Society

1	1
----------	----------

9. Subscription of News Paper

a	
i	3
ii	2
iii	1
b	
i	3
ii	2
iii	1

Upper 27% of the sample have to be taken as High SES group

The Middle 46% of the sample have to be defined as Middle SES group and

The Lowest 27% have to be classified as Low SES group.

BRIEF BIO-DATA OF THE CANDIDATE

NAME : F. Zothansiami

FATHER'S NAME : Sangthanliana

DOB : 31.03.1987

ADDRESS : H.No. C-124b Chanmari-iii,
Pin Code – 796701, Lunglei, Mizoram

GENDER : Female

RELIGION : Christianity

MARITAL STATUS : Married

EDUCATIONAL QUALIFICATION : M.A., NET (JRF)

PH.D. REGISTRATION NO & DATE : MZU/Ph.D./424 of 15.05.2012
Department of Education,
Mizoram University

TITLE OF THE THESIS : A Study of Language Development of
Mizo Children in the Age Group of 3 to
6 Years

DEPARTMENT OF EDUCATION

MIZORAM UNIVERSITY

AIZAWL – 796004

PARTICULARS OF THE CANDIDATE

Name of the Candidate	:	F. ZOTHANSIAMI
Degree	:	Doctor of Philosophy
Department	:	Education
Title of Thesis	:	A Study of Language Development of Mizo Children in the Age Group of 3 to 6 Years
Date of Admission	:	03. 08. 2011
Commencement of Thesis	:	15. 05. 2012
Approval of Research Proposal		
1. BOS in Education	:	21. 04. 2012
2. School Board	:	15. 05. 2012
Registration No. & Date	:	MZU/Ph.D/424 of 15.05.2012
Extension (If any)	:	Extended for two (2) years Vide No. 16- 2/ Adm.-I (Acad.)/15/55 Dated 17 th February, 2017 up to 14.05.2019

(Prof. B.B. MISHRA)

Head

Department of Education

**A STUDY OF LANGUAGE DEVELOPMENT OF MIZO CHILDREN IN THE
AGE GROUP OF 3 TO 6 YEARS**

ABSTRACT

**BY
F. ZOTHANSIAMI
EDUCATION DEPARTMENT**

**Submitted in Partial Fulfillment for the Requirement of the Degree of Doctor of
Philosophy in Education of Mizoram University, Aizawl**

1.0.0. Introduction

Language is the ability to communicate with others. It includes every means of communication in which thought and feelings are symbolized so as to convey meaning including such widely different forms of communication as written, spoken, sign facial expression, gesture pantonima etc. Speech is one of the forms of language. The child's adjustment is influenced by his language development and his language in turn by his environmental factors (Pankajam, 1994).

Language development is the process by which children come to understand and communicate language during early childhood. The early years of the child comprise the most impressionable and crucial period having irreversible and pervasive influences on later conative, affective, cognitive and personality development. Therefore, the study and understanding of the different aspects of development of the child is very important. (Language development, baby, stages, meaning, definition, description, n.d.)

1.1.0. Rationale of the Study

Language development during the preschool year between 3 and 6 years attains greater complexity and is used for many ends. During this period the child learns to communicate his complex feelings and motivations to others, and uses language to solve problems which he formerly solved by physical means. In state of trial and error attempts on a physical plane, the child surveys all possible solutions to the problem in terms of language. He remembers, generalizes and reproduces former experiences through words and applies them in the context of the present situation. During the preschool years the child's pronunciation improves markedly, though the individual differences remain. The preschool child's sentence structure increases in complexity up to the age of 4 and a half year, he uses small proportion of complex and compound sentences. But by 5 or 6 years, their proportion rise and every form of sentence structure appears in the child's speech (Pankajam, 1994).

Review of some researches reveals that there have been few studies on language development of children conducted in India and abroad. So far we in India, have been making use of the normative data of other countries conducted in totally different cultural and social backgrounds and have been basing our planning on the findings of these studies. In many cases, these findings have been found to be invalid or inapplicable in our culture (Pankajam, 1990).

Further, findings of few studies on language development of children conducted in some parts of our country are not relevant enough for children in Mizoram as the state has a totally different social and cultural backgrounds. Following foreign norms or Indian norms of language development for child-rearing and planning of preschool education for Mizo children is not psychologically sound. The prevailing curriculum needs to be made more developmentally appropriate. Knowledge about language development of Mizo children at early childhood stage from 3 to 6 years of age is not only just an empirical quest but also an essential practical prerequisite for planning developmentally stimulating early childhood curriculum.

In this regard, some questions arise in the mind of the investigator. These are:

1. Is language development of Mizo preschool children satisfactory? What about their listening and speaking abilities? Are their pre-reading and pre-writing skills satisfactory?
2. Which age group of Mizo children in the age group of 3 to 6 years is best in language development?
3. Are Mizo preschool children from both private and government preschools good in language development? Who are better in this regard?
4. Which group of children belonging to different socio-economic status is best in language development?
5. Which group of Mizo preschool children, (urban or rural) is better in language development?

6. Does number of siblings have anything to do with language development?
7. Does order of birth have anything to do with language development?

The answers to these questions could be found only through research. However, no study in this area has ever been conducted in Mizoram. If a study could be conducted in this area, the findings will serve as guidelines for parents, teachers, researchers and the curriculum planners for early childhood education.

1.2.0. Statement of the Problem

To find answers to the questions already raised as well as to fill the research gap, the present study has been designed and conducted. Thus, the title of the present study is stated as:

A Study of Language Development of Mizo Children in the Age Group of 3 to 6 Years

1.3.0. Objectives of the Study

The present study was conducted with the following objectives:

1. To prepare profile of sample Mizo children in the age group of 3 to 6 years.
2. To study language development of Mizo children in the age group of 3 to 6 years in terms of:
 - (a) Listening ability
 - (b) Speaking ability
 - (c) Pre-reading experience
 - (d) Pre-writing skill
3. To study language development of Mizo children in the age group of 3 to 6 years in terms of age.
4. To study language development of Mizo children in the age group of 3 to 6 years in terms of management of preschools attended by them.
5. To study language development of Mizo children in the age group of 3 to 6

years in terms of Socio-Economic Status.

6. To study language development of Mizo children in the age group of 3 to 6 years in terms of gender.
7. To study language development of Mizo children in the age group of 3 to 6 years in terms of locality.
8. To study language development of Mizo children in the age group of 3 to 6 years in terms of number of siblings.
9. To study language development of Mizo children in the age group of 3 to 6 years in terms of order of birth.
10. To give suggestions for improvement of language development of Mizo children.

1.4.0. Organization of the Report

The report of the present study has been divided into five chapters to facilitate a systematic presentation.

Chapter I is introductory, giving concept of language, language development during early childhood period, needs and importance of language development during early childhood period, importance of pre-school education for language development. Besides, rationale and objectives of the study, statement of the problem, hypothesis and delimitation of the study are presented.

Chapter II deals with the review of the research studies conducted in the area of language development of children which have been considered to be relevant for the present study.

Chapter III discusses the plan and procedure adopted for the present study. The method of study, population and sample, construction of tools, procedure of data collection, tabulation of data and statistical treatment of data are described in this chapter.

In Chapter IV, the analysis and interpretation of data regarding language development of Mizo children are presented under different heads based on objectives of the study.

Chapter V is the concluding chapter which presents and discusses the findings, educational implications of the study, recommendations for improvement and suggestions for further research.

2.0.0. Methodology of the study

2.1.0. Design of the Study

Cross-Sectional design of research was adopted for the present study. Mizo children belonging to the age group of 3, 4, 5 and 6 years were studied at the same time by taking representative samples from each age group to assess their language development. The study can also be described as quantitative and qualitative research as it employs both quantitative and qualitative analysis of data.

2.2.0. Population and Sample

Population of the Study

The present study has two main types of population. These are:

1. Population of children: All the Mizo children in the age group of 3 to 6 years form the first group of population.
2. Population of parents: All the parents of Mizo children in the age group of 3 to 6 years form the second group of population.

Sample Selection for the Study

As assessment of language development of Mizo children in the age group of 3 to 6 years requires the administration of the assessment schedule to the children individually which is so time taking, it was felt necessary to confine the present study to one district of Mizoram. To meet the felt need, Lunglei district, the second oldest district in the state was purposively selected for conducting the present study. The reason behind the selection of Lunglei district is that the district capital Lunglei, being the second biggest city/town in the state best represents the city of Aizawl, the

state capital while the suburbs of Lunglei and villages in the district are considered to best represent rest of the districts of Mizoram.

To select representative sample of Mizo children in the age group of 3 to 6 years from the population, care was taken to have representative samples required for fulfillment of objectives of the present study. It was thought that children of various age groups and from different backgrounds would easily be accessible from pre-school classes. Thus, 20 preschools, 10 from government run and managed preschool classes and another 10 from privately run and managed preschool classes from rural and urban areas of Lunglei district were randomly selected to identify the required sample children. From these preschool classes, 300 Mizo children in the age group of 3 to 6 years were randomly selected as samples for the present study.

A sample of 300 parents of sample children was also taken for the purpose of collecting personal data of the children and information about socio economic status of the family.

2.3.0. Tools Used

For the collection of required data, the investigator used the following tools:

1. Personal data sheet for Mizo children in the age group of 3 to 6 years.
2. Socio- Economic Status Scale developed by Lallianzuali Fanai.
3. Observation and Assessment Schedule for Studying Language Development of Mizo Children in the Age Group of 3 to 6 Years adapted from Observation and Assessment Schedule for Preschool Children prepared by Directorate of Teacher Education and SCERT, Orissa.

2.4.0. Collection of Data

Primary data for the present study were collected by administering the tools constructed and adapted by the investigator mentioned above. Observation and Assessment Schedule for studying language development of Mizo children in

the age group of 3 to 6 years was administered to a sample of 300 children by visiting the schools in which the preschool classes attended by them were attached or the anganwadis attended by them. As assessment of each child was done individually, data collection was a time taking exercise.

Personal data for finding out demographic profile of sample children were collected from parents of sample children. Socio Economic Status Scale developed by Lallianzuali Fanai was administered to the parents to find out the percentages of the children who belonged to High SES, middle SES and low SES.

3.0.0. Major Findings and Conclusions

3.1.0. Major Findings on Profile of Sample Mizo Children in the Age Group of 3 to 6 Years in terms of Management of Preschool Classes Attended.

1. In terms of management of preschools where the sample children were enrolled, majority of the children (69.3 %) were from private preschool classes such as nursery and kindergarten classes of private English medium schools. Children of Government preschool classes such as Anganwadis and preschool section of Government English medium schools constituted only 30.7 per cent of the children.

2. In terms of parents' Socio-Economic Status (SES) largest percentage of the children (52.6%) belongs to Middle SES group. The rest 47.4 per cent were equally distributed to High SES and Low SES groups, that is, 23.7 per cent each.

3. In terms of age, children of 5 years constituted the highest percentage i.e., 37.7% followed by children of 6 years which constituted 25.3 per cent of the sample children. The least percentage of children i.e., 12.3 % belonged to 3 years of age while the second lowest percentages of children (24.7%) were in the age group of 4 years.

4. Regarding gender of the sample students, Majority (55.7 per cent) of the sample children were girls, while the rest 44.7 per cent were boys.

5. In terms of locality, equal percentages i.e., 50 per cent each were from rural and urban areas.

6. In terms of number of siblings, children of 3 siblings constituted the highest percentage (i.e., 36.7%), seconded by children of 2 siblings who constituted 29.7 per cent of the sample children. The third largest percentage of the children (19.3 %) was constituted by children of 4 siblings. Children of 5 siblings were very few and constituted only 1.3 per cent and children of 1 sibling formed only 13 per cent of the children which was the second lowest percentage.

7. In terms of order of birth, the highest percentage, i.e., 44.3 % comprised of first born children, 33.3 per cent second born children and 17 per cent third born children whereas the fourth born children formed only 5.3 per cent of the children.

3.1.2. Major Findings and Conclusion on Language Development of Children in the Age Group of 3 to 6 Years in terms of Listening Ability, Speaking Ability, Pre-Reading Experience and Pre-Writing Skill:

In listening ability, Mizo children in the age group of 3 to 6 years were good. They were best in comprehension component followed by identification of sound component and again by listening span component and that the percentages of children who performed well in these components were 88.7 per cent, 84.0 per cent and 74.3 per cent respectively. Thus, the overall percentage of the children who performed well in the components of listening ability was 82.3.

Among the seven components of **speaking ability**, Mizo children in the age group of 3 to 6 years performed very well in recitation, correction of wrong sentences and clear pronunciation & ability to answer and the percentages of these children were 97.3%, 97% and 96.3% respectively. Almost 90 per cent (89.7 % and 88.7 %) of the children also performed well in naming objects and making sentences using them, and telling opposite words respectively. Sequential description was also performed well by 79 per cent of the children. Telling similar/another word was the only component of speaking ability in which majority of the children did not perform well. Thus, Mizo children in the age group of 3 to 6 years are good in speaking

ability as the overall percentage of children who performed well in this ability was 85 per cent.

In all the three components of **pre-reading experience**, namely, identification of letters, matching picture cards with objects and words and picking out picture cards correctly, Mizo children in the age group of 3 to 6 years performed well and that the percentages of children who performed well were 86.7, 86.7 and 95.7 respectively. The overall percentage of the children performing well in pre-reading experience was 89.7.

In the components of **pre-writing skill**, the percentage of Mizo children of 3 to 6 years of age who performed well was found highest in completion of pattern (86.7 %), followed by drawing similar designs (84.3 %) and again by drawing picture properly (79.0 %). As a whole, their performance was good and the percentages of the children who performed well in the three components of pre-writing skill ranged from 79 per cent to 86.7 per cent and the overall percentage in this skill was 83.3.

Among the four language skills namely, listening ability, speaking ability, pre-reading experience and pre-writing skills, Mizo children of 3 to 6 years of age were found to be best in pre-reading experience as the percentage of the children obtaining Grade A was highest (64%) whereas the percentage of the children obtaining Grade C was lowest (10.3%). The children were also found to be quite good in pre-writing skill as 60.3 per cent of them get Grade A. In terms of the percentage of children getting Grade A, the children were found to be weakest in speaking ability as there was no marked differences of children obtained Grade A and B i.e., 42.7 and 42.3 per cent respectively, followed by listening ability as children obtained Grade C was highest with 17.7 per cent. However, children obtaining Grade B were also quite good in their performance as per the evaluation hints. It can therefore be concluded that Mizo children in the age group of 3 to 6 years were good in language skills as a whole.

Moreover, the percentages of the children getting Grade C, that is, the percentages of children getting less than 64 per cent of their answers correct in each language skills were very low ranging from 10.3 per cent to 17.7 per cent.

3.1.3. Major Findings and Conclusions on Language Development of Mizo Children in the Age Group of 3 to 6 Years in terms of Age:

In **language skills**, in terms of percentage of children obtained Grade A and B were taken, Mizo children of 3 years of age were best in listening ability, second best in speaking ability. They are weakest in pre-writing skill followed by pre-reading experience. But, in terms of percentage of children obtained Grade A, they were best in pre-reading experience.

Mizo children of 4 years of age were best in pre-reading experience in terms of percentage of children secured Grade A and B were taken, second best in speaking ability and weakest in listening ability followed by pre-writing skill.

Mizo 5 years old children were equally good in pre-reading experience and pre-writing skills as the percentage of children getting these grades was equal for both and weakest in listening ability followed by speaking ability, but in terms of percentage of children obtained Grade A, they were better in listening ability than in speaking ability.

Mizo children of 6 years of age are equally good in speaking ability and pre-reading experience as the percentage of children secured these grades was 98.7 for both. However, their performance in pre-reading experience was better as 81.6 per cent of them got Grade A while the percentage of children obtaining Grade A in speaking ability was 75 per cent. Even though they were second best in pre-writing skill as the percentage of children getting Grade A and B was lesser than in speaking ability and pre-reading experience, their performance in pre-writing skill was better as 92.1 per cent got Grade A which was higher than those in the two skills (speaking ability and pre-reading experience). They were weakest in listening ability as 96 per cent was the percentage of children secured Grade A and B.

Among the four language skills, in listening and speaking ability, 6 year olds were strongest seconded by 5 year olds followed by 3 year olds and Mizo 4 year olds were weakest in language skills. In pre-reading and pre-writing skills, the older the children the better in language skills. In listening and speaking skill, 3 years old children were found stronger than 4 years old children, which showed that age had no effect in listening and speaking skills particularly for children in the age group of 3 to 4 years. However, in pre-reading and pre writing skills, the older the children, the better the performance which showed that age had effect on language development.

3.1.4. Major Findings and Conclusions on Language Development of Mizo Children in the Age Group of 3 to 6 Years in terms Management of Preschools Attended (Government and Private):

In **Listening skill**, private preschool children performed better than that of government preschool children as the overall percentage of children who performed well was 83.2 while that of government preschools was 73.9. Their performance in listening ability was quite good.

In overall **speaking ability**, private preschool children were better than that of government preschool children as the overall percentages of children who performed well were 88.9 per cent and 82.6 per cent respectively.

In **pre-reading experience**, private preschool children performed better as 91.4 per cent of them performed well whereas 81.5 per cent of government preschool children performed well in this skill.

In **pre-writing skill**, the same trend was observed as in pre-reading experience as in 2 out of the 3 components, like drawing similar designs and drawing picture properly, private preschool children performed better. In the overall pre-writing skill, Mizo children from private preschools were better as 84.6 per cent of them performed well while 79.4 per cent of government preschool children performed well in this skill.

In the overall language skills, Mizo children who belonged to government preschools were best in speaking ability, second best in pre-reading experience. They were weakest in listening ability.

Mizo children who belonged to private preschools were best in pre-reading experience among the four language skills and second best in speaking ability. They were weakest in listening ability followed by pre-writing skill.

As a whole, Mizo children belonging to private preschools were better in the four language skills than that of government preschool children.

3.1.5. Major Findings and Conclusions on Language Development of Mizo Children in the Age Group of 3 to 6 Years in terms of Socio-Economic Status:

In all the three components of **listening ability**, Mizo children of 3 to 6 years of age from high SES were best and they were seconded by the children from middle SES followed by children belonging to low SES group. Thus, the higher SES of children the better they were in listening ability.

In **speaking ability**, the higher the SES, the better the performance which indicated a positive relationship between SES of Mizo preschool children and their speaking ability.

In **overall pre-reading experience**, Mizo children of 3 to 6 years of age belonging to high and low SES group performed the best and children from middle SES were weakest. Thus, there was no established relationship between SES of Mizo preschool children and their pre-reading experience.

In **overall pre-writing skill**, middle SES children were best followed by low SES children whereas high SES children did the worst. Thus, there is no relationship between SES and pre-writing ability of Mizo pre-school children.

As a whole, in listening and speaking ability of **language skills**, when the percentages of children obtaining Grade A and B were taken together, high SES children were best seconded by middle SES children. In terms of this, Mizo children belonging to high SES and low SES are equally good in pre-reading experience as the percentage of children getting these grades is 90.1 for both. However, the performance of high SES children is better as 64.8 per cent got Grade A while 52.1 per cent of children belonging to low SES got Grade A in this skill. In pre-writing skills, children belonging to middle SES were best followed by low SES. Mizo

children from different SES group were weak in speaking ability as the percentage of children secured Grade A and Grade B ranged from 36.6 per cent to 45.6 per cent.

3.1.6. Major Findings and Conclusions on Language Development of Mizo Children in the Age Group of 3 to 6 Years in terms of Gender:

In the **overall listening ability**, the percentage of boys who performed well was slightly higher than that of girls which implied that boys were slightly better than girls.

In **speaking ability**, in 4 components out of the 7 components of speaking ability, the percentages of girls who performed well were higher than that of boys whereas in two components, the percentages of boys performing well were higher. In another one component, both boys and girls performed equally well. While girls appeared to be better than boys, the overall percentage of boys performing well was higher than that of girls.

The performance of boys was better than that of girls in every component of **pre-reading experience** as well as in the overall pre-reading experience. Further, the performance of both boys and girls in pre-reading experience was quite good.

In the overall pre-writing experience, boys performed better than girls as the percentage of boys who performed well (85.3 %) was higher than that of girls (81.7 %).

Among the four language skills, Mizo boys and girls in the age group of 3 to 6 years were best in pre-reading experience as the total percentages of boys and girls obtaining Grade A and B in this skill were 91.9 per cent and 87.8 per cent respectively. They were second best in speaking ability with 86 per cent of boys and 84.1 per cent of girls obtaining Grade A and B. Both of them were weakest in listening ability followed by pre-writing skills. However, in terms of percentage of children obtained Grade A, both of them were better in pre-writing skill than in speaking ability. As a whole, Mizo boys were better than girls in all language skills

namely, listening ability, speaking ability, pre-reading experience and pre-writing skill.

3.1.7. Major Findings and Conclusions on Language Development of Mizo Children in the Age Group of 3 to 6 Years in terms of Locality (Rural and Urban):

In **listening ability**, urban children were better than rural children as the percentage of urban Mizo preschool children who performed well in the overall listening ability (92.7%) was much higher than that of the rural children (68.7%).

The percentage of urban children performing well **in the overall speaking ability** was as high as 94.7 per cent whereas it was 74 per cent in the case of rural children. Thus, urban Mizo preschool children were better than rural children in speaking ability.

As a whole, 94.7 per cent of urban children and 83.3 per cent of rural children performed well **in pre-reading experience** which implied urban preschool children were better than their counterpart in rural areas.

The overall percentage of urban preschool children who did well in **pre-writing skill** was 84.7 per cent whereas it was 82 per cent in the case of rural children which indicated that urban children were better in pre-writing skill.

Among the four language skills, Mizo rural children were best in Pre-reading experience, second best in pre-writing skill. They were weakest in listening ability followed by speaking ability.

Mizo urban children were equally best in speaking ability and pre-reading experience 94.7 per cent each of them obtaining Grade A and B, however, the percentage of urban children obtained Grade A in pre-reading experience (76.7%) was higher than in speaking ability (54.7%). They were second best in listening ability and weakest in pre-writing skill.

Mizo children in the age group of 3 to 6 years from urban areas were better than their counterpart in rural areas in all language skills such as listening, speaking, pre-reading and pre-writing skills.

3.1.8. Major Findings and Conclusions on Language Development of Mizo Children in the Age Group of 3 to 6 Years in terms of Number of Siblings:

In **listening ability**, children with 3 siblings performed the best, followed by children with 4 siblings, 2 siblings, 5 siblings and then 1 sibling.

In **speaking ability**, children of 5 siblings were best followed by children of 4 siblings, 3 siblings, 2 siblings and 1 sibling which clearly implied that the more the number of siblings the child had, the better the speaking ability.

In **pre-reading experience**, the lesser the number of siblings, the weaker the children in pre-reading experience. In this skill, Mizo children with different number of siblings were good as the percentage of every group of children in every component was high. Especially, cent per cent of children having 5 siblings performed well in every component of this skill.

Children with 5 siblings were best as the overall percentages of **pre-writing skill** was cent per cent followed by children with 4 siblings (86.2 %), 2 siblings (85.4%) and 3 siblings (84.6%). Children with only 1 sibling did worst in pre-writing skill as only 66.7 per cent performed well. Among the three components of pre-writing skill, children with 2 to 5 siblings performed the best in completion of pattern.

In terms of percentage of children getting Grade A and B taken together, Mizo children in the age group of 3 to 6 years with 1 sibling were best in pre-reading experience among the four **language skills**. They were second best in speaking ability and weakest in pre-writing skill but better than in listening ability in terms of percentage of children obtained Grade A.

Mizo preschool children of 2 siblings were also best in pre-reading experience, second best in pre-writing skill and weakest in listening ability.

Mizo preschool children of 3 siblings again best in pre-reading experience followed by speaking ability and weakest in listening ability. But in terms of percentage of children obtained Grade A, they were best in pre-writing skill.

Mizo preschool children of 4 siblings were best in pre-reading experience, second best in speaking ability followed by pre-writing skill and weakest in listening ability. But, in terms of percentage of children obtained Grade A, they were better in pre-writing skill than in speaking skill as the percentages of children obtained Grade A were 62.1 and 43.1 respectively.

Mizo preschool children of 5 siblings were best in the three skills, namely speaking ability, pre-reading experience and pre-writing skills. They were weakest in listening ability. In listening ability, Mizo children having 3 siblings were best followed by children of 4 siblings, 2 siblings, 5 siblings and then 1 sibling. In speaking ability and pre-reading experience, the higher the number of siblings, the better their language skills. In pre-writing experience, 5 sibling children were strongest followed by children of 4 siblings and then 2 siblings. Children of 1 sibling were weakest followed by 3 siblings in this skill.

The data revealing the weakness of children of one sibling in all language skill implied that children needed the presence of other siblings in the home to converse with so as to acquire language skills.

3.1.9. Major Findings and Conclusions on Language Development of Mizo Children in the Age Group of 3 to 6 Years in terms of Order of Birth:

In **listening ability**, the 3rd born children are best seconded by the 1st born children followed by 2nd born children and then the 4th born children. Mizo children of different positions in the siblings were quite good in listening ability as a whole.

In **speaking ability**, 2nd and 3rd born children performed the best and were equal as 86 percent each of them performed well. They were seconded by the 1st born children (82.7%), followed by the 4th born children (81.3%).

In **pre-reading experience**, 1st born children were best with 91.7 per cent of the overall percentage of children performed well followed by the 4th born children (87.5%), 3rd born children (86.3%) and then 2nd born children (86%).

In **pre-writing skill**, 3rd born children are the best seconded by 1st born children and there was no marked difference between the performances of 2nd and 4th born children.

In **language skills**, Mizo 1st born children were best in pre-reading experience and second best in speaking ability. They were weakest in listening ability and followed by pre-writing skill.

In terms of children obtained Grade A and B together, Mizo 2nd born children were equally good in speaking ability and pre-reading experience as the percentage of children secured these grades was 86 for both. However, their performance in pre-reading experience was better as 60 per cent of them got Grade A while the percentage of children obtained Grade A in speaking ability was only 46 per cent. In listening ability and pre-writing skill, no marked differences were found.

Mizo 3rd born children were best in speaking ability and second best in pre-writing skill and they were weakest in listening ability. However, they were better in pre-reading experience and pre-writing skill in terms of children secured Grade A.

Mizo 4th born children were best in pre-reading experience and got equal percentages in speaking and pre-writing skill but better in pre-writing skill as children obtained Grade A was higher than in speaking ability.

As a whole, in language skills, 2nd born children were best in three out of four language skills namely, listening, speaking and pre-writing skills and 3rd born children were best in pre-reading skill. Third born children were second best in listening and pre-writing skills whereas fourth born children were second best in speaking and pre-reading skills. First born children occupied the third position in pre-reading and pre-writing skills and the fourth or last position in listening and speaking skills. The data showed that first born children as occupied the last positions in language skills indicated that mothers' attention and time given only did not help them much in acquiring language skills and that the presence of younger sisters and /or brothers in the family greatly helped the first born children in acquiring or developing language skills.

4.0.0. Recommendations for Improvement of Language Development of Mizo Children in the Age Group of 3 to 6 Years

1. Activities like storytelling, conversation, instructions, language games, etc., should be carried out to broaden children's listening span and to develop their listening comprehension.

2. Activities like listening dialogs, number or word bingo, guess who, copycat, hide and seek, etc., should be introduced to broaden children's listening skill, to develop their comprehension and identification of sound.

3. Listening radio and watching television also helps children in their listening skill. Thus, children should be given the opportunity get exposure to these. Speaking slowly and distinctly to young children encourages them to be attentive. Teachers and care givers should make note of this while speaking to children.

4. To develop and enhance children's speaking skills, activities like free conversation, story making and telling, dramatization, language/vocabulary games, free play and dramatic play should be organized in preschool or early childhood education centre as well as at home.

5. Activities like speed chatting, discussion, brainstorming, watching videos should be introduced in the preschool classes for their speaking development.

6. Telling similar or another words component is where Mizo children are poor, therefore, teacher and parents must concentrate on this to develop in this component.

7. Children need to be given experiences for those competencies which will facilitate the learning of reading when they enter class 1. These competencies include visual discrimination (which will later make it easy for the children to differentiate between alphabets), sound/auditory discrimination (which will later help the children to discriminate the sounds of different alphabets), visual – auditory association (associating sounds with visuals e.g., picture-word matching) and directionality (a habit to attend to any task in the direction of left to right). Hence, the program for

children of 3 to 6 years should include activities for each of these specific competencies for example, activities like dominoes, picture-word games, games involving identification and recognition of beginning sounds and end sounds, word cards for visual discrimination, showing an oddment out activity etc.

8. Activities like matching shapes, patterns, letters and finally words by using moveable alphabets help in their pre-reading skills. Thus, these activities should be carried out in preschools.

9. Making children of 3 to 6 years old ready for formal writing which should be introduced only at the primary stage in class 1 is a very important objective of early childhood education. To become ready for formal writing, a child should have good muscular coordination of fingers, eye and hand, and also competency to differentiate between different shapes and forms. In view of these, it is suggested that initially children should be given different creative activities like drawing, painting, clay modeling, cutting and pasting for collage etc.

10. Activities like threading beads, stringing leaves together, etc.; all of which foster finer muscle control and eye-hand coordination should be carried out by the teacher.

11. By the time the child is four and a half years old, he should be given more specific writing readiness activities like colouring in enclosed spaces, joining dots, tracing, copying forms, pattern making, etc. These may be given initially with chalks and crayons and only later with pencil, the use of which requires finer coordination and control.

12. Practicing animal walks, make shapes and letters with body, building blocks, finger paint, moving or placing objects along a path, making simple lines, shapes and designs, tracing activities should be introduced to develop their writing skill.

