

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

**Volume 8 : 8 August 2008**

**ISSN 1930-2940**

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## **Emergent Literacy Experiences at Home – A Sample Survey in Mysore City**

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# **Emergent Literacy Experiences at Home: A Sample Survey in Mysore City**

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## **Abstract**

This report is one of the series of surveys conducted to evaluate the emergent literacy experiences of Kannada speaking children studying in preschools with English as their medium of instruction. A total of 140 parents of preschool children studying in 10 schools in Mysore city were surveyed. The survey was conducted using a structured questionnaire method. The results of the survey revealed that 69.1% of parents provided adequate emergent literacy experiences to their children through different kinds of books (95.7%), storybook reading (87%), storytelling (79.2%) print awareness (74%), letter knowledge (73.9%), and oral language activities (97.4%). Since the native language of most parents in the sample was Kannada, they used Kannada for oral activities like daily conversation and storytelling and used English for reading storybooks and other reading and writing activities. The results indicate that preschool children who participated in the study were exposed to good emergent literacy experiences at home.

## **Introduction**

**Emergent literacy** describes the concepts, skills and knowledge that young children have about reading and writing prior to beginning their formal literacy instruction in elementary school (Whitehurst and Lonigan, 1998). Even though children do not start to read and write in the conventional sense until the first grade, they start showing signs of understanding the relationship between speech and print, which indicates the emergence of literacy. These early signs include an interest in looking at pictures, listening to stories, scribbling with crayons and playing with sounds through rhymes. Such emergent literacy experiences are largely dependent upon the interactions with parents and the home literacy environment.

Literacy is so interwoven into the experiences of a young child's daily life that we do not see it until we focus our attention on it. Young children's emergent and early literacy development is affected by the presence of supports for literacy in the home environment, and the degree to which literacy is part of family activities (Zucker & Grant, 2007).

## **Learning the Functions and Purpose of Print**

In a literacy rich environment, children learn the functions and purpose of print. For example, when parents engage in activities like making a shopping list, writing a letter, reading newspapers, signs, logos, names of television channels and reading aloud

storybooks, they facilitate print awareness. A print rich environment means that there are opportunities for the child to engage in the literary process. The mere presence of literacy materials (like books, charts, pencils, crayons etc.) is not sufficient for a literacy rich experience but it is essential that children interact with print and are given opportunities to use these materials. Therefore, care should be taken that literacy materials are arranged in such a manner that they are easily accessible and children get sufficient opportunities to use them.

Researchers (Morrow, 1990; Teale & Sulzby, 1987) indicate that shared storybook reading is an effective way of improving a child's oral language (vocabulary and narrative skills) and creating print awareness (alphabet knowledge and concepts about print). An awareness of print is developed in children when parents read-aloud storybooks. The concept of words and the idea that meaning is transferred through words is achieved when adults point to words while reading or encourage children to trace a finger under the words being read. Storybook reading is more effective if it is carried out in an interactive manner, where parents read with feelings and expressions, ask questions, and encourage children to retell stories or complete sentences for them (Whitehurst et al., 1988).

### **The Results of Emergent Literacy Activities**

Such activities encourage children to develop oral language skills like vocabulary and narrative skills. Vocabulary skills are essential for the development of reading comprehension and research indicates that early vocabulary delays are one of the manifestations of risk for later reading disabilities (Scarborough, 1990).

Print knowledge describes children's early discoveries about the orthography of a language. Orthography of a language is a method of representing the sounds of a language by written or printed symbols. Knowledge of the alphabet and its related sounds is essential for the development of emergent literacy. Letter knowledge provides the basis for forming connections between the letters in spelling and the sounds in pronunciations. Research reveals that fluency in letter naming is a strong predictor of later reading skills (Badian, 1995; Ehri & Sweet, 1991).

This indicates that children who enter formal instruction with the knowledge of letters of the alphabet become better readers than those who enter formal instruction without these skills.

In other words, children who are not adequately prepared to enter school, who have had limited experiences with language and text and limited verbal interactions and reading with parents are more likely to develop reading problems when they enter school (Scarborough, 1998; Snow, Burns, and Griffin, 1998).

## **Need for the Survey**

The survey was conducted in January 2007 in Mysore City, to evaluate the emergent literacy experiences of Kannada speaking children studying in preschools with English as their medium of instruction. A series of three surveys were conducted as part of doctoral research, which aimed to study the “Development of Emergent Literacy in Kannada Speaking English Language Learners”. This research required information on the emergent literacy experiences of preschool children at home and in school, and the quality of books available to them. This report is based on the findings of one of the surveys, which assessed the emergent literacy experiences of preschool children in the home environment.

Literacy development is a complex process, which is dependent on the environment and the literacy experiences of children.

## **Literacy Experience at Home**

In order to study the development of emergent literacy, it is essential to study the literacy experiences of preschool children. Literacy experiences at home facilitate skills like oral language, print awareness and phonological awareness, which in turn facilitate the development of word recognition and reading comprehension. Research shows that children who come from literacy rich environments develop better reading skills and children who are successful readers perform well in school.

## **Paucity of Such Studies in India**

Most of the research in the field of emergent literacy has been done in the West on monolingual English speakers. The results of these studies may not be applicable to children from other language backgrounds. To the best of the knowledge of the investigators, there is no documented report on emergent literacy experiences of preschoolers in the Indian literature. Therefore, the present survey evaluates the emergent literacy experiences of Kannada speaking children studying in preschools with English as the medium of instruction in Mysore City, Karnataka.

## **Objectives of the survey**

The objective of this survey was to study the emergent literacy experiences of Kannada speaking children studying in preschools of Mysore City with English as the medium of instruction.

## **Method**

A questionnaire was developed for parents to study the emergent literacy experiences of their preschool children at home. The Questionnaire was designed in simple English with examples, wherever necessary. Majority of questions were framed to elicit a ‘Yes/No’ response, such as “Do you read storybooks to your child?”

Some questions required a response in terms of approximate percentages, for example, “Specify the approximate percentage of time you use English/Kannada (native language) with your child” (Refer to appendix for more details).

Three speech language pathologists, four special educators and three preschool teachers rated the questionnaire on content, comprehensibility and format. The suggestions received stated that the questionnaire should include details like pre-writing endeavours of children and the use of simple informal language, which is easily understood by the parents.

The questionnaire was revised based on the comments and suggestions made by the speech language pathologists, special educators and preschool teachers. The revised questionnaire consisted of questions on demographic data such as name of the child, age, sex, mother tongue, medium of instruction, educational qualification of parents, occupation of parents and number of hours spent with the child. Besides the demographic data the questionnaire comprised of 28 questions grouped under seven categories (4 questions in each):

- 1) Books available (BA) - includes questions on whether the children are exposed to storybooks, books on rhymes, alphabet, numbers, drawing and coloring books.
- 2) Storybook Reading (SR) - includes questions regarding whether the parents read to their child, teach him/her to hold the book, point to words while reading and interact by encouraging the child to ask questions.
- 3) Storytelling (ST) - includes questions like whether parents prefer storytelling to storybook reading, modify their voice or facial expressions while telling a story, ask the child to retell the story and what he/she learnt from it.
- 4) Print Awareness (PA) - includes questions like whether children see parents read books, newspapers or magazines, see parents make shopping lists, identify familiar logos and company names like Colgate, Maggi, etc., and identify signs on doors like EXIT, TOILET etc.
- 5) Letter Knowledge (LK) - includes questions on whether parents encourage children to identify letter names and sounds, scribble or write letters and match spoken word to the written word.
- 6) Oral Language (OL) - includes questions on whether parents teach the child new words, encourage them to use complete sentences, have detailed conversations and encourage them to talk about their experiences.
- 7) Language Use (LU) - includes questions about the approximate percentage of time parents use English or Kannada (native language) with their child for daily conversation, storytelling, reading storybooks, and other reading/writing activities.

The present survey is a part of ongoing doctoral thesis research titled “Development of Emergent Literacy Skills in Kannada Speaking English Language Learners”.

## **Procedure**

The questionnaires were distributed to a total of 140 parents of preschool children from 10 preschools (with English as the medium of instruction) in Mysore City. In this survey, the schools which cater to three grades of children: Pre-Kindergarten (Pre-KG), Lower Kindergarten (LKG) and Upper Kindergarten (UKG) were considered as preschools. Since the questionnaire was in English, the teachers were instructed to send the questionnaires to only those parents who could read and write English. The questionnaires were distributed and collected personally by the investigator. Out of 140 parents, 115 (82.14%) parents responded and 25 (17.86%) parents did not respond to the questionnaire.

## **Scoring**

Parents' responses on the questionnaires were scored. Scoring key was developed depending on the nature of questions. The responses were scored '1' or '0' based on the nature of response. For example, for the question, "Do you read storybooks to your child?", if the response was 'Yes' the question received 'one' point and if the response was 'No' the question received 'zero'. The questionnaire consisted of 28 questions, which were divided into seven categories with four questions in each category. Each question received a score of '1' or '0'. The responses of all four questions in a category were added to give a total score for that category.

The last category in the questionnaire probes the parent's use of English and Kannada language with their child. It states "Specify the approximate percentage of time you use English/Kannada (native language) with your child?" Since the present survey aimed at studying the emergent literacy development of English Language Learners, a response received a score of '1' if parents used English 50% of the time (or more) with their children. Whereas a response scored '0' if the parents used English less than 50% of the time. The maximum score a parent could receive on the questionnaire was 28.

## **Results and Discussion**

### ***Section I: Demographic Factors***

Analysis of the sample collected during the survey was done using the SPSS version 14.0 software. The data was analyzed on several aspects such as the preschoolers' Native Language, Parental Education and Time spent with the child.

#### **a) Native Language**

Data on preschoolers' native language revealed that 78.3% of preschoolers were native Kannada speakers and 21.7% of preschoolers were native speakers of other languages like Hindi, Tamil, Malayalam, Telugu, Konkani and Coorgi. This indicates that most of the subjects in the sample were exposed to Kannada at home. This result is similar to the

finding by Shanbal and Prema (2007) who found that 67.9% of children studying in schools with English as the medium of instruction in Mysore city were native speakers of Kannada followed by children who were native speakers of Tamil, Hindi, Malayalam and Telugu.

b) Parental Education

Information on educational qualification of parents revealed that 18.3% of mothers had a Masters degree, 53% of mothers had a bachelor's degree and 28.7% of mothers were not graduates. The information on father's education revealed a similar pattern where 21.1% of fathers had a Master's degree, 55.3% of fathers had a bachelor's degree and 23.6% of fathers were not graduates (Table 1). This indicates that 71.3% of mothers and 74.3% of fathers had a Bachelor's degree or above. Hence it is evident that the subjects in the sample had parents with good educational background. Results of the emergent literacy experiences of preschoolers at home (Table 3) indicate that preschoolers in the sample were exposed to literacy rich environments. Hence it is evident that children of parents with good educational background are likely to be exposed to rich emergent literacy experiences.

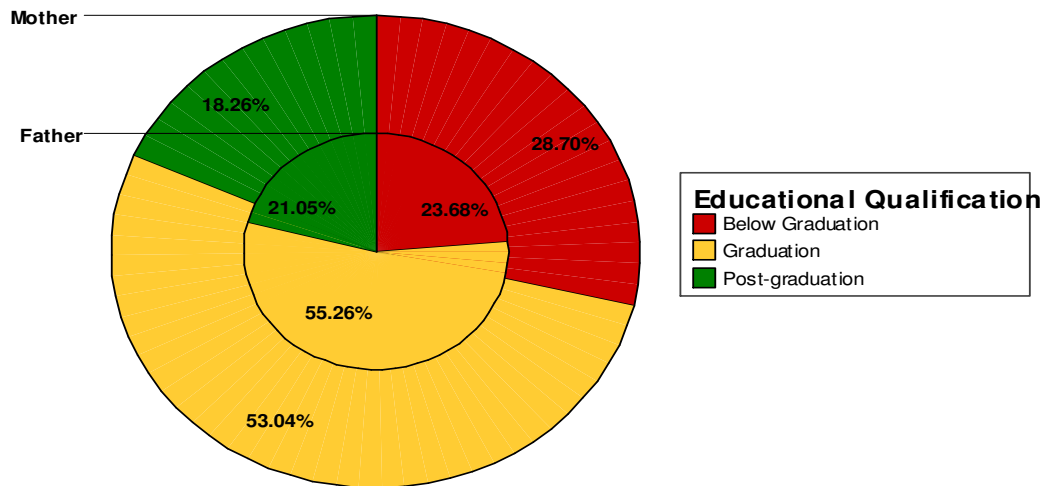


Figure 1: Parental Education

Table 1: Parental Education

Educational Qualification	Number of Mothers	Percentage of Mothers	Number of Fathers	Percentage of Fathers
Below Graduation	33	28.7%	27	23.7%
Bachelor's Degree	61	53%	64	55.3%
Master's Degree	21	18.3%	24	21%

Total	115	100%	115	100%
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c) Time spent with the child

Data on time spent with the child revealed that 41.73% of mothers spent around 7-12 hours in a day with the child and 53.5% of fathers spent 0-6 hours with their child (Table 2). Hence it is evident that mothers spent more time with their children when compared to fathers. The finding that 60% of mothers in the sample were housewives and 40% of mothers were working also supports this.

Information on other adults at home was not available in 73.04% of the subjects.

From the information available, 14.03% of subjects had other adults at home (such as grandparents) who spent 7-12 hours with the child, which is almost equivalent to that of time spent by mothers.

Hence it is evident that the parents/other adults of preschoolers in the sample spent considerable amount of time with their children. Therefore it is important to encourage parents to provide literacy rich environments, which facilitate emergent literacy in children.

Table 2: Time spent with the child

Number of hours	Mothers		Fathers		Other adults at home	
	Number of Mothers	Percentage of Mothers	Number of Fathers	Percentage of Fathers	Other Adults at home	Percentage of other adults at home
Information not available	4	3.48%	15	13.91%	84	73.04%
0-6 hours	27	23.48%	61	53.04%	6	5.22%
7-12 hours	48	41.74%	31	26.96%	16	13.91%
13-18 hours	19	16.52%	7	6.09%	4	3.48%
19-24 hours	17	14.78%	0	0	5	4.35%
Total	115	100%	115	100%	115	100%



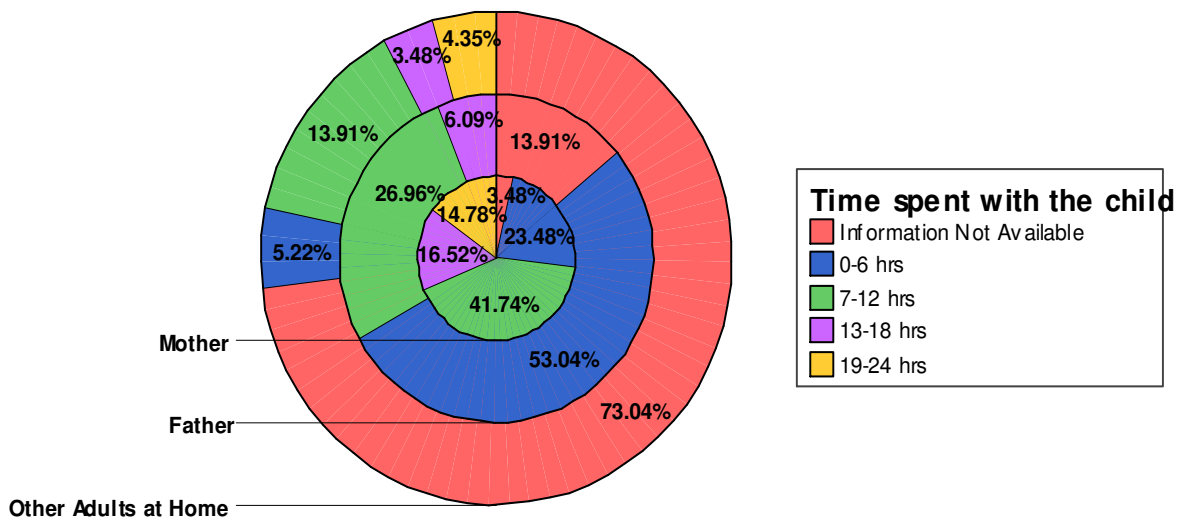


Figure 2: Time spent with the child

### ***Section II: Emergent Literacy related factors***

Besides the demographic data, the questionnaire consisted of 28 questions which elicited responses regarding the quality of the literacy environment at home.

Out of a total of 140 parents, 115 (82.14%) parents responded while 25 (17.86%) parents did not respond to the questionnaire. In order to analyze the sample, total score (maximum score = 28) received by parents was grouped into four levels: 0-6 (0-24%), 7-13 (25-49%), 14-20 (50-74%), 21-28 (75-100%).

Responses of 115 parents showed that 69.6% of parents received a score from 21-28 thus reaching the 75-100% mark, 27.8% of parents scored from 14-20, which is at the 50-74% mark, 2.6% of parents scored from 7-13 and reached the 25-49% mark while none of the parents scored below 25% (Table 3).

Considering scores above the 75% mark as good scores, it is evident that 69.6% of parents in the sample received good scores. This indicates that most of the children in the sample were exposed to rich emergent literacy experiences such as books available at home, storybook reading, story telling, print awareness, letter knowledge and oral language skills (Figure 4).

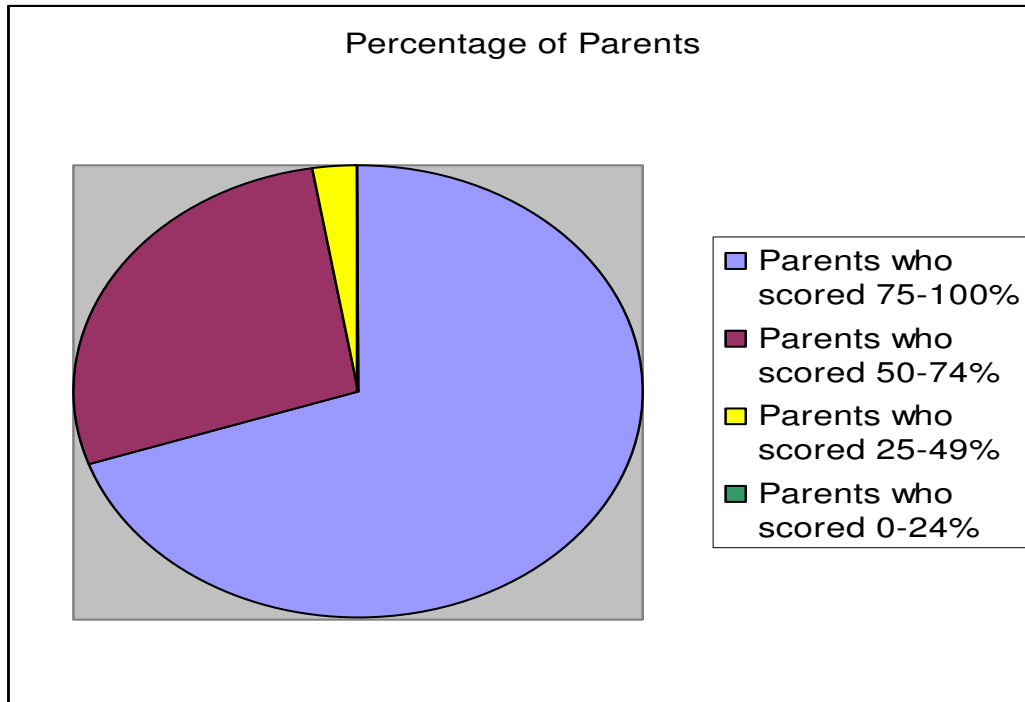


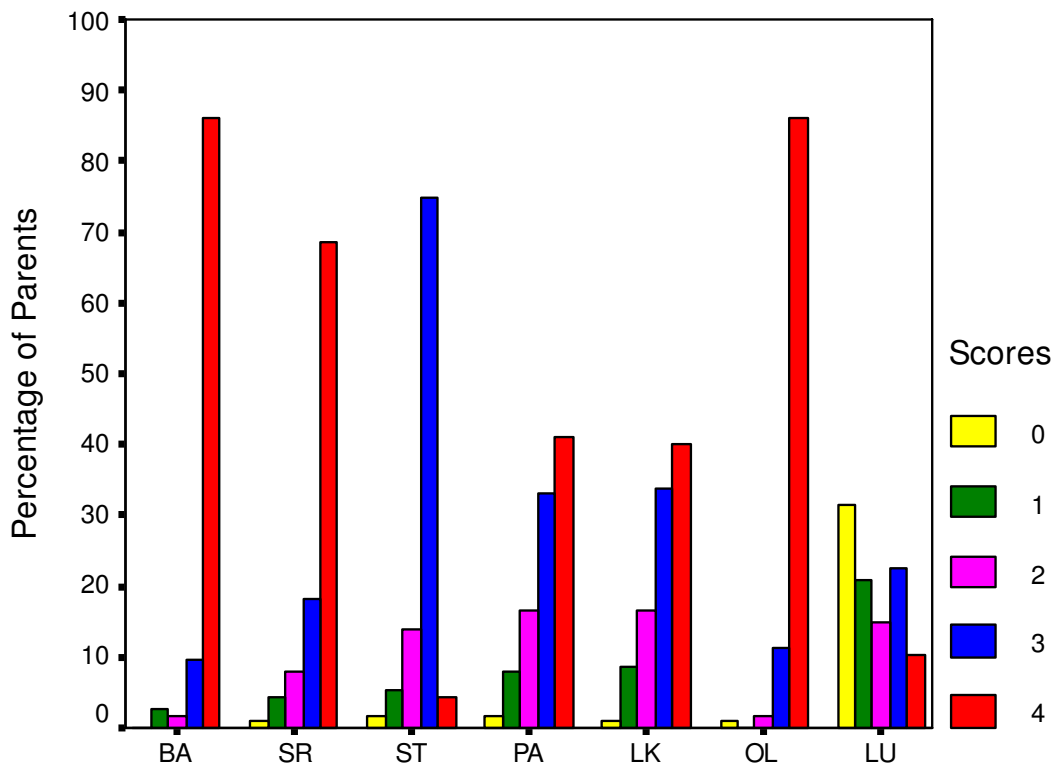
Figure 3: Emergent literacy experiences at home

Since none of the parents scored below 25%, figure 3 does not show the percentage of parents who scored from 0-24%.

Table 3: Emergent literacy experiences at home

Percentage of Parents	Number of Parents	Percentage of Parents
Parents who scored 75-100%	80	69.6%
Parents who scored 50-74%	32	27.8%
Parents who scored 25-49%	3	2.6%
Parents who scored 0-24%	0	0%
Total	115	100%

The questions in the Parent's Questionnaire were grouped under seven categories. Each category had 4 questions and each question scored '0' or '1' based on the responses. Thus, each category received a score from 0 to 4. Figure 4 illustrates parents' scores from 0 to 4 (X-axis) on each of the 7 categories of emergent literacy experiences at home. Y-axis shows the percentage of parents who scored from 0 to 4 on each category.



Emergent Literacy Experiences at Home

Figure 4: Parents' Scores on Emergent Literacy Experiences at home

Abbreviations: BA- Books Available; SR- Storybook Reading; ST- Storytelling; PA- Print Awareness; LK- Letter Knowledge; OL- Oral Language; LU- Language Use

Table 4: Parents scores on emergent literacy experiences at home

Score	Number and Percentages of Parents						
	Books Available at home	Story Book Reading	Story Telling	Print Awareness	Letter Knowledge	Oral Language	Language Use
0 (0%)	0 (0%)	1 (0.9%)	2 (1.7%)	2 (1.7%)	1 (0.9%)	1 (0.9%)	36 (31.3%)
1 (25%)	3 (2.6%)	5 (4.3%)	6 (5.2%)	9 (7.8%)	10 (8.7%)	0 (0%)	24 (20.9%)
2 (50%)	2 (1.7%)	9 (7.8%)	16 (13.9%)	19 (16.5%)	19 (16.5%)	2 (1.7%)	17 (14.8%)
3 (75%)	11 (9.6%)	21 (18.3%)	86 (74.8%)	38 (33.1%)	39 (33.9%)	13 (11.3%)	26 (22.6%)

4 (100%)	99 (86.1%)	79 (68.7%)	5 (4.4%)	47 (40.9%)	46 (40%)	99 (86.1%)	12 (10.4%)
Total	115 (100%)	115 (100%)	115 (100%)	115 (100%)	115 (100%)	115 (100%)	115 (100%)

### ***Emergent Literacy Experiences at home***

#### a) Books Available (BA)

Results show that 99 parents (86.1%) received a maximum score of '4' and 11 parents (9.6%) received a score of '3' indicating that 95.1% parents scored 75% and above (Table 4). Only 4.3% of parents scored less than 75% in this section. This indicates that most parents in the sample provided their children with storybooks, books on rhymes, alphabet, numbers, drawing and coloring.

#### b) Storybook Reading (SR)

Results show that 79 parents (68.7%) received a maximum score of '4' and 21 parents (18.3%) received a score of '3' indicating that 87% of parents scored 75% and above (Table 4). This indicates that most parents in the sample read to their children, taught them book handling skills, pointed to words while reading and encouraged them to ask questions.

#### c) Storytelling (ST)

Results show that 5 parents (4.4%) received a maximum score of '4' and 86 parents (74.8%) received a score of '3' (Table 4) which shows that 79.2% of parents in the sample received a score of 75% and above. This indicates that most parents change their voice or facial expressions while telling a story, ask the child to retell the story and say what he/she learnt from it. It is noteworthy that only 4.4% of parents received a maximum score of '4'. This is due to the fact that the first question in this section was, "Do you prefer storytelling to storybook reading?"

Review of literature indicates that storybook reading facilitates the development of print awareness skills (Whitehurst et al., 1988) hence parents who said 'No' were scored 'one'. Analysis of this question revealed that 91.3% of parents prefer storytelling to storybook reading, which indicates that the literacy experiences of children depend upon the cultural practices and values of the parents and society.

It is important to note that the parents in the present sample prefer storytelling over storybook reading irrespective of their educational background, which indicates that storytelling is an inherent part of the Indian culture. Results on storybook reading have shown that besides storytelling, the preschoolers in the sample have been exposed to storybook reading activities, which provide the necessary scaffolding for acquisition of reading skills.

d) Print Awareness (PA)

Results show that 47 (40.9%) parents received a maximum score of '4' and 38 (33.1%) parents received a score of '3' that indicates that 74% of parents scored 75% and above (Table 4). This indicates that most of the children in the sample are exposed to environmental print in the form of newspapers, magazines, logos and company names on products used at home. Considering the good educational background of the parents in the sample it is expected that children would be exposed to literacy materials at home which would enhance print awareness skills.

e) Letter Knowledge

Results show that 46 parents (40%) received a maximum score of '4' and 39 parents (33.9%) received a score of '3', which indicates that 73.9% of parents scored 75% and above (Table 4). This shows that most parents in the sample encourage children to identify letter names/sounds, scribble or write letters and match spoken word to the written word.

f) Oral Language (OL)

Results show that 99 parents (86.1%) received a maximum score of '4' and 13 parents (11.3%) received a score of '3', which indicates that 97.4% of parents received a score of 75% and above (Table 4). This shows that almost all the parents teach their children new words, encourage them to use complete sentences, have detailed conversations and encourage them to talk about their experiences. This finding supports that parents in the sample prefer storytelling to storybook reading that further enhances oral language skills.

g) Language Use (LU)

Results show that 12 parents (10.4%) received a maximum score of '4' and 26 parents (22.6%) received a score of '3', which indicates that 33% of parents scored 75% and above, and 67% of parents scored below 75% (Table 4). Since the native language of most parents in the sample was Kannada it was expected that Kannada would be the preferred language.

A detailed analysis was done to find out what was the preferred language for oral activities like daily conversation and storytelling and literary activities like reading and writing. The results indicated that 54% of parents used Kannada for oral activities like daily conversation and storytelling while 46% parents used English. The results also indicated that 66% of parents used English for storybook reading and other reading and writing activities while 34% of parents used Kannada. Thus indicating that parents in the sample preferred Kannada for oral language activities but they used English for literacy related activities like reading and writing.

It is evident from the results that parents used Kannada more often than English for oral language activities like daily conversation and storytelling. Since preschoolers in the

sample were studying in schools with English as the medium of instruction, parents preferred to use English more often than Kannada for reading storybooks and other reading and writing activities thus preparing their children for formal literacy acquisition in the English language.

Therefore, the present survey indicates that preschool children in the sample are exposed to books on stories, rhymes, letters, numbers, coloring and drawing. Parents of the children in the sample provided adequate storybook reading and storytelling experiences, although they preferred storytelling to storybook reading.

Preschool children in the sample were also exposed to adequate letter knowledge, oral language skills and print exposure in the form of newspapers, magazines, company names on products and logos.

Since the review of literature (Badian, 1995; Ehri & Sweet, 1991; Scarborough, 1998; Snow, Burns, and Griffin, 1998; Teale & Sulzby, 1987; Zucker & Grant, 2007) indicates that preschool children who are exposed to rich emergent literacy experiences acquire adequate reading skills, it is expected that preschoolers in the sample will acquire good reading skills later in life.

This would be supported by further investigation that is being carried out as doctoral research which aims at evaluating the emergent literacy skills of preschool children in the Indian context. Since the sample group is self selected, by virtue of the fact that only parents from urban areas send their children to preschools, these results might not be applicable to children from sub-urban or rural areas.

## **Conclusion**

The aim of the survey was to study the emergent literacy environment of preschool children at home. The results of the survey showed that most of the parents (69.1%) provided adequate emergent literacy experiences to their children. Most parents provided different kinds of books to their children (95.7%), read storybooks (87%), engaged in storytelling (79.2%) and facilitated children's print awareness (74%), letter knowledge (73.9%), and oral language skills (97.4%).

Parents' use of English and Kannada language reveals that 46% parents used English for daily conversation and storytelling while 66% parents use English for storybook reading and other reading and writing activities. Therefore it is evident that emergent literacy experiences of Kannada speaking English Language Learners in the sample were satisfactory. Further follow-up of these children, which will be done as a part of the bigger study for doctoral thesis, will reflect on the need and importance of rich emergent literacy experiences for Kannada speaking English Language Learners in the Indian context.

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**Appendix**  
**Development of Emergent Literacy- Questionnaire for Parents**  
**Sarika Khurana & Prema K.S.**

Dear Parents, literacy development begins in the very early stages of childhood, before the onset of formal education. Even though the activities of young children may not seem related to reading and writing, early behaviors such as "reading" from pictures and "writing" with scribbles are examples of emergent literacy and are an important part of children's literacy development. The purpose of this questionnaire is to survey the Emergent Literacy Environment of children. This information will be used for research purposes. Strict confidentiality is assured.

Name of the Child..... Date.....  
 Age/sex.....  
 Mother tongue.....  
 Medium of Instruction.....  
 Name of the School.....  
 Class.....  
 Home Address:  
 .....  
 .....  
 .....  
 Phone.....  
 Email.....

Information	Mother	Father	Other adult at home
Name			
Age			
Educational Qualification			
Occupation			
Languages spoken at home			
Time spent with the child (hrs/day)			

**1. Do you have the following books at home:**

- a. Story books?  
 Yes  No
- b. Rhyme books?  
 Yes  No
- c. Alphabet and number books?



- Yes  No  
d. Drawing and coloring books?  
 Yes  No

**2. Do you:**

- a. Read story books to your child?  
 Yes  No  
b. Teach your child how to hold a book and turn pages to follow a story?  
 Yes  No  
c. Point to words while reading a story?  
 Yes  No  
d. Involve your child while reading stories, e.g. encourage him/her to ask questions or complete a sentence for you?  
 Yes  No

**3. Do you:**

- a. Prefer story telling to storybook reading? Specify the approximate percentage of time you devote to each. (Storytelling..... %, Storybook reading..... %)  
 Yes  No  
b. Change your voice and facial expressions while reading/telling stories?  
 Yes  No  
c. Ask your child what the story was about or what he/she learnt from it?  
 Yes  No  
d. Ask your child to retell the story in his/her own words?  
 Yes  No

**4. Does your child:**

- a. See you read newspapers, magazines or books?  
 Yes  No  
b. See you make shopping lists or write letters to family and friends?  
 Yes  No  
c. Identify familiar logos and company names, like Colgate, Maggi etc.  
 Yes  No  
d. Identify signs on doors, like TOILET, EXIT, PULL, etc.  
 Yes  No

**5. Do you encourage your child:**

- a. To learn names and sounds of letters of the alphabet, e.g. 'M' is called 'em' but it says the sound 'mmmm'?  
 Yes  No  
b. To make letter like forms (scribble)?  
 Yes  No  
c. To write letters of the alphabet?  
 Yes  No  
d. To match spoken word to the written word?

Yes  No

**6. Do you:**

- a. Teach your child new words?  
 Yes  No
- b. Encourage your child to use complete sentences while speaking?  
 Yes  No
- c. Have a detailed conversation with your child e.g. “Why do we brush our teeth”?  
 Yes  No
- d. Encourage your child to talk about his/her experiences, e.g. “How was school today”?  
 Yes  No

**7. Specify the approximate percentage of time you use English/Kannada (native language) with your child:**

- a. Daily conversation?  
English .....%                      Kannada ..... %
- b. Storytelling?  
English .....%                      Kannada ..... %
- c. Reading storybooks?  
English .....%                      Kannada ..... %
- d. Other reading and writing activities?  
English .....%                      Kannada ..... %

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**Scoring Key**

All questions receive a score of ‘1’ if the answer is ‘yes’ except question 3) a, which receives a score of ‘1’ if the answer is ‘no’. For all the questions in the seventh category, a response received a score of ‘1’ if parents use English 50% of the time (or more) with their children. Whereas a response received a score of ‘0’ if the parents use English less than 50% of the time. The total score is the sum of all questions that receive a score of ‘1’.

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