

THE ACQUISITION OF ARABIC LANGUAGE COMPREHENSION BY SAUDI CHILDREN

(VOLUME II)

ABDULRAHMAN I. AL-AKEEL

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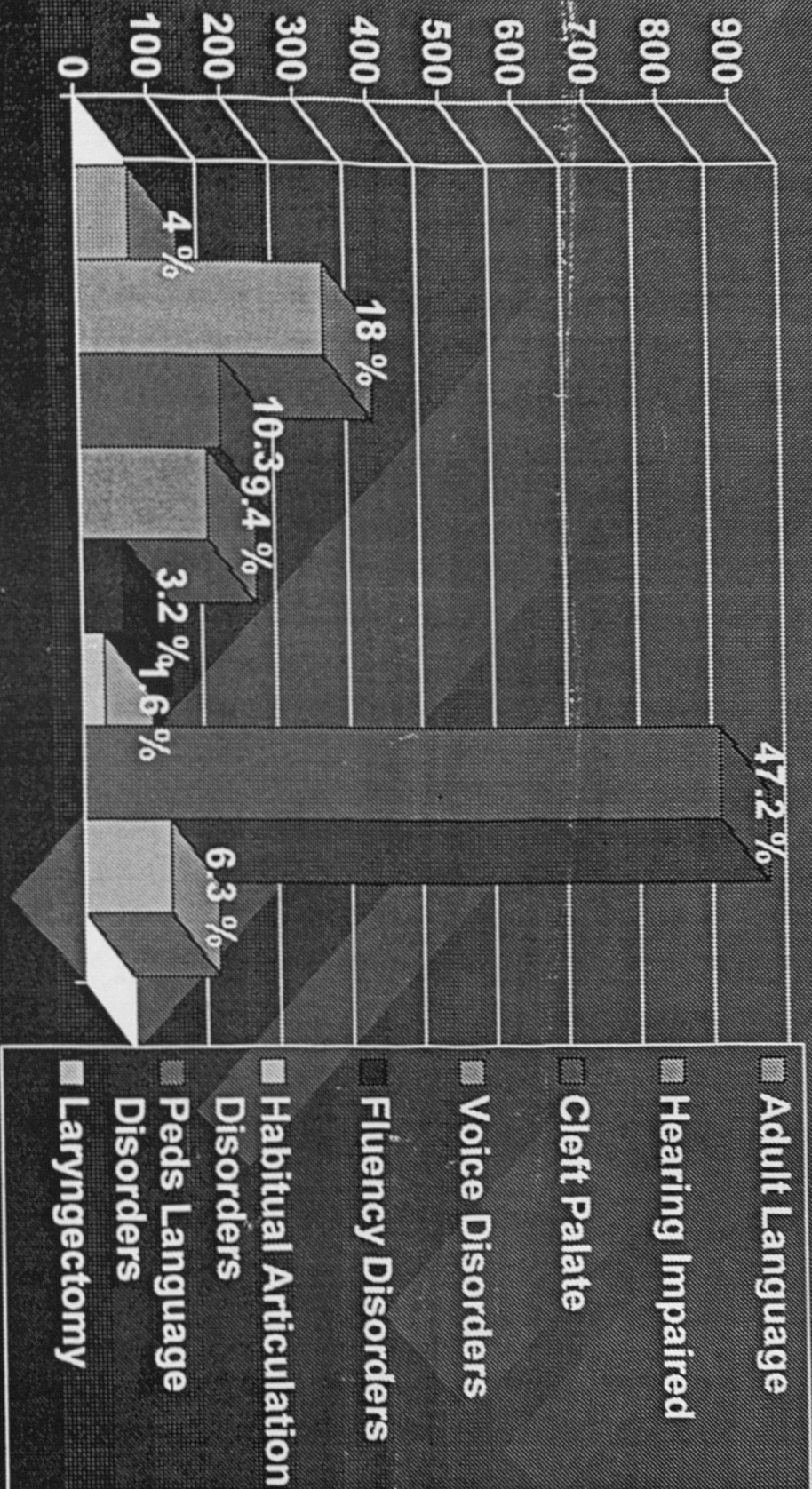
Thesis L6112

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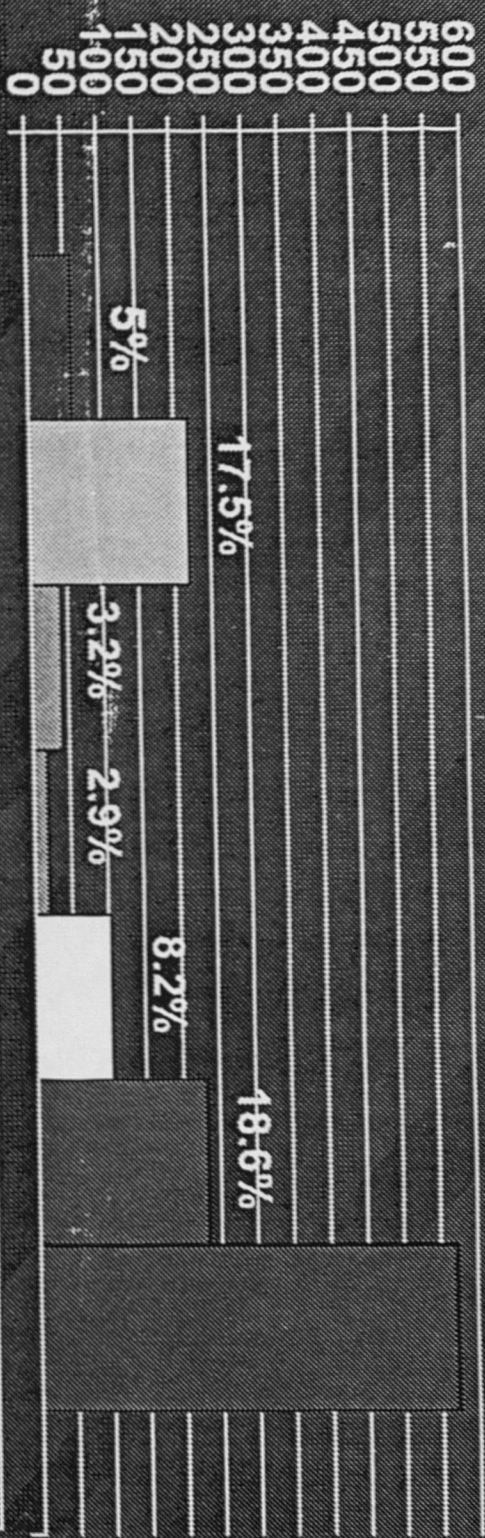
Appendix 1 Data from a speech-language therapy clinic in Saudi Arabia on the number and types of patients seen in the clinic during the period from 1983 to 1995 and from 1/1/1988 to 31/10/1992.

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PERCENTAGES OF COMMUNICATION DISORDERS AT (KFSH & RC) (1983-1995)



PATIENTS SEEN IN SPEECH PATHOLOGY CLINIC BETWEEN JANUARY 1, 1988 - OCTOBER 31, 1992



- Adult Language: Stroke(MVA)-40; Others-20: 60
- Voice Disorders: Psychogenic-7 Organic-45 Functional-79 Laryngectomy-89: 220
- Fluency Disorders: 40
- Habitual Articulation Disorders
- Cleft Palates: 103
- Hearing Impaired: 233
- Pediatric Language: 573

Appendix 2 The questionnaire completed by speech-language therapists working in Saudi Arabia.

Dear speech therapist

As a person working in the field of speech therapy in Saudi I have been faced with many difficulties with regard to the unavailability of testing procedures in Arabic for children's language. Due to this reason I have decided to work in establishing an Arabic receptive language test for children that includes some language components as part of my Ph.D. study. I would like to ask you to participate with me in answering the attached questionnaire and to add any comments or advice that you think might be helpful for me.

Thank you in advance for your help and co-operation

Yours sincerely:

Abdulrahmand Al-Akeel

Speech-language therapist (Security Forces Hospital)

My current address is
A. I. Al-Akeel
Department of Speech
University of Newcastle upon Tyne
NE1 7RU, England

Questionnaire

The goal of this questionnaire is to get Saudi speech therapists' opinions, comments, and advice about the current used language testing procedures for children and their expectations for the newly established procedures.

Personal information:

Name of the speech therapist:

Name of the Hospital/Centre:

Procedure: Check the appropriate box and supply a written answer if requested

1) Which of the following do you usually use to gather information about the child's expressive language at your clinic?

a) Direct observation (the clinician writes down his/her evaluation of the child's language based on his/her direct observation).

b) Language sampling (the clinician analyses the child's language based on a previous recording of the child's speech).

c) The use of a developmental expressive language scale.

Specify.....

d) Parent questionnaire.

e) A translated English test.

Specify.....

f) A standaradised Arabic test.

Specify.....

g) Other tests.

Specify.....

2- Which of the previously mentioned procedures you think is most effective?.....
.....

3- Which of the following do you usually use to gather information about the child's receptive language at your clinic?

- a) Direct observation (the clinician writes down his/her evaluation of the child's language based on his/her direct observation).
- b) Language sampling (the clinician analyses the child's language based on a previous recording of the child's speech).
- c) The use of a developmental receptive language scale.
Specify.....
- d) Parent questionnaire.
- e) A translated English test.
Specify.....
- f) A standardised Arabic test.
Specify.....
- g) Other tests.
Specify.....

4- Which of the previously mentioned procedures you think is most effective?.....
.....

5- Which would be most useful for you, a norm-referenced test (where test results gives you an equivalent language age) or a criterion-referenced test (where test results gives you an indication about the strengths and weaknesses of the patient's language development).
.....

6- Which of the following would be more practical to use (gives you the most reliable results)?

- a) A general language test covering several aspects of the child receptive and expressive language.
- b) A test of receptive language covering several components of language development (i.e. vocabulary, syntax, etc.).
- c) A test of expressive language covering several components of language development (i.e. vocabulary, syntax, etc.).
- d) A test that investigates a specific language component (i.e. receptive vocabulary or receptive syntax etc.).

7- What are- in you opinion- the cultural points that must be taken in account when designing an Arabic language test for children (you may answer by indicating points that make tests translated from other cultures inappropriate).....

.....

8- When would be the most useful age range for a test of receptive language for Arabic-speaking children?

- a) 18 months- 4 years.
- b) 2 years - 6 years.
- c) 4 years - 7 years.
- d) Other.

Specify.....

9- Which of the following do you think will be the most appropriate stimulus materials for testing the receptive language of Saudi children in the age range which you have indicated in the previous question.

- a) Small objects such as the objects used in the Sequenced Inventory of communicative development (SICD).
- b) Black & White drawings such as drawings used in the Peabody Picture Vocabulary Test (PPVT).
- c) Coloured drawings.
- d) Real photographed pictures.
- e) Oral commands.
- f) Other.

Specify.....

10- Are you willing to help with trying out an experimental version of the test at an advanced stages of the study.

Yes

No

Appendix 3 The questionnaire completed by fathers who participated in the CDS study (English translation).

Parent Questionnaire

Date:

Information about the child:

Gender:

Name:.....

Date of Birth:.....

Place of Birth:.....

Siblings:

Father's age:.....Education:.....

Mother's age:.....Education:.....

Child contact with the father: 5+hours a day 3-5 1-3 0-1

Child contact with the mother: 5+hours a day 3-5 1-3 0-1

Is a lady worker present at home: Yes No If yes for how long?.....

Language used with the worker: Arabic Broken Arabic Other

Language used by the worker: Arabic Broken Arabic Other

Worker's contact with the child: poor fair good excellent

Appendix 4 Examples demonstrating the way syntactic structures were coded.

Child's gender and age	Father's utterance number	Examples of the system used for coding the syntactic structures of fathers' speech*
B 2;4	48	/mætəbʏæ ?æl-ʃahj/ 17 1 29 You do not like (m.) the tea
G 3;8	56	ʔæib ?ih xələʃ hæʔelt-uh ʃind ʃənt-æt ʃəm/ 2 14 24 29 Okay you have put it (m.) beside your uncle's bag
G 3;8	78	/ʃɪft ?æ-ʃurəh hæðj ʃɪf ?æl-ʃjal ɡəfd-in/ 33 29 4 7 Did you see this picture of the boys sitting (pl. m.) together
B 4;3	27	ʔæib wæl-ʔæzræg weɪn n-hɪʔuh/ 18 6 2 Okay and the blue where shall we put (pl. m.) it
B 5;1	10	ʔəhsən ʃæləʃan ɪnhɪʔbeɪnɦum ?æl-kærəsi/ 6 4 13 28 This is better so that we put(pl.) the chairs between them
B 5;2	40	/bæs ?ækid tæʃɪfɦum/ 1 2 33 6 2 I am sure you know (m.) them or you forgot (pl.) them (m.)
B 5;6	158	/ʃɪndɪk ?əhmær kɪbɪʔ/ 19 Do you have a large big (one)

* Structures names that correspond to structures numbers are given in Table 4.4

Appendix 5 Examples demonstrating the way discourse functions were coded.

Child's gender and age	Father's utterance number	Father's utterance (IPA)	Father's utterance (the English translation)*	The discourse function
B 2;4	140	/hæðe wiʃu lunu/	What is the colour of this	Request for information
B 2;4	148	/ʃɪf/	Look!	Conversational device
B 2;10	71	/jællæh ʔæne wæhdæh/	All right it is my turn	Statement
B 2;10	147	Child's utterance: /hæg baba/ Father's utterance: /hæg baba/	For daddy	Referential repetition
G 3;1	67	The father and the child are talking to each other through a phone (a toy)		Performative
G 3;10	30	/læ hæði hæɡæt ʔæl-θanj ði ʔæl-muræbəʃ/	No this is for the other one, this is for the square's	Description
G 3;10	60	/jællæh ʔɪb ʔæl ʔeɪl ʔæθæn,j/	All right, bring the other horse	Request for action
B 5;1	96	/tæɪb nɪk ʔɪ-tæɪkɪbæh hæɡɪtɪk/	Okay shall we open your toy	Request for permission
B 5;2	58	Child's utterance: /samækæh/ Father's utterance: /samækæh tæɪlɪʃ mæɪ/	A fish A fish that throws water	Conversational recast
B 5;2	127	Child's utterance: /mæhɪnæ mʔælɡɪnæh sæh/ father's utterance: /mæhɪnæ mʔælɡɪnæh sæh/	We are not going to hang it, okay We are not going to hang it, okay	Expressive repetition

*These functions are explained in Table 3.4

Appendix 6 The questionnaire completed by parents of the children tested by the language comprehension test (English translation).

Parent Questionnaire

#No:

Date:

Age group:

Gender:

Name:.....Tel. No.:.....

Date of Birth:.....Place of Birth:.....

Nursery School:.....Address:.....

Family History:

Siblings:

Sibling's language development:

Any other relevant family history:.....

Child's relationship with other family members (grand parents - ankles - ants):

.....

Father's occupation: Government employee

Private sector employee

Private business

Other (specify).....

Father's education: Does not read and write

Reads and writes Elementary

Secondary High school

University Higher degree

Mother's occupation: Government employee

House wife Other (specify).....

Father's education: Does not read and write

Reads and writes Elementary

Secondary High school

University Higher degree

Contact with the mother: poor fair good excellent

.....

Contact with the father: poor fair good excellent

.....

Presence of a worker:

How long?

Language used with the worker: Arabic Broken Arabic Other.....

Language used by the worker: Arabic Broken Arabic Other.....

Worker's contact with the child: poor fair good excellent

.....

Has the family been outside the country for long periods?:

When?:

Where?:

How long?:

Developmental history:

Pregnancy:.....

Delivery:.....

Milestone Development:

When does the child first:

Sat: Crawled: Stood: Walked alone:

Comparison with siblings or peers:.....

Language development:

When does the child first:

Give examples please

Babble:

Say his/her first word :

Combine two words together:

Any feeling of a language problem:.....

Medical history:

Any illness (beyond cough and colds)? (e.g. brain injury, epilepsy.....

Ever in hospital: when? Why? How long?.....

Any problem with ears or hearing.....

Social history:

Does the child get angry easily?.....

Play with other children:.....

Does the child like to look through pictures or to colour them?

Appendix 7 The instructions given to the examiner on the administration procedures.

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Instructions given to the examiner
(A translation of the Arabic version):

The test is divided into four parts; the pre-testing procedures, the objects sub-test, the vocabulary pre-test and the pictures sub-test. You need to speak with a clear and slow voice to make sure that the child understands you.

1.Pre-testing procedures:

- a) **Play session:** You need to have a period of play prior to the test administration. The goal is to reduce any anxiety the child might feel about talking to a stranger. The period of play is between 3 and 5 minutes.
- b) **Dialect words checklist:** The goal is to make sure that the child is tested on the words he is using. This is a naming test by which you ask the child to name 4 nouns and 4 verbs using the eight plates provided. In the case of the nouns you show the picture to the child and say to him “what is this” while in the case of the verbs you present the picture to the child and say to him “what is doing”, for example, you show the child the picture of the man pushing the boy and say to him “what is the man doing”. You need to use the word provided by every child in the rest of the test when testing that particular child. If the child refuses to name the picture or provided a wrong name, you need to show him two pictures, the picture of that particular item in addition to another picture. After that you need to say the words representing the item one by one until you reach to a name that is understood by the child. Use the name accepted by the child with him in the rest of the test.
- c) **Hearing screening.** This is a quick test for hearing by which you need to put the six objects on the table. When putting the objects on the table (for this part and for the rest of the test) you need put them on a straight line with a distance of around 5cm. Between them. After that you cover your lips with a sheet of paper and ask the child to point to the objects one by one by saying “where is the ...” for example “where is the table”. You need not to look at the objects being tested. If the child points correctly to all six objects carry on testing him, however, if he fails any of the six objects, you need to exclude him and test another child.

2.Objects sub-test: In this sub-test you use the same objects used in the hearing screening by following the test form. You will need to observe the following points:

- a) Give the request clearly and slowly making sure that the child's full attention is held. If the response is wrong or partial, the request is not repeated, and a failure is scored. However, if the child did not respond or asked you to repeat the question, you may repeat it. If the child still does not respond, a failure is scored.
- b) If the child makes a wrong response but corrects himself, that is acceptable.
- c) Again, you must not look at the objects you are asking about.
- d) There should be no pause in the middle, for example put the spoon (pause).... in the cup.
- e) Objects should be laid out so that none of the pairs to be related are adjacent. for example the cup should not be adjacent to the spoon if the request is put the spoon in the cup.
- f) Objects do not need to be put back in a line before every request.
- g) When scoring the child, make sure that he does not notice when scored pass or fail.

3.Vocabulary pre-test:

- a) You start with practice item 1 and then practice item 2 in order to make sure that the child understands how to answer properly.
- b) While performing the practice items you may correct the child and indicate his mistakes, however when doing test itself, correcting or modifying the child's responses is not allowed.
- c) In this pre-test, you show the plate that has four pictures to the child and ask him to point to an item as indicated in the test form.
- d) With regard to the scoring method, it is the same for the vocabulary pre-test and the pictures sub-test. You will find a box with four sections beside every item in the form with the correct answer crossed with a black pen. Your job is to cross the child's response (whether correct or not) with a red pen. All items need to be tested.

4.Pictures sub-test:

- a) You need to do the three practice items first
- b) Perform the examination in a second session if the child's attention faded during the first session.
- c) Show the picture to the child first and wait for a few seconds before presenting the sentence to the child to allow him to scan and comprehend the pictures
- d) Present sentences with a clear voice, a slow to normal speed, natural intonation and stress and with a slightly louder voice.
- e) Avoid stressing words within sentences particularly those critical to the structure tested as this will direct the child's attention toward that word.
- f) Make sure that the child does not point to the picture until you say the whole sentence. If the child responded prematurely, ask him to listen, and repeat the sentence again.
- g) Ask the child to chose only one picture; if he points to two pictures or says this picture and this picture. In this case, repeat the sentence again and score the child's response to the second presentation.
- h) If the child's attention has been distracted during the delivery of the sentence or if he appeared not to listen carefully to the sentence, repeat the sentence once after directing him to listen carefully
- i) Repeat the instructions again if the child seems to have forget instructions or requests a repetition.
- j) Present pictures in a way that they are visibly close enough for the child to identify them.
- k) Repeat instructions if you observe that the child was persistently pointing to a certain position in a row of pictures.
- l) Not to show the child any form of feedback in response to the child's answers, throughout the study.
- m) If the child failed three consecutive structures, you need only to test the first item from the following structures. If the child answered any of these screening items correctly (the first item from every structure), the other two items in that structure need to be tested as well. If he failed this item too, the first items of the next structure need to be attempted until the end of the test is reached.

Appendix 8 Cover page of the test form and the items used in the dialect checklist with a sample of the plates used in the dialect checklist.

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TEST FORM

English translation

Subject No:

Child's name:

Age: Y. M.

Name of the kindergarten school:

Criteria checklist: (to be filled after reviewing the school's records).

No.	Criteria	Yes	No
1	Is the child Saudi national		
2	Is he aged between 3;0 and 6;0 years of age		
3	Does he suffer from any hearing or vision problems		
4	Does he suffer from speech or language problems		

Vocabulary items which vary according to children's dialect:

Vocabulary items	Choice I*	Choice II*	The name given by the child	The name accepted by the child **
Cup				
Cat				
Table				
Baby				
Brush				
Climb				
Chase				
Push				

* In the Arabic version of the form these two columns include the other names of the vocabulary item which may vary according to children's dialect.

** If the child did not name the item, two pictures were presented before the child, the picture representing the item in addition to another picture serving as a distracter. After that the examiner mentioned the words representing the item one by one until the name that was understood by the child was reached. The name accepted by the child was then used with that particular child during the whole test.

A sample of the eight plates used in the dialect checklist

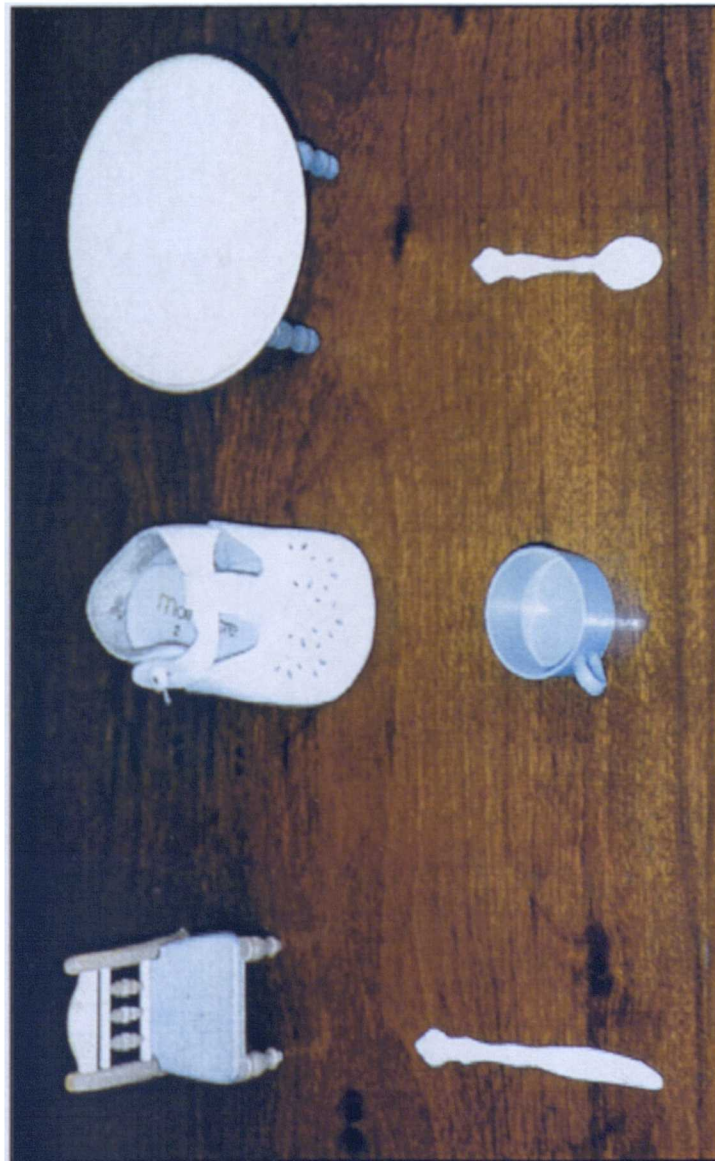


Naming 2

A photograph of the six toys used in the hearing screening and the objects sub-test.

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A photograph of the six toys used in the hearing screening and the objects sub-test



OBJECTS SUB-TEST:

Hearing screening:

Item	Response*	
A cup	P	F
A table	P	F
A chair	P	F
A spoon	P	F
A shoe	P	F
A knife	P	F

* A child was excluded if he failed any of these six items.

Prepositions (I):

Preposition	Command (Put the)	Objects presented before the child	Response	
In	Spoon in the cup	spoon - cup - table - shoe- knife - chair	P	F
In	Knife in the shoe	spoon - cup - table - shoe- knife - chair	P	F
On	Knife on the table	spoon - cup - table - shoe- knife - chair	P	F
On	Spoon on the chair	spoon - cup - table - shoe- knife - chair	P	F
Under	Knife under the chair	spoon - cup - table - shoe- knife - chair	P	F
Under	Spoon under the table	spoon - cup - table - shoe- knife - chair	P	F

Possessives:

Command	Child's response	
Where is your head	P	F
Where are your shoes	P	F
Where is my hair	P	F
Where is my hand	P	F
Where is your nose	P	F

Prepositions (II):

Preposition	Command (Put the)	Objects presented before the child	Response	
In front of	The shoe is in front of the table	spoon - cup - table - shoe - knife - chair	P	F
In front of	Cup in front of the chair	spoon - cup - table - shoe - knife - chair	P	F
Behind	The knife behind the shoe	spoon - cup - table - shoe - knife - chair	P	F
Behind	The spoon behind the cup	spoon - cup - table - shoe - knife - chair	P	F
Beside	The knife beside the spoon	spoon - cup - table - shoe - knife - chair	P	F
Beside	The shoe beside the table	spoon - cup - table - shoe - knife - chair	P	F
Between	The knife between the cup and the table	spoon - cup - table - shoe - knife - chair	P	F
Between	The spoon between the table and the chair	spoon - cup - table - shoe - knife - chair	P	F

Complex commands:

Commands	Objects presented before the child	Response	
Put the spoon behind the shoe and the knife in the cup	spoon - cup - table - shoe - knife - chair	P	F
Give me the spoon and put the cup on the chair	spoon - cup - table - shoe - knife - chair	P	F
Put the cup on the table and the knife under the chair	spoon - cup - table - shoe - knife - chair	P	F
Put the spoon between the cup and the shoe and give me the knife	spoon - cup - table - shoe - knife - chair	P	F

Appendix 10 Vocabulary pre-test form with pictures used in this pre-test.

It is worth mentioning here that all the drawings used in this study are coloured, although their photocopies in this appendices appear in black and white.

Vocabulary Pretest

Practice 1. A girl

Practice 2. Play

V-1-a- A car



V-2-a- A lady



V-3-a- A clothing



V-4-a- An apple



V-5-a- A baby



V-6-a- A cat



V-7-a- Feed



V-8-a- Read



V.9.a Play



V.10.a. Climb



V.11.a. TV



V.12.a. Long



V.13.a. Fat



V-1-b- A table



V-2-b- A horse



V-3-b- A pen



V-4-b- A knife



V-5-b- A book



V-6-b- A ladder



V-7-b- Chase



V-8-b- Tear



V-9-b- Sit



V-10-b- Write



V-11-b- Big



V-12-b- Short



V-13-b- Thin



V-1-c- A man



V-2-c- A cow



V-3-c- A plate



V-4-c- A cup



V-5-c- A bag



V-6-c- A beard



V-7-c- Cut



V-8-c- Push



V-9-c- Carry



V-10-c- Walk



V-11-c- Small



V-12-c- Black



V-13-c- Red



V-1-d- A boy



V-2-d- A girl



V-3-d- A paper



V-4-d- A cake



V-5-d- A ball



V-6-d- A box



V-7-d- Brush



V-8-d- Run



V-9-d- Drink



V-10-d- Eat



V-11-d- Broken



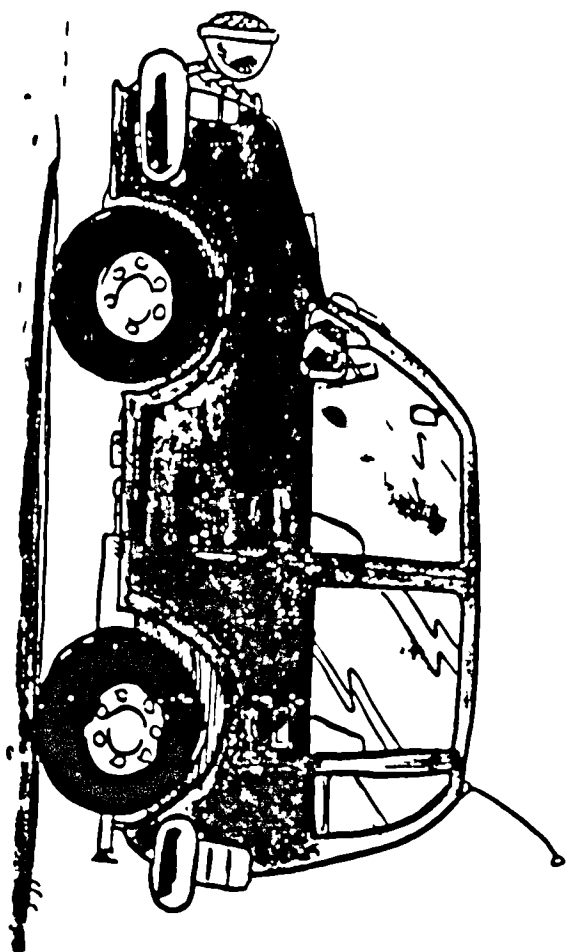
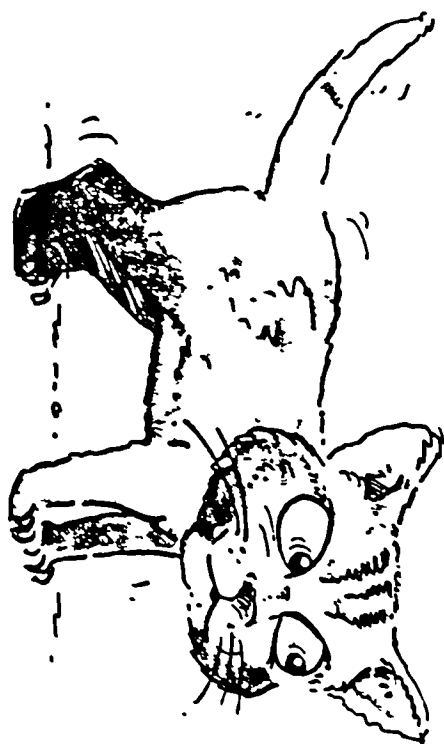
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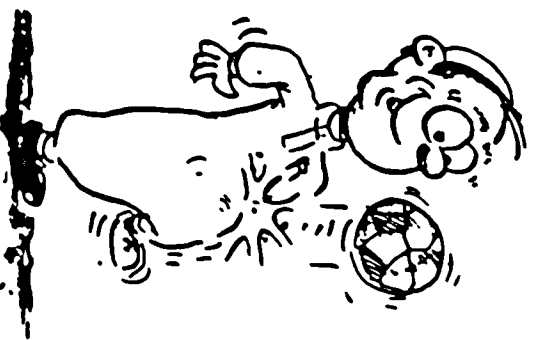
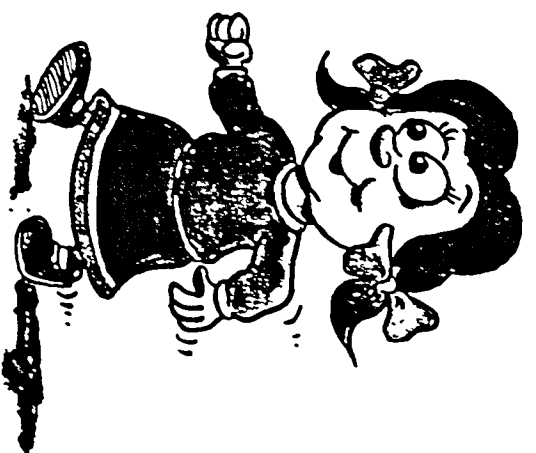
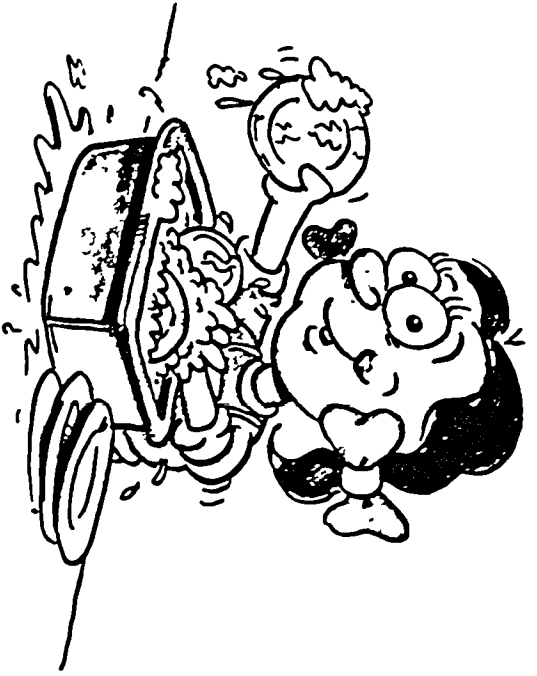


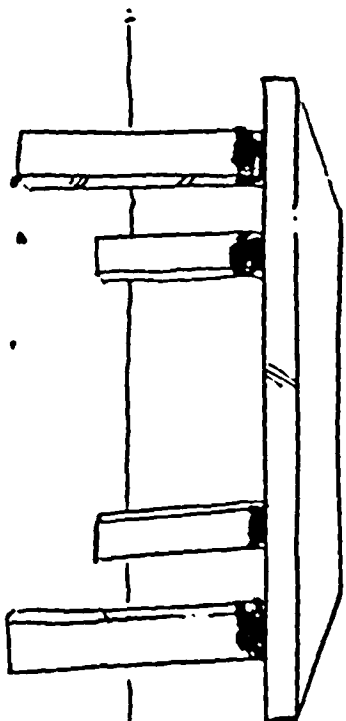
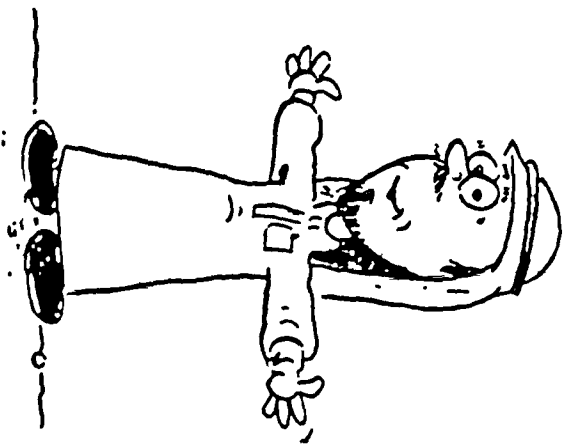
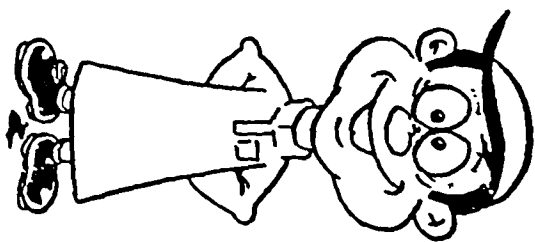
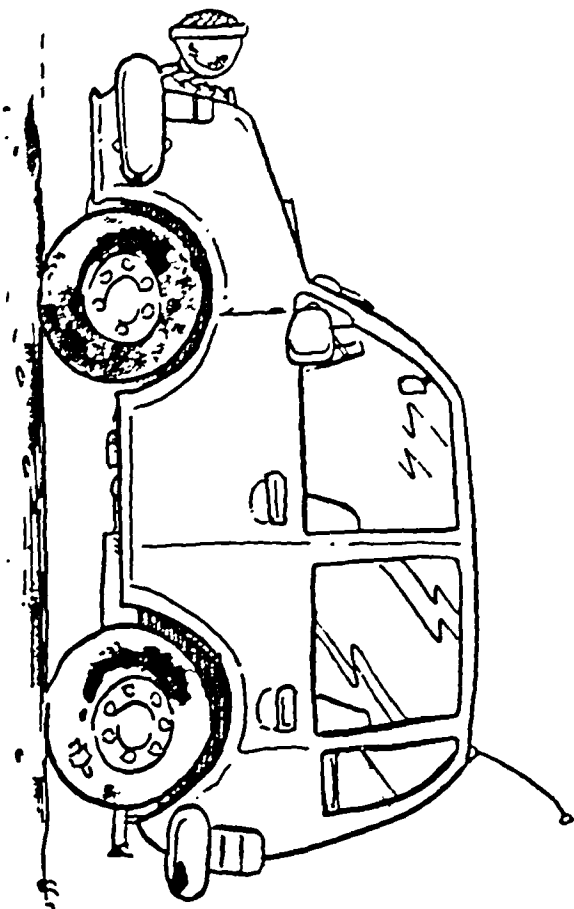
V-13-d- Brown

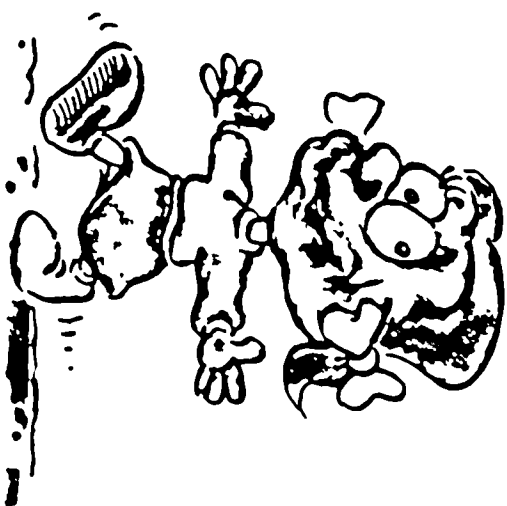
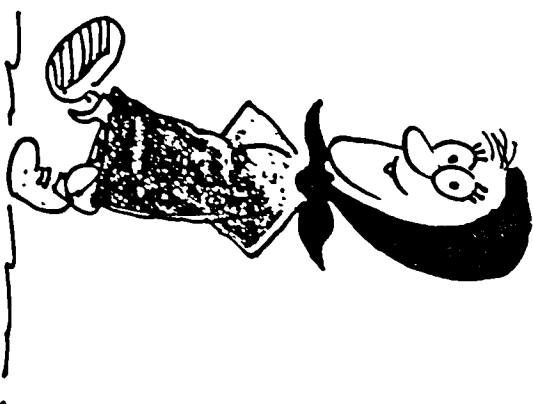
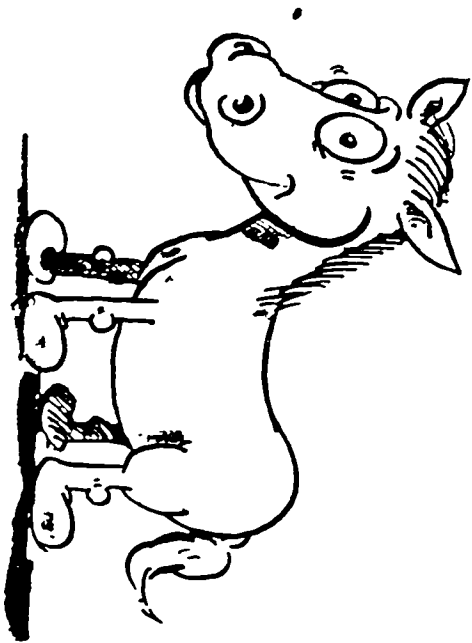


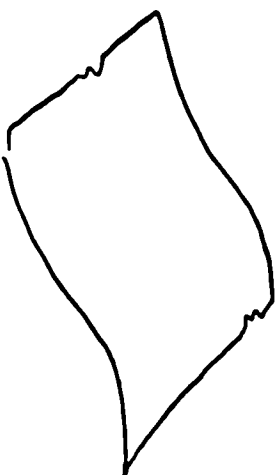
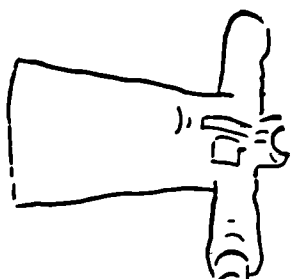
Practice 1

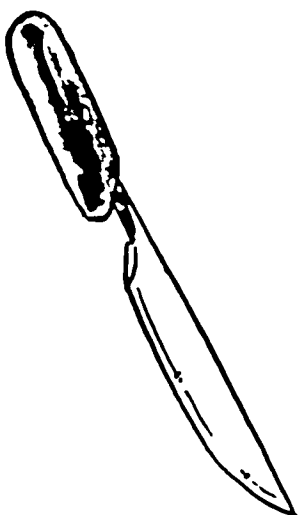
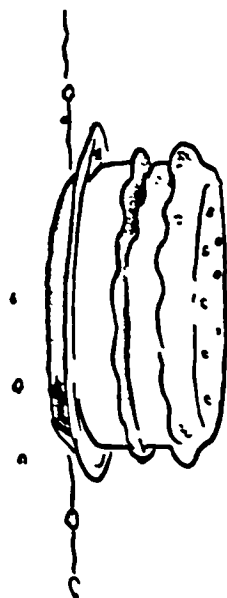
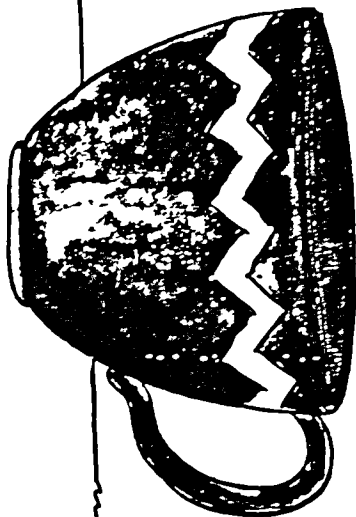


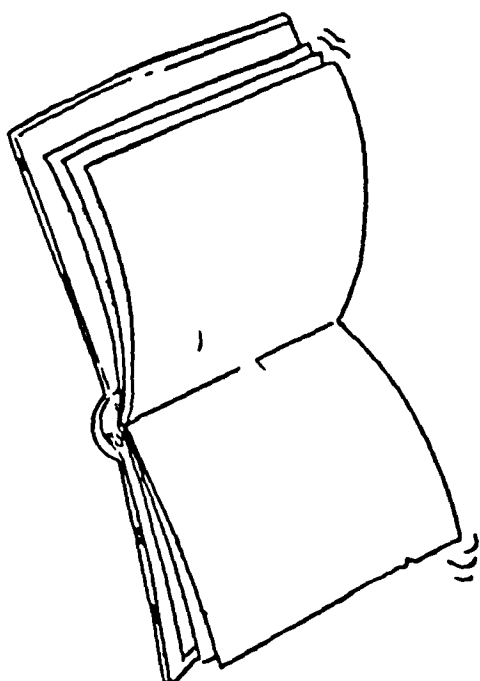
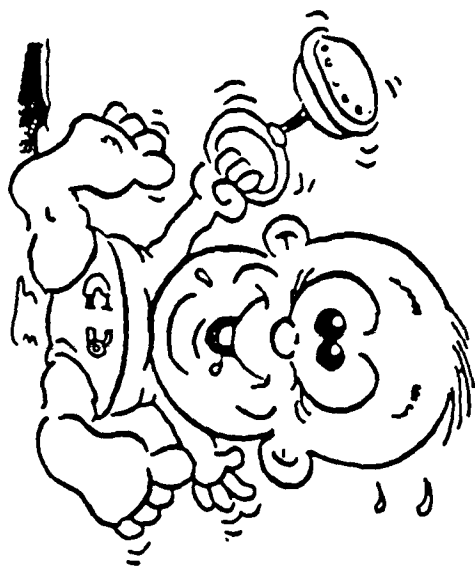
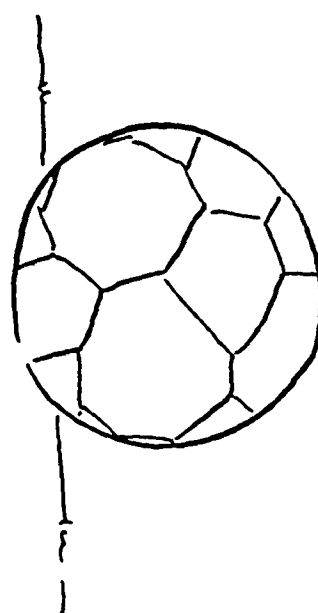
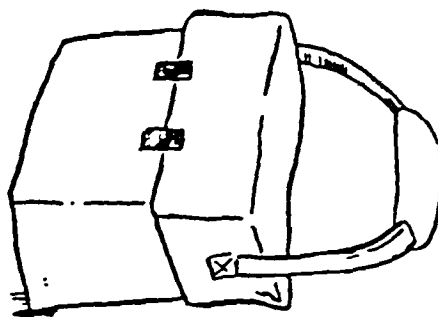


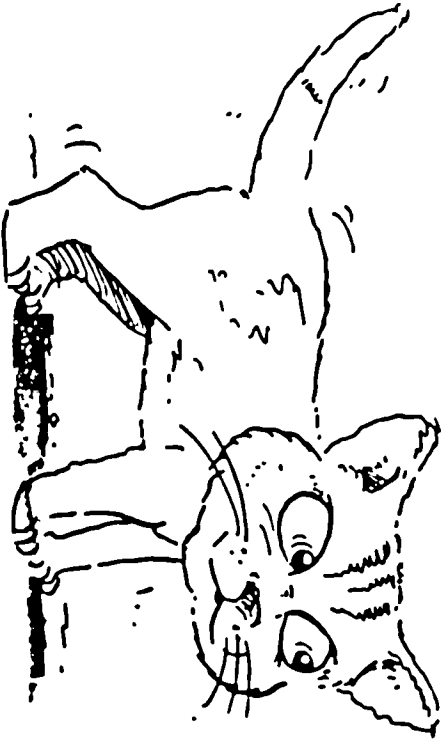
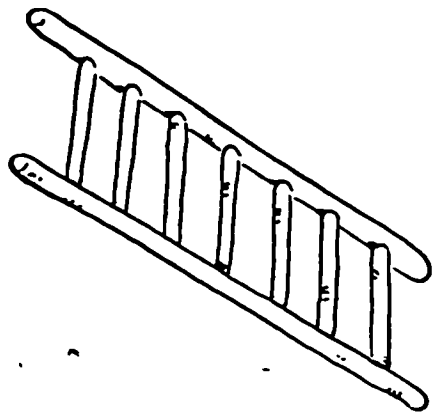
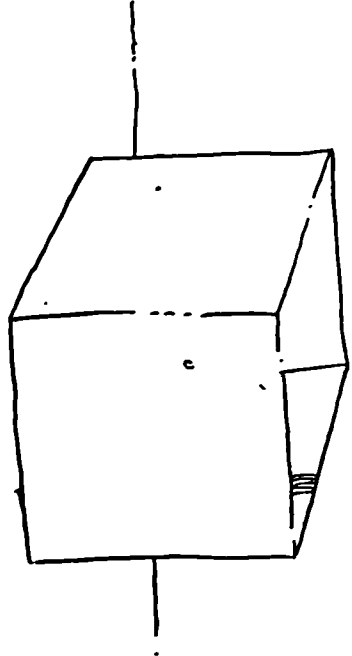


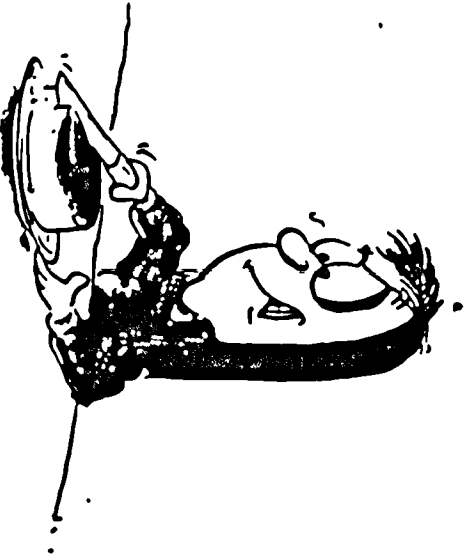
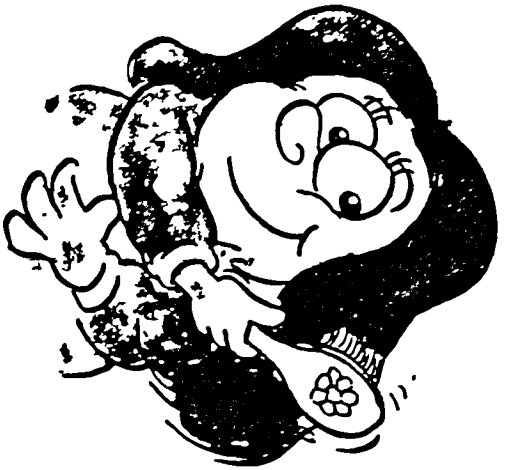


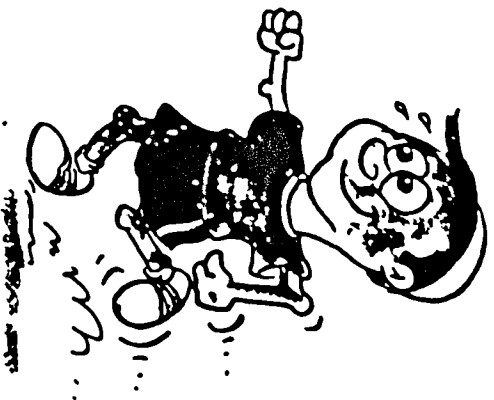
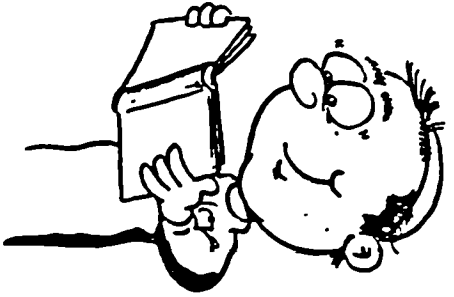


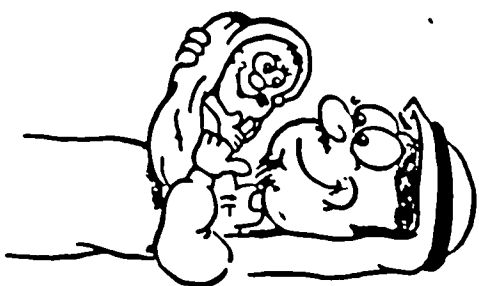
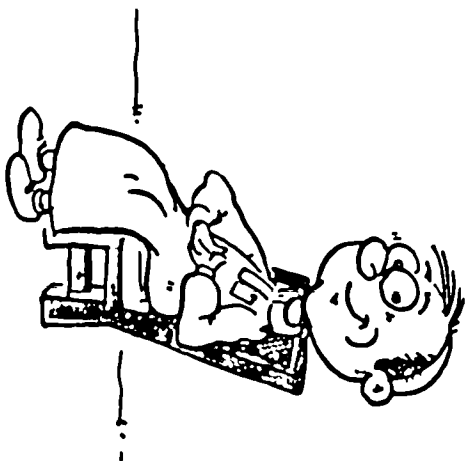
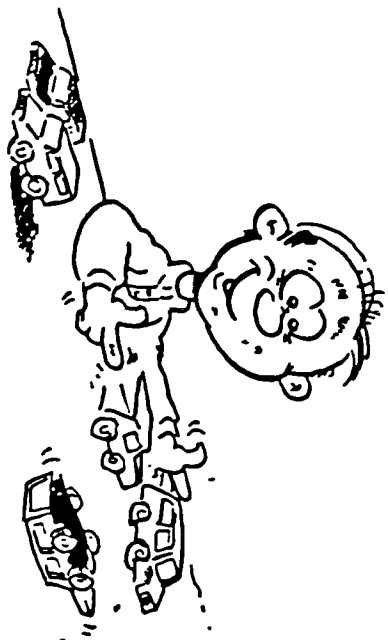


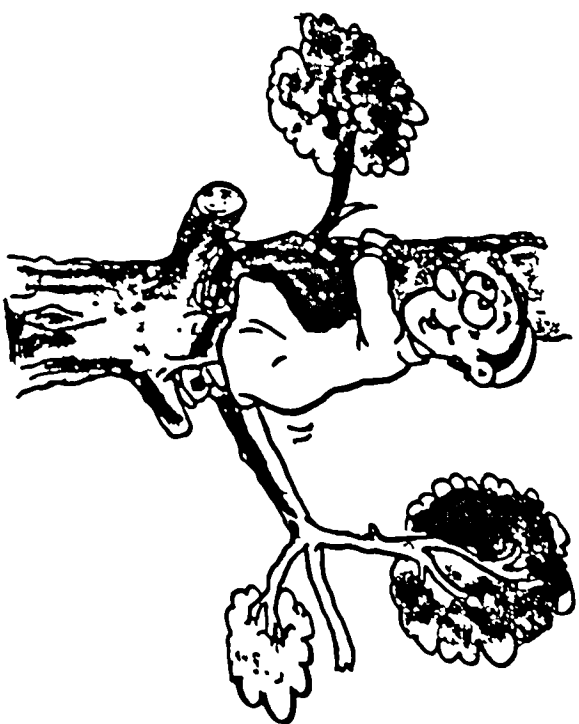
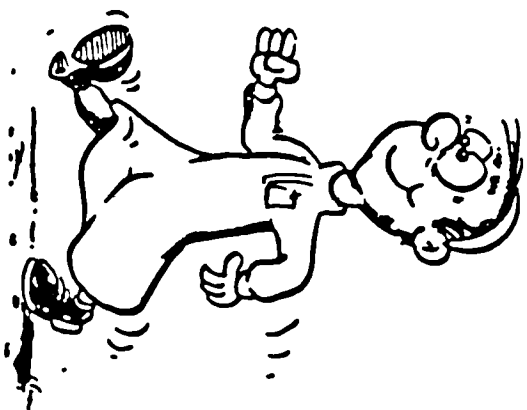
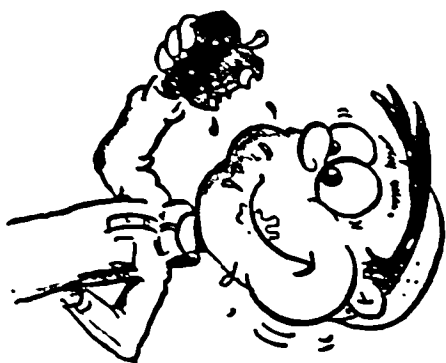


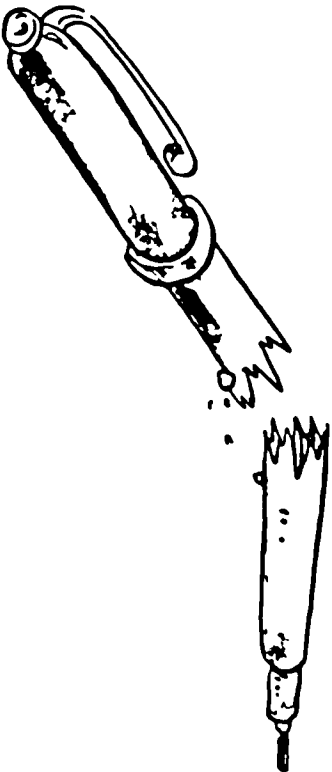
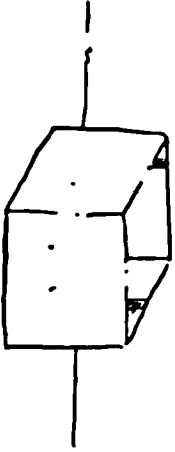
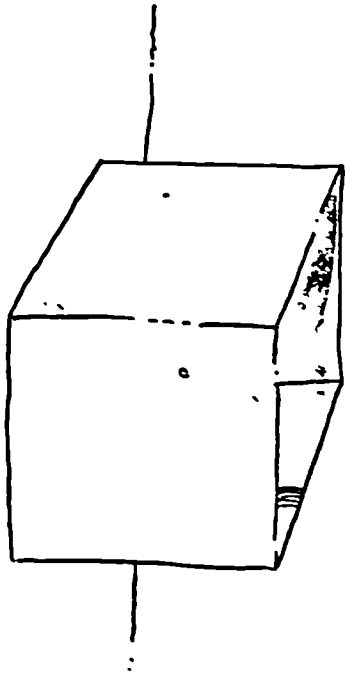
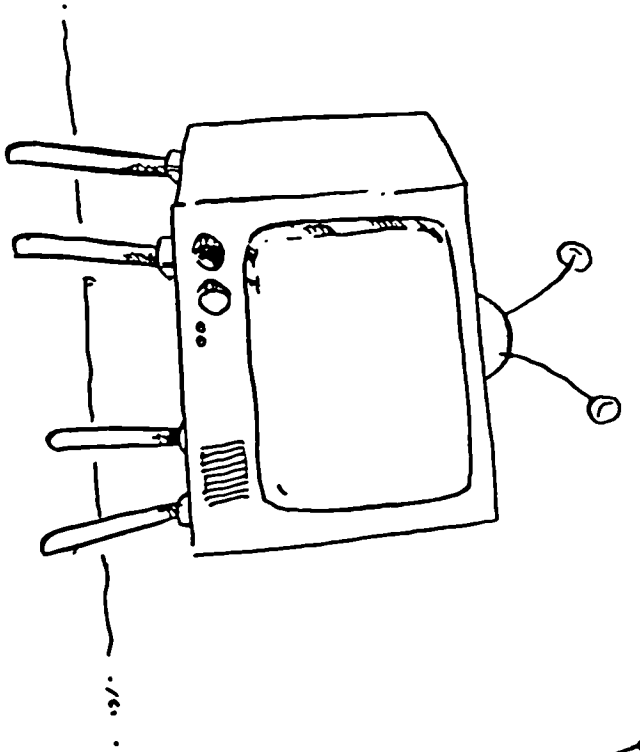


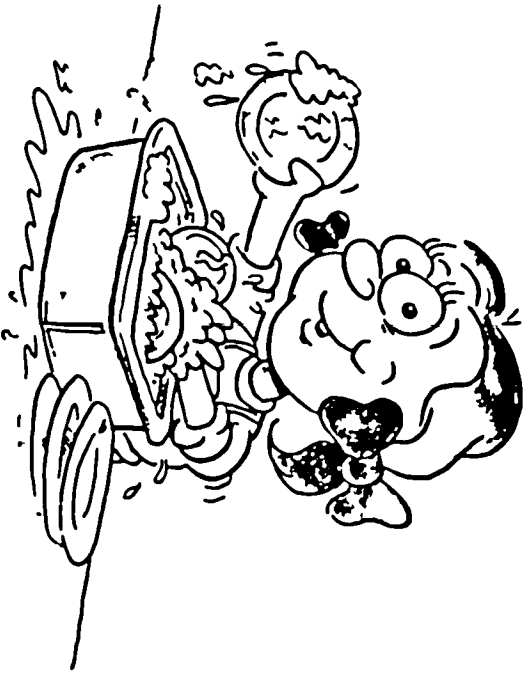
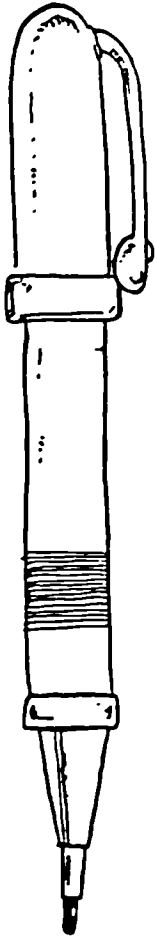


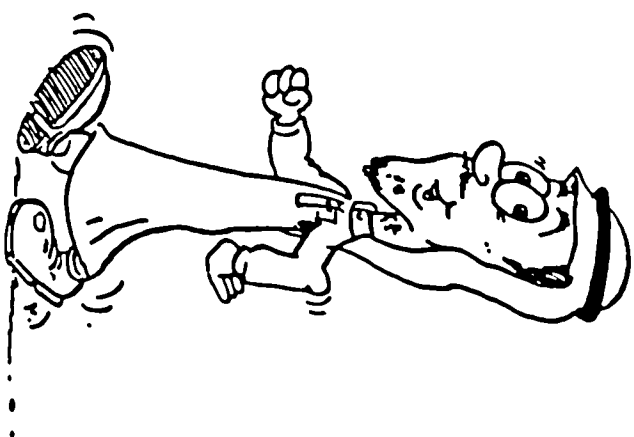
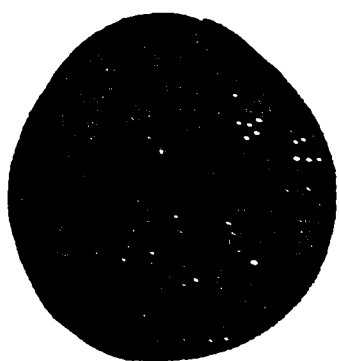
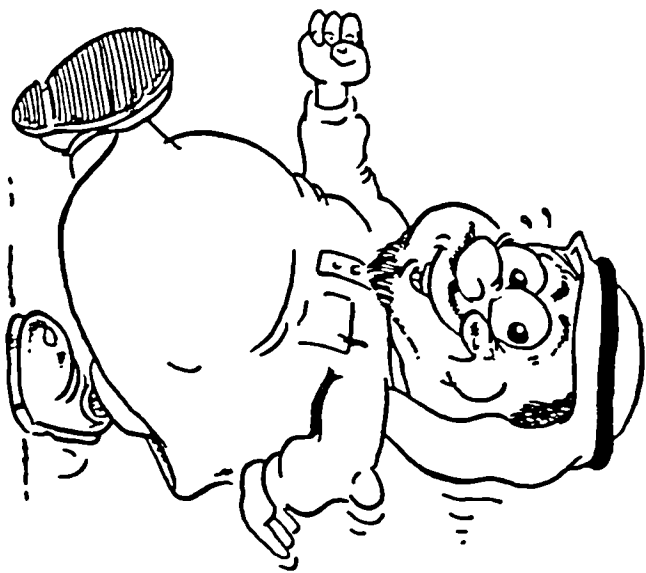












Appendix 11 Pictures sub-test form and full list of items and pictures used in this sub-test.

It is worth mentioning here that all the drawings used in this study are coloured, although their photocopies in this appendices appear in black and white.

PICTURES SUB-TEST

Practice 3- (She)¹ eats an apple

Practice 4- A red car

Practice 5- A tall boy

1. Adj-N:

1.1. Big cup



1.2. Tall boy



1.3. Red ball



2. Nouns inflected for number:

2.1. The boys



2.2. The two pens



2.3. The cat



3. S-V sentences (where the verb is present continuous):

3.1. The woman is walking



3.2. The boy is running



3.3. The girl is drinking



¹ What is between brackets is written for clarification as it is not said in the actual sentence.

4. S-V-O sentences (where the verb is present continuous):

4.1. The man is washing the car

1	2
3	↗

4.2. The boy is climbing a ladder

1	2
3	↗

4.3. The girl is eating an apple

1	2
3	4

5. Reversible active:

5.1. The woman is pushing the girl

1	2
3	↗

5.2. The girl is chasing the sheep (sing.)

1	2
3	↗

5.3. The man is chasing the horse

1	2
3	4

6. Verbs inflected for gender:

6.1. She (a woman) drinks

1	2
3	↗

6.2. She (a girl) plays

↗	2
3	4

6.3. He (a boy) reads

1	2
3	↗

7. Adj.-Adj.-N sentences:

7.1. Big blue car

↗	2
3	4

7.2. Broken long pen

1	2
↗	4

7.3. Tall thin man

1	2
3	↗

8. Verbs inflected for number:

8.1. They (boys) play

1	2
3	4

8.2. She (a girl) eats

1	2
3	4

8.3. He (a boy) walks

1	2
3	4

9. Comparatives:

9.1. The knife is longer than the pen

1	2
3	4

9.2. The box is bigger than the cup

1	2
3	4

9.3. The girl is shorter than the boy

1	2
3	4

10. V-O sentences (where the verb is inflected for gender and the subject is hidden):

10.1. He (a boy) is reading a book

1	2
3	4

10.2. He (a man) is carrying the baby (a girl)

1	2
3	4

10.3. She (a woman) is watching TV

1	2
3	4

11. Passive sentences:

11.1. The plate is broken

1	2
3	4

11.2. The book is torn

1	2
3	4

11.3. The car is crashed

1	2
3	4

12. S-V sentences (where the verb is a negated present continuous):

12.1. The boy is not running

1	2
3	4

12.2. The cat is not drinking

1	2
3	4

12.3. The man is not eating

1	2
3	4

13. S-V-C sentences (where the complement is a negated adjective):

13.1. The boy is not fat

1	2
3	4

13.2. The pen is not long

1	2
3	4

13.3. The car is not red

1	2
3	4

14. S-V (where the subject and verb is inflected for number):

14.1. The men are eating

1	2
3	4

14.2. The boy is drinking

1	2
3	4

14.3. The girls (two) are walking

1	2
3	4

15. V-S (both are inflected for number)

15.1. He (a boy) plays with cars (2 cars)

1	2
3	4

15.2. She (a girl) is holding a ball

1	2
3	4

15.3. He (a boy) carries the bags

1	2
3	4

16. X and Y:

16.1. The boy is standing and eating

1	2
3	4

16.2. The cup is small and red

1	2
3	4

16.3. The cat is black and big

1	2
3	4

17. S-V-O sentences (where the object is inflected for gender):

17.1. The woman is carrying him (a very young boy)

1	2
3	4

17.2. The man is pushing him

1	2
3	4

17.3. The woman is feeding her (a very young girl)

1	2
3	4

18. S-C-V sentences (where the complement is a subject complement):

18.1. The boy with black clothing is drinking

1	2
3	4

18.2. The man with a black beard is eating

1	2
3	4

18.3. The girl with a short hair is writing

1	2
3	4

19. X but not Y:

19.1. The boy is sitting but not eating

1	2
3	4

19.2. The boy is short but not fat

1	2
3	4

19.3. The girl is reading but not standing

1	2
3	4

20. S-V-O sentences (where the verb is present continuous):

20.1. The man is eating an apple

1	2
3	4

20.2. The man is climbing a ladder

1	2
3	4

20.3. The man is washing the car

1	2
3	4

21. Post modified subject:

21.1. The boy chasing the horse is fat

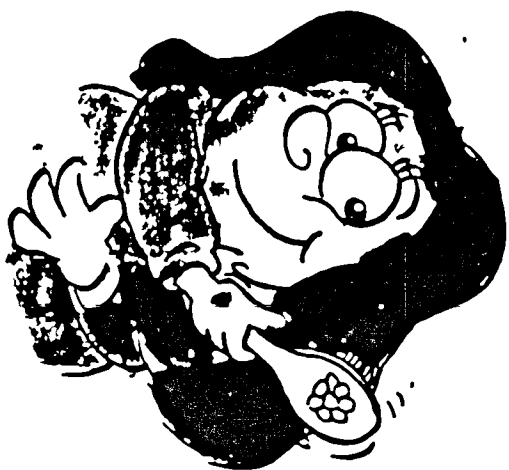
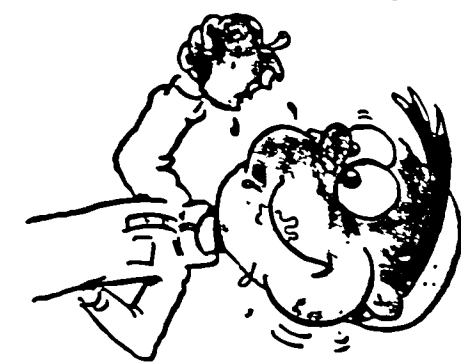
1	2
3	4

21.2. The cow chasing the cat is brown

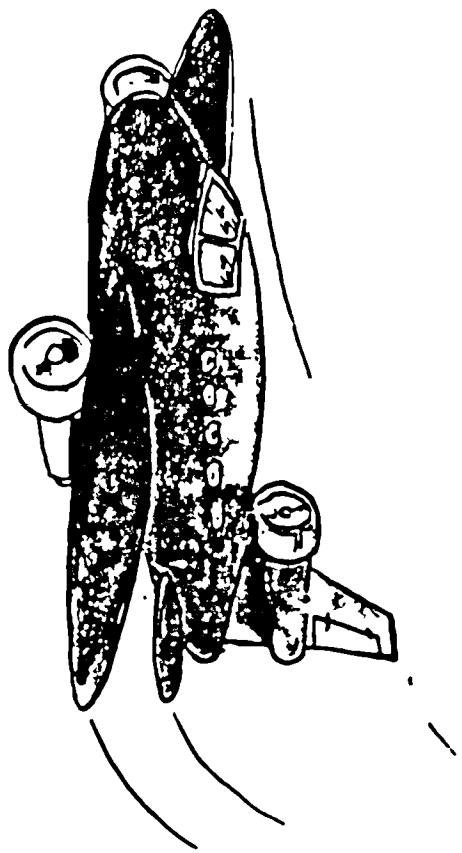
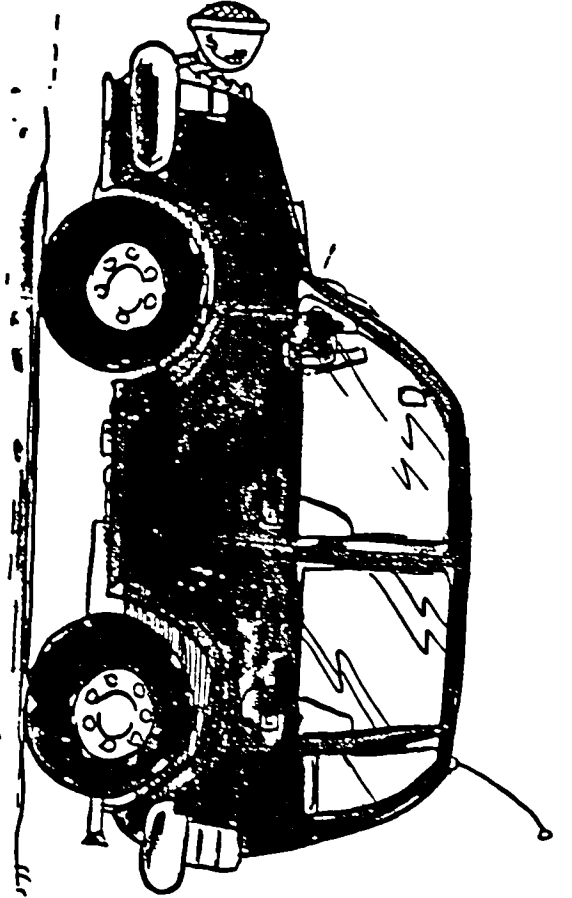
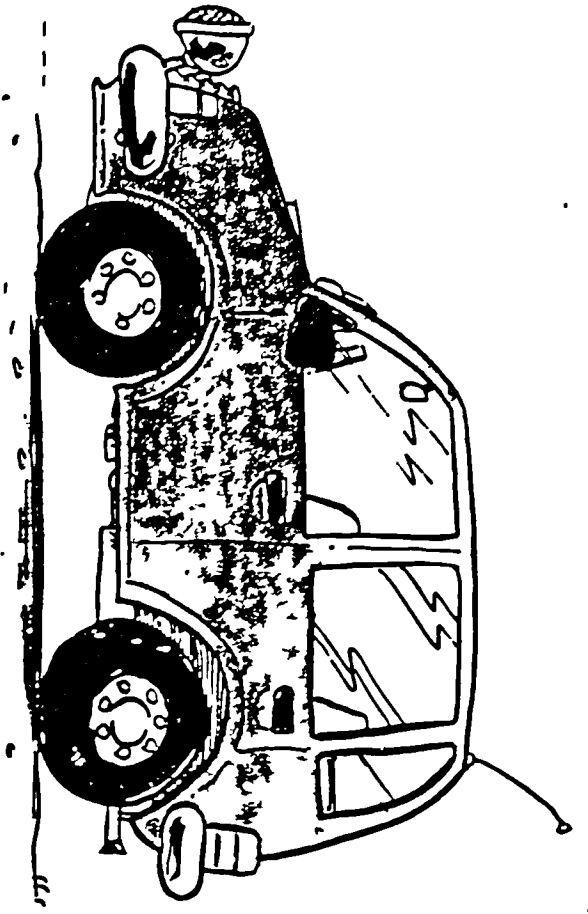
1	2
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21.3. The box under the table is black

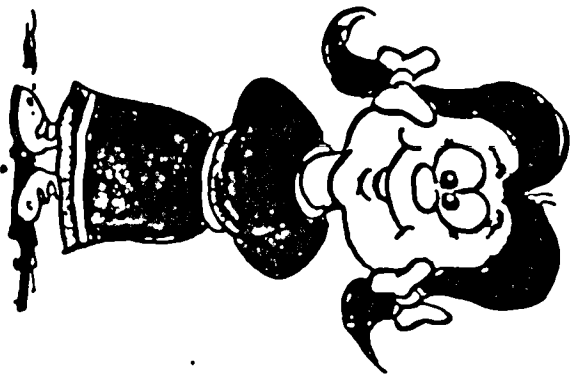
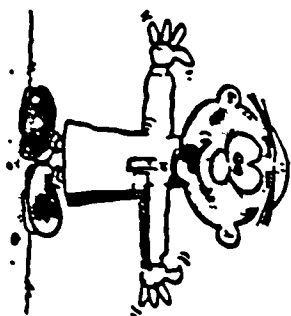
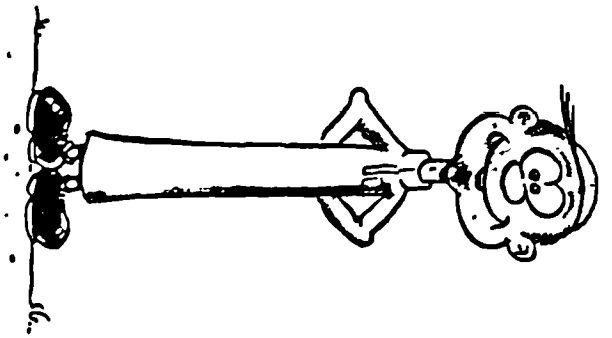
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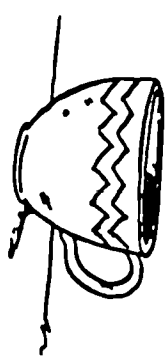
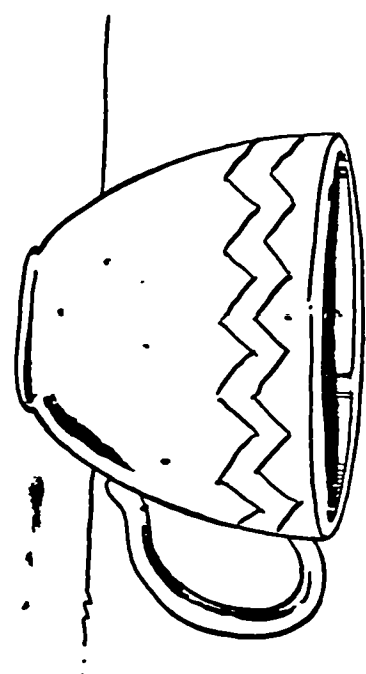


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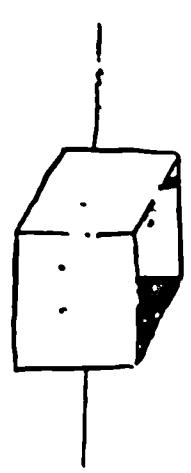
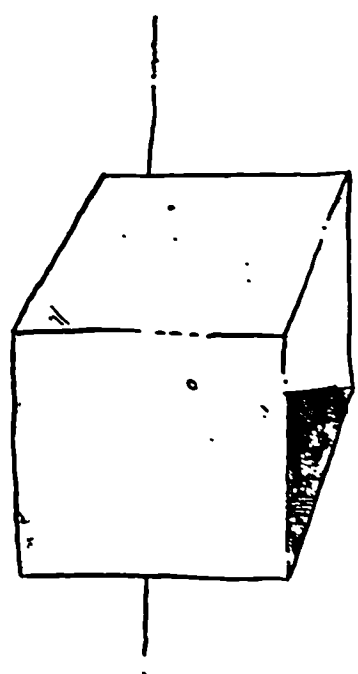


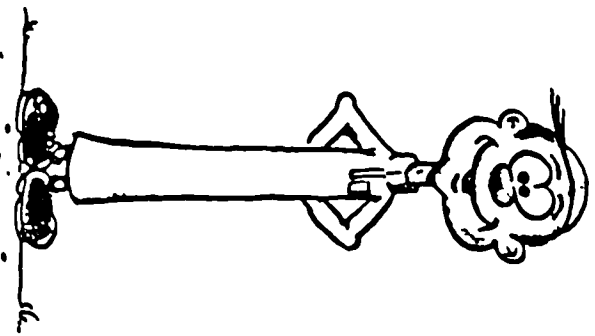
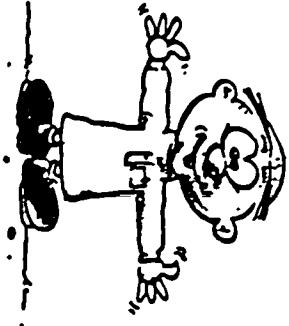
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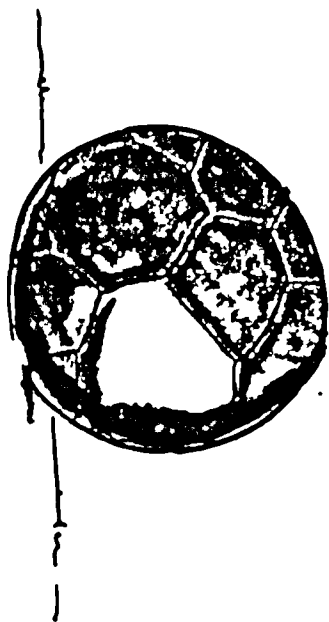




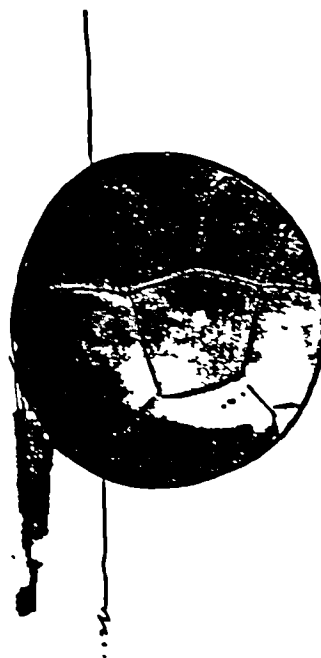
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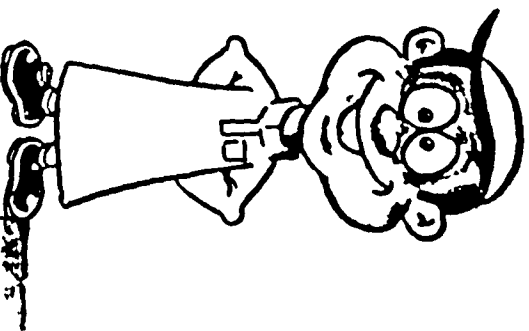
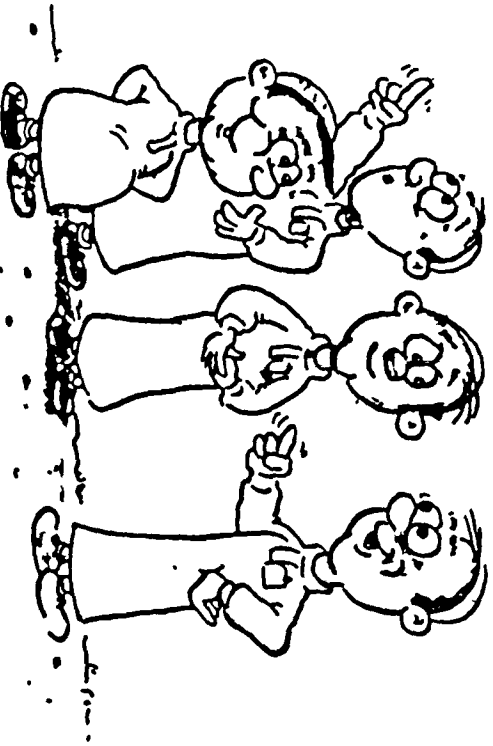
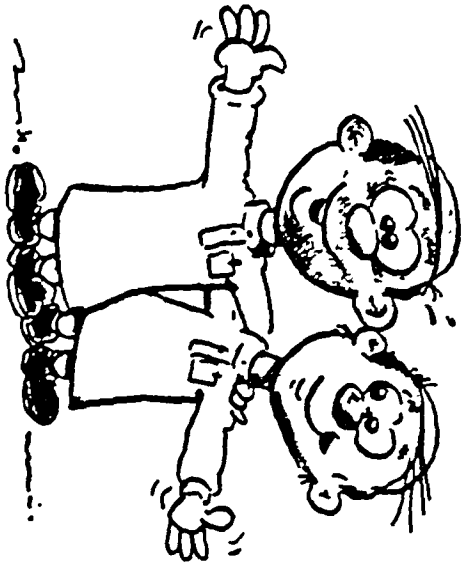


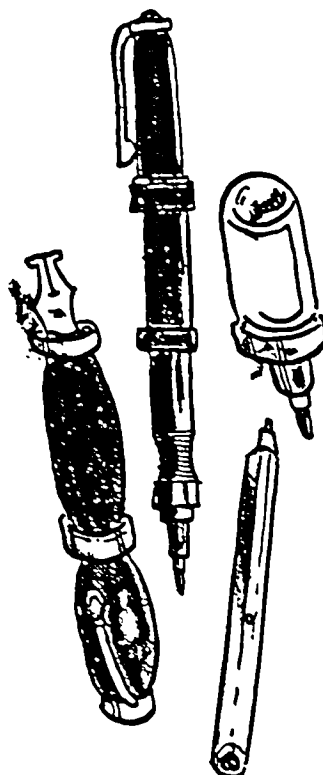
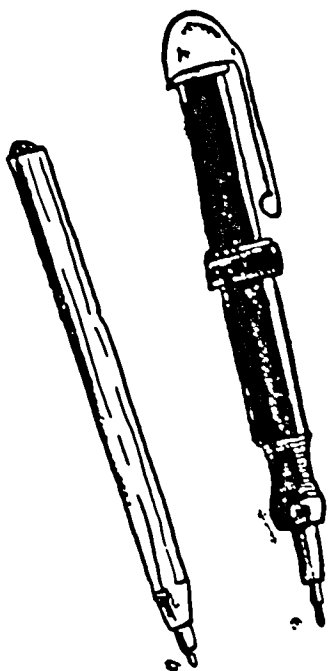
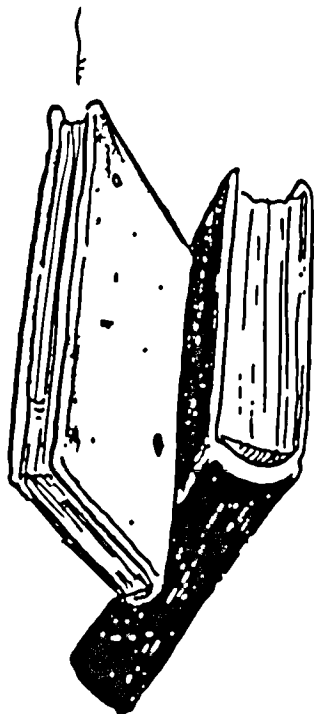


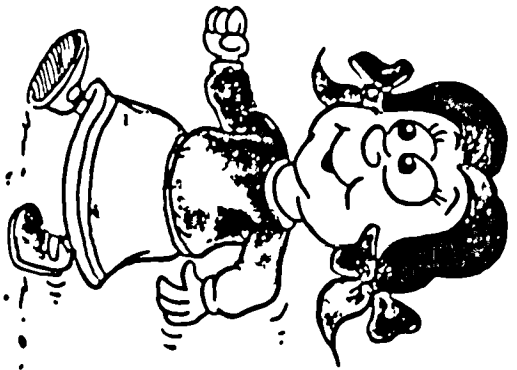
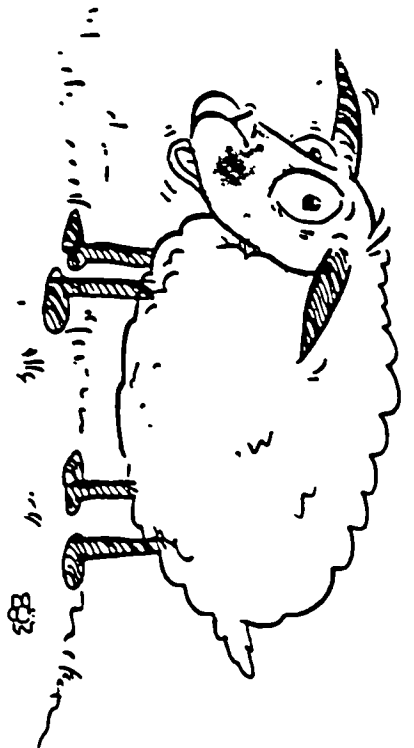
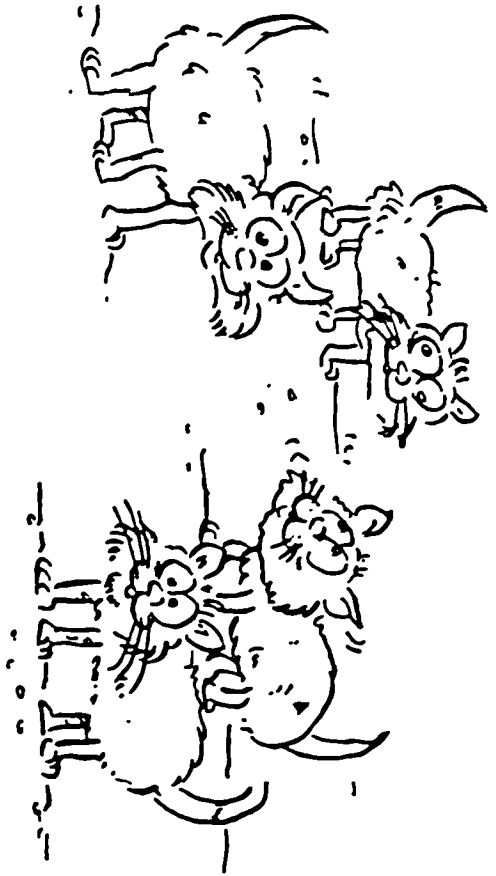


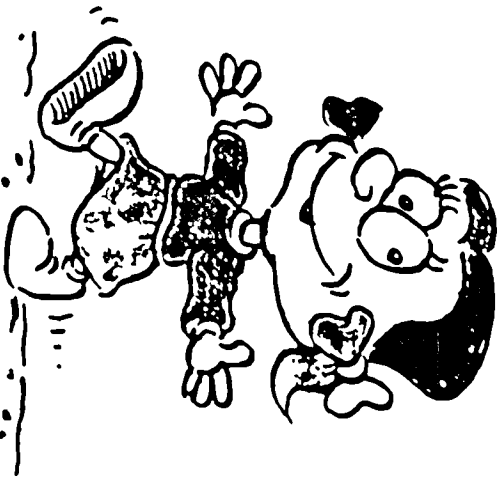
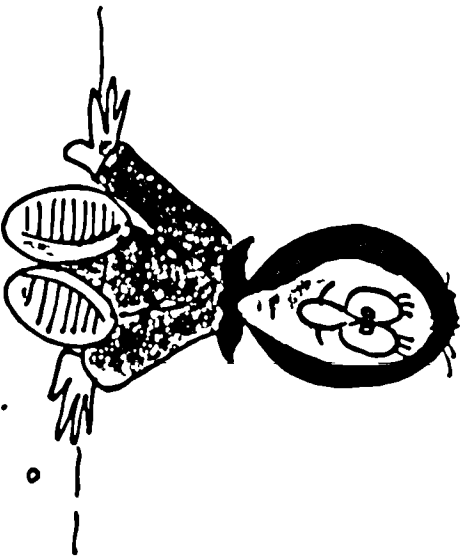
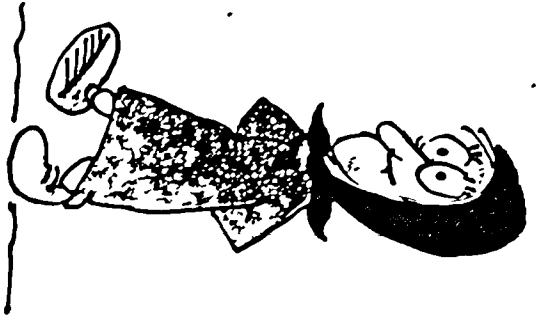
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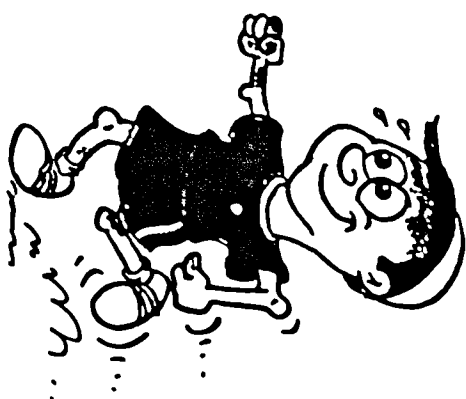
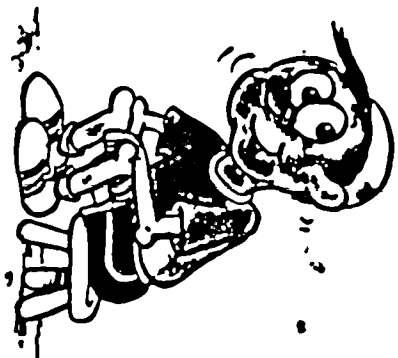






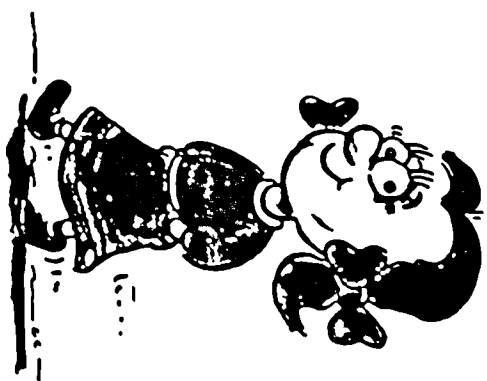


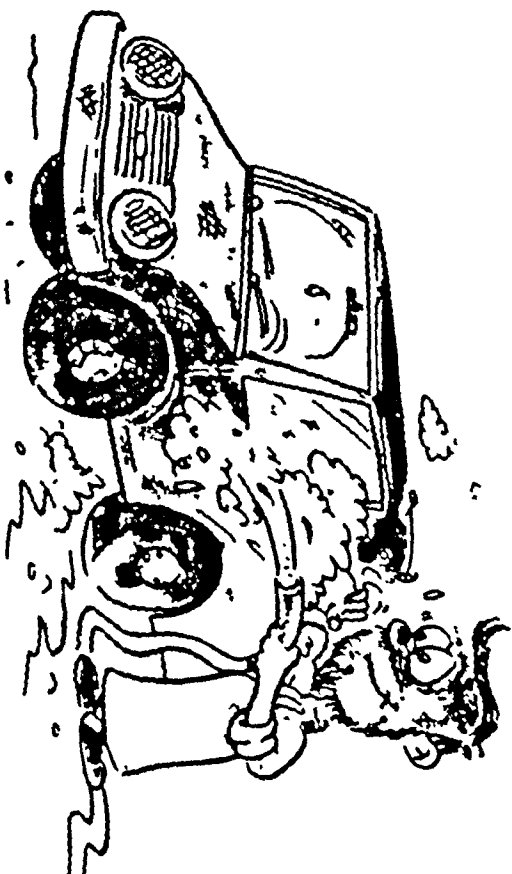
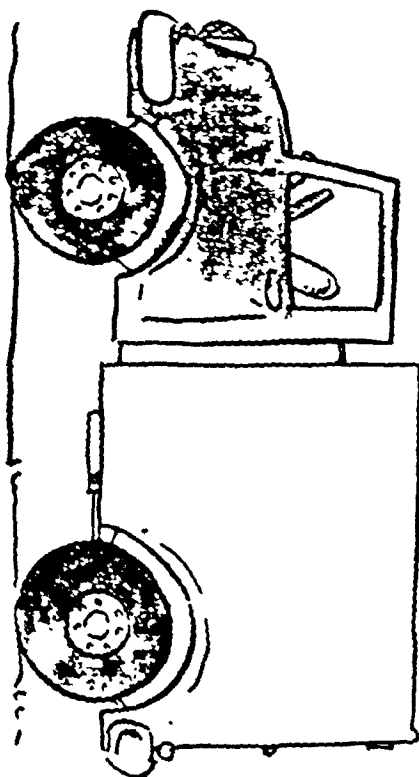
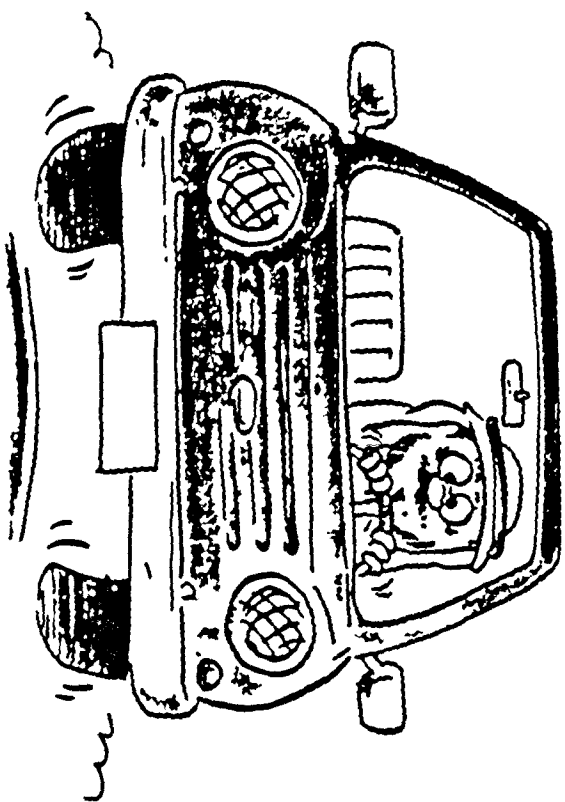
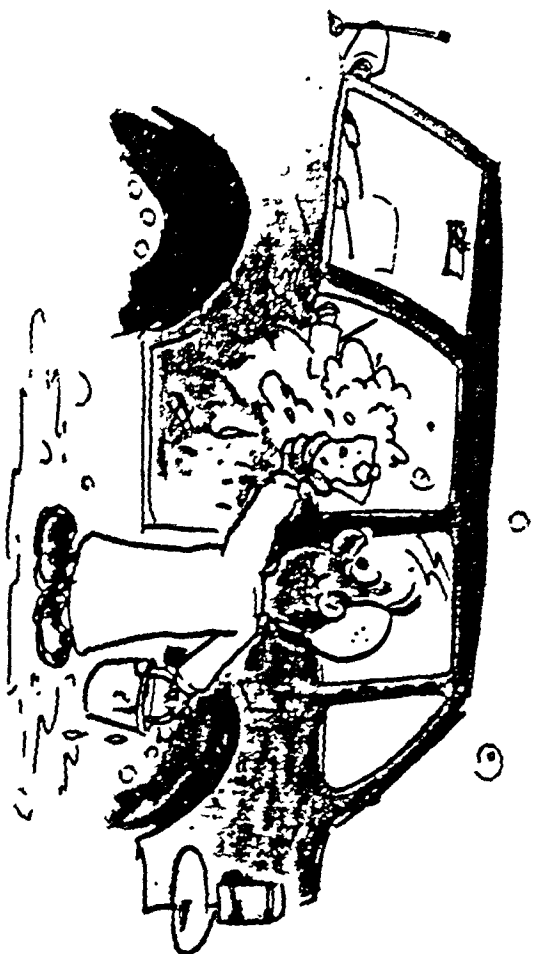


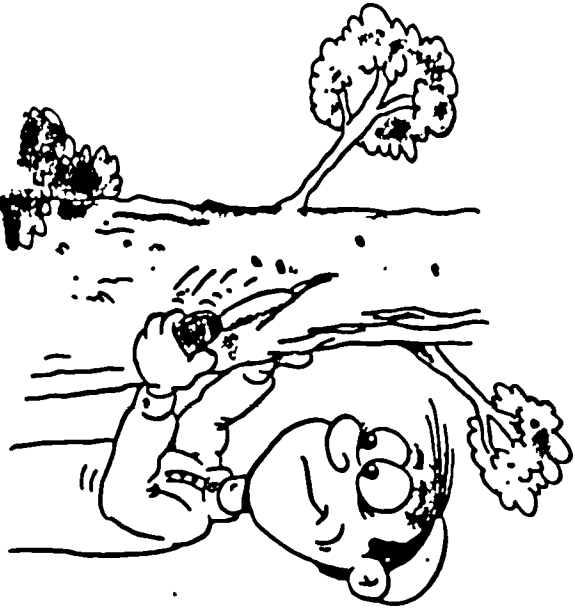
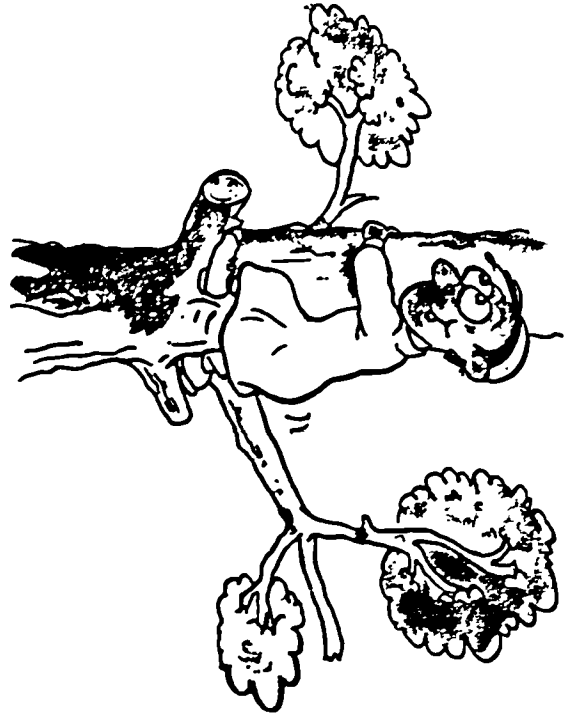




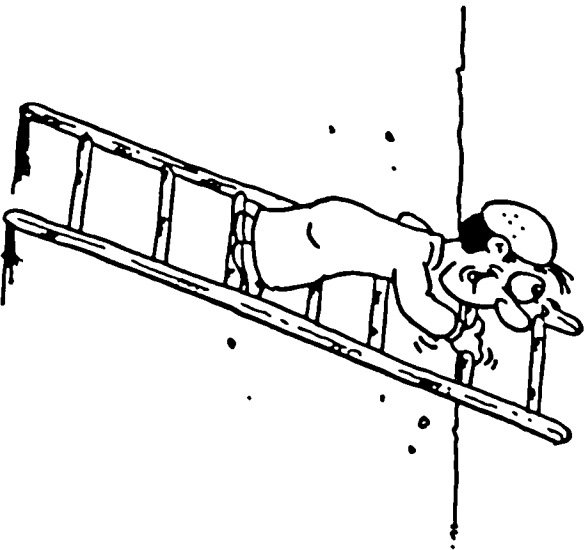
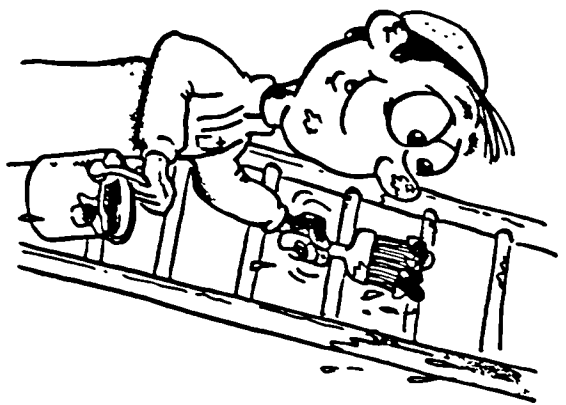
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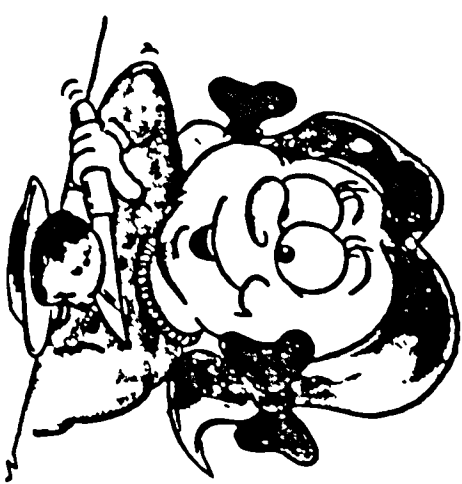


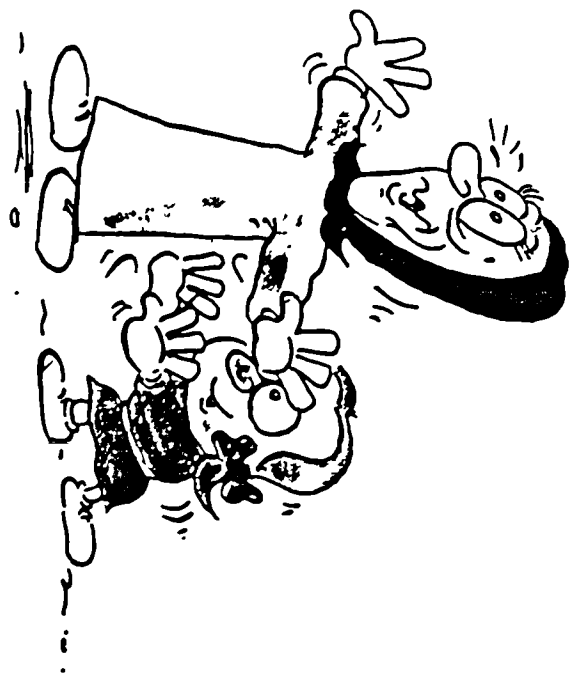




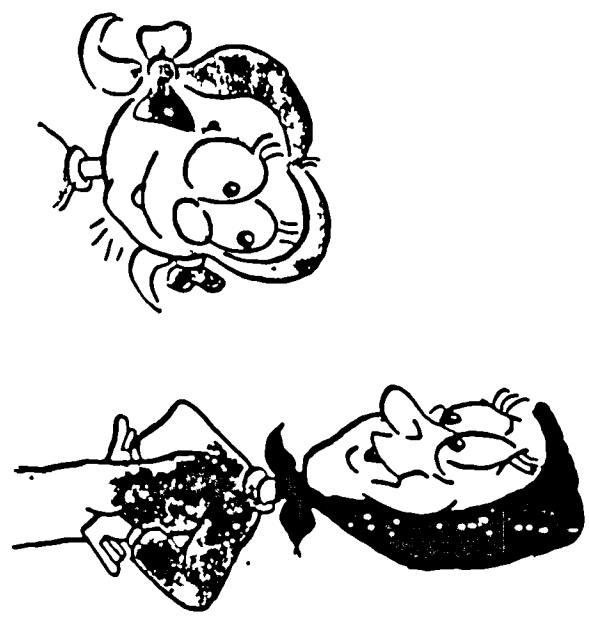
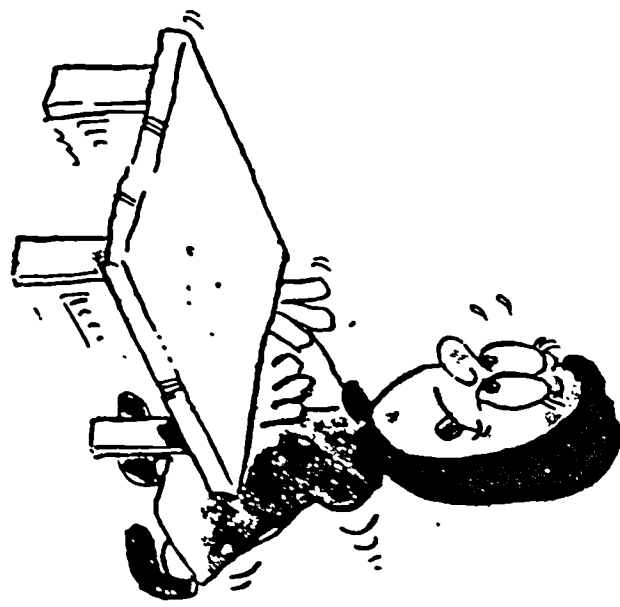
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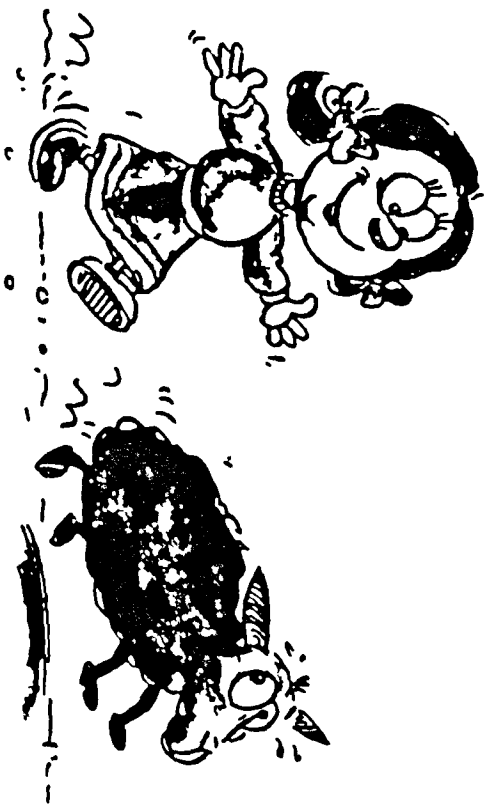
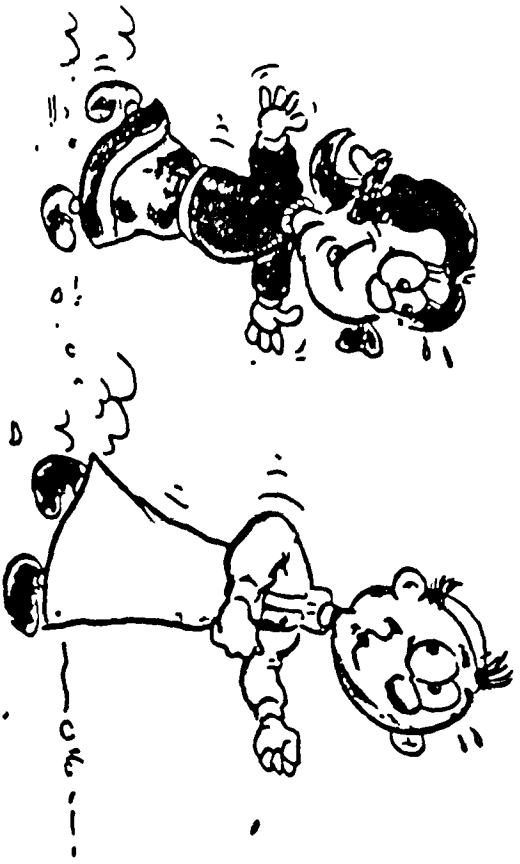
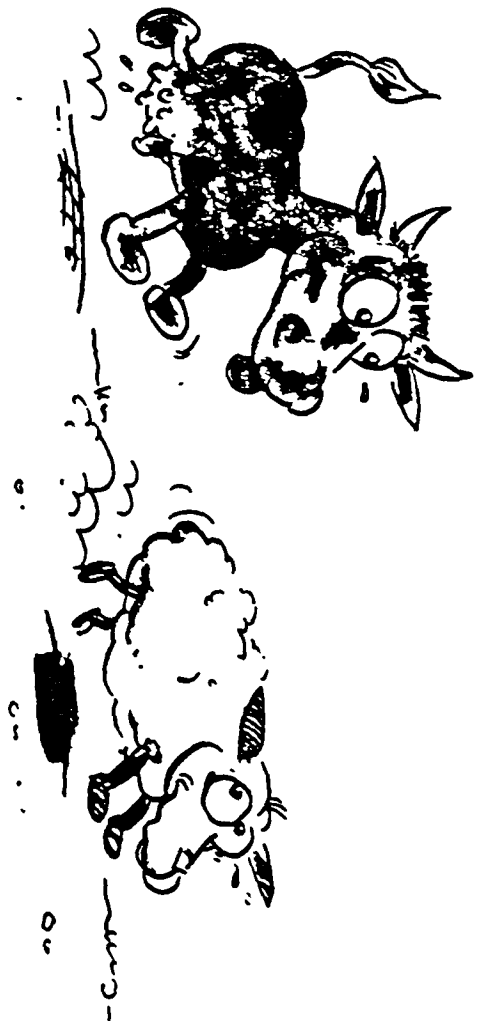


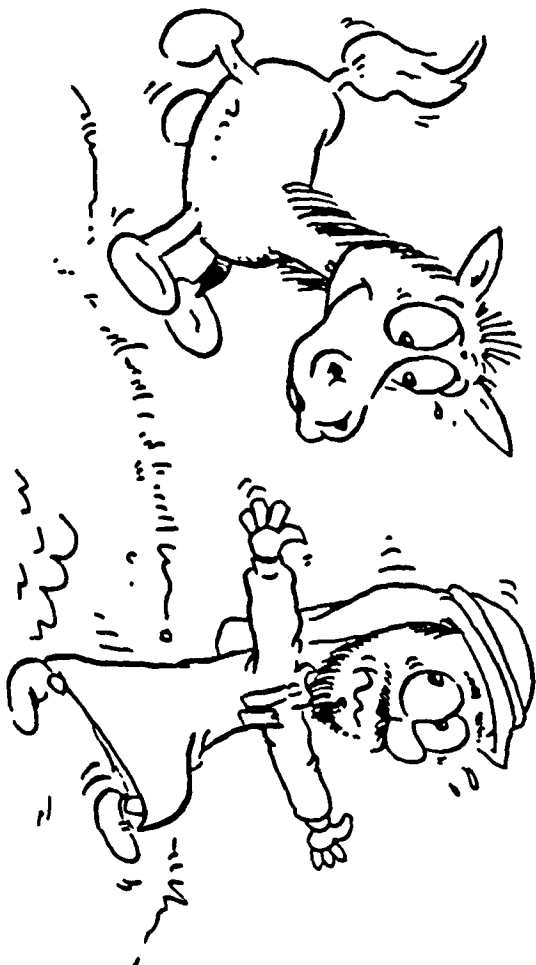
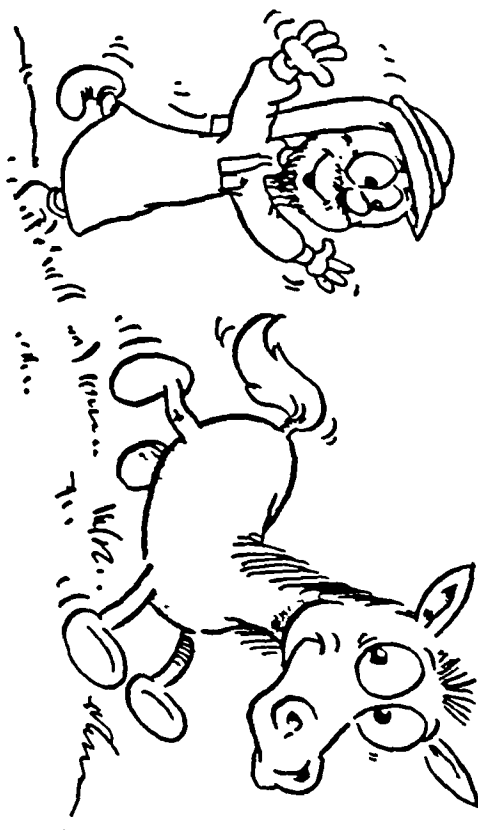
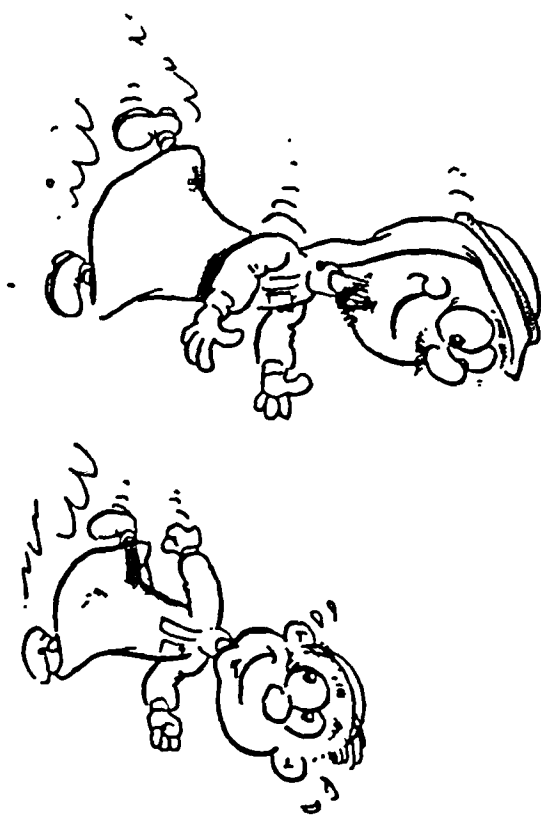


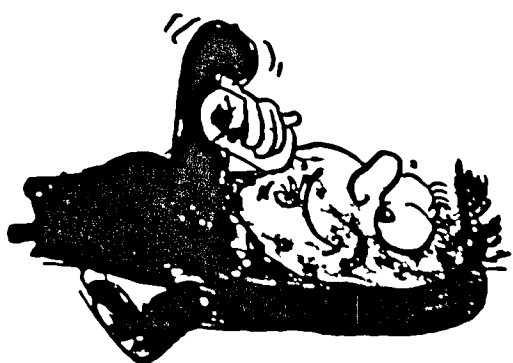
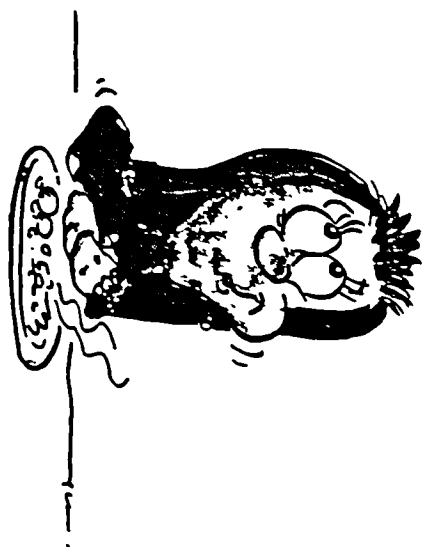
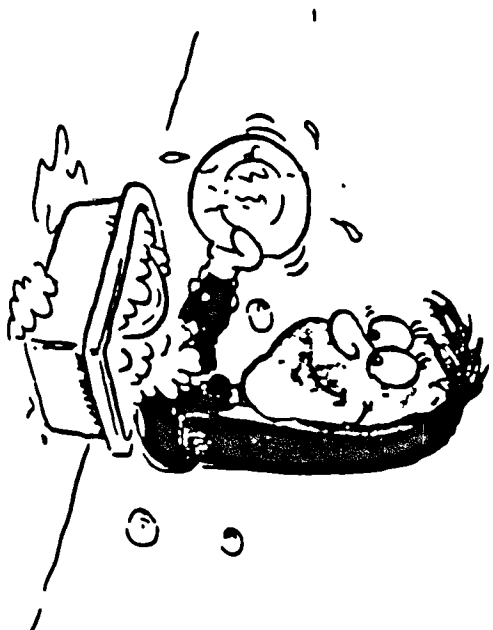


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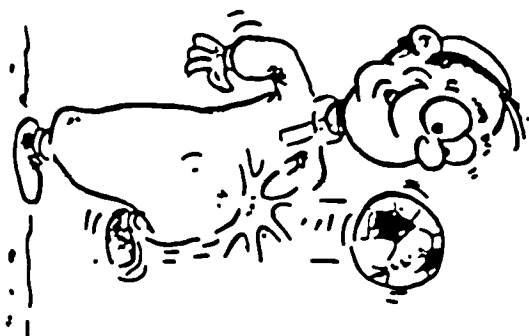
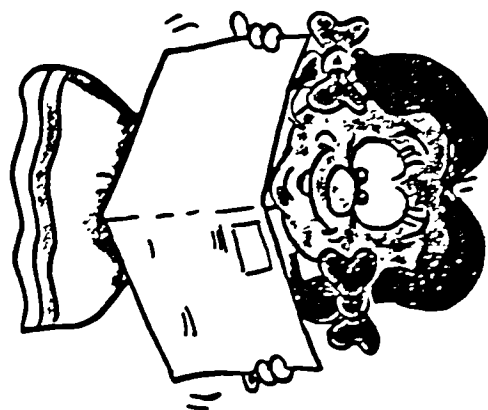




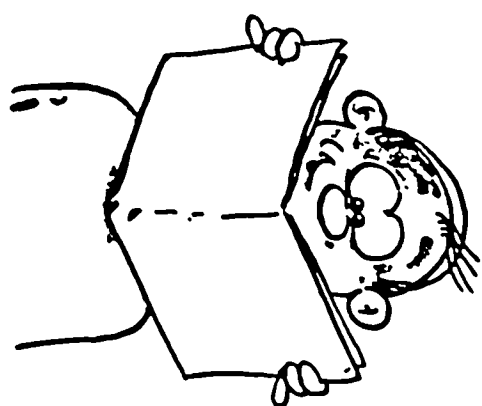
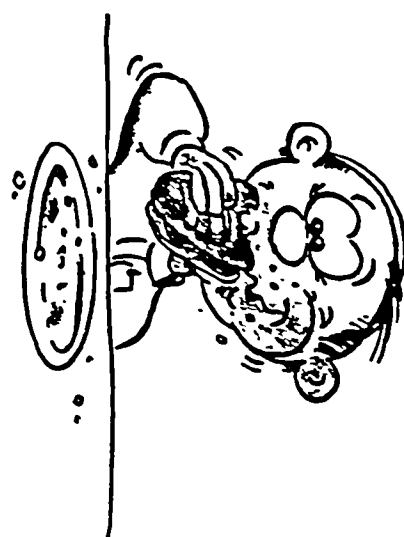


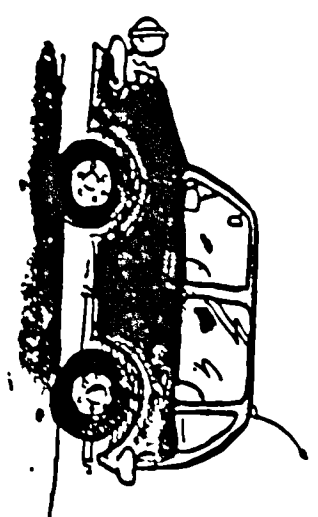
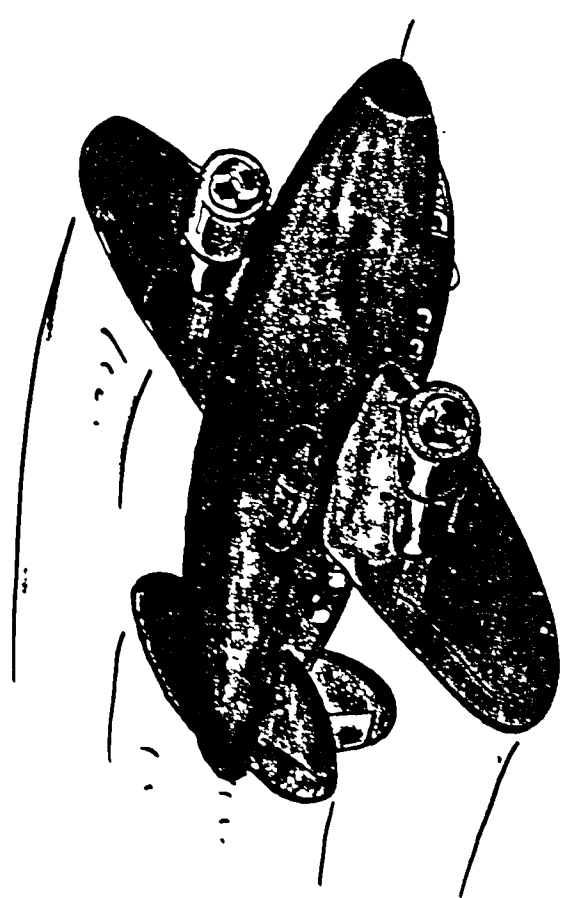
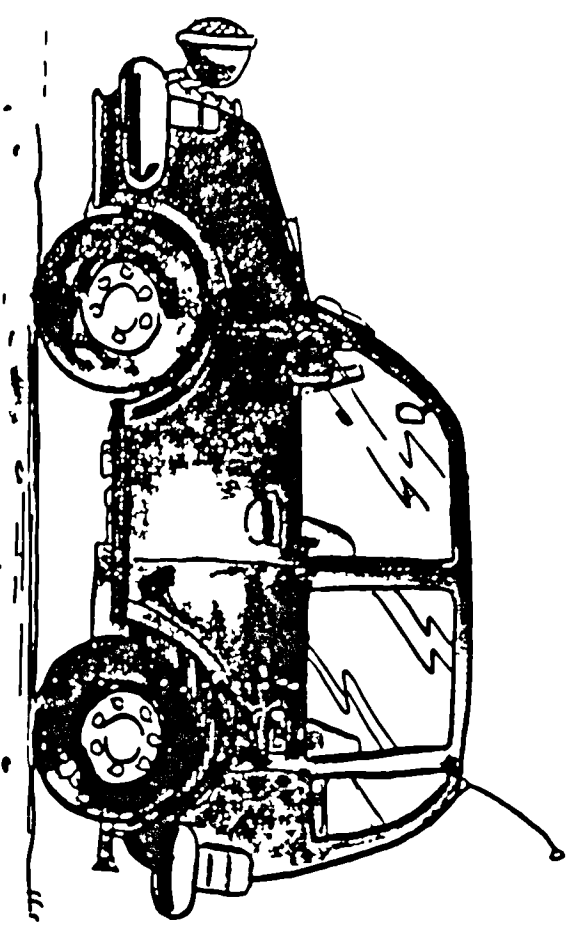
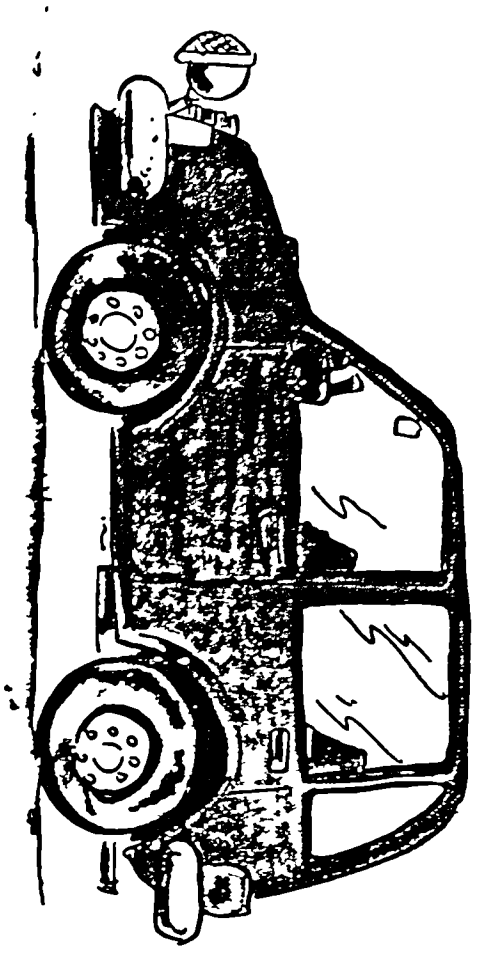


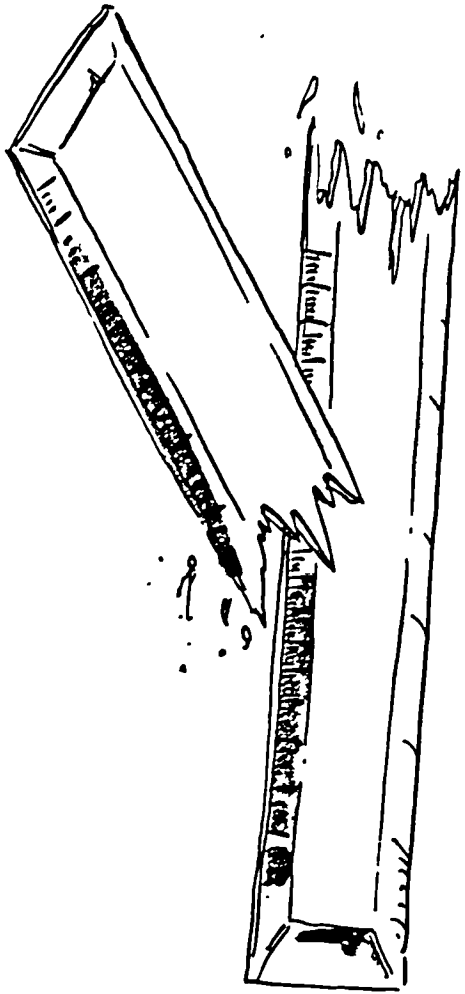


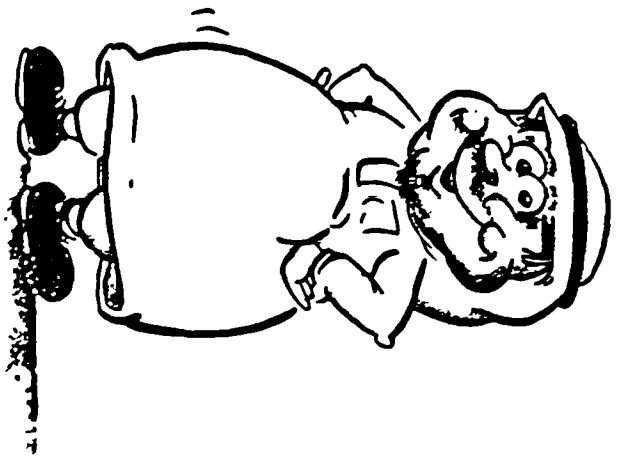


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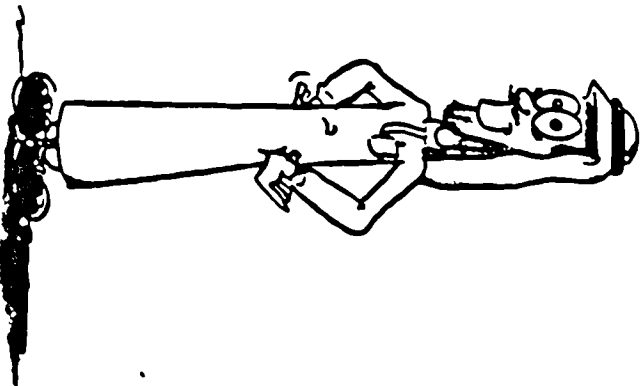
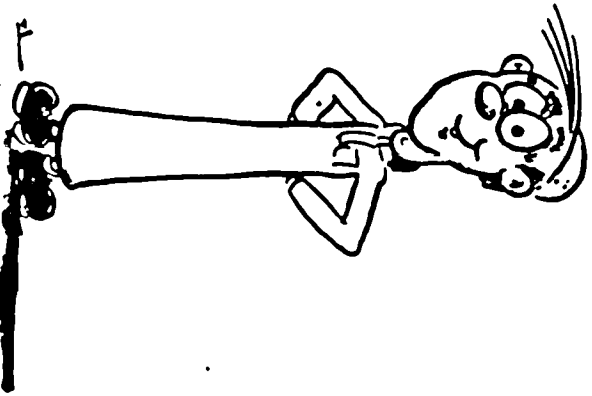
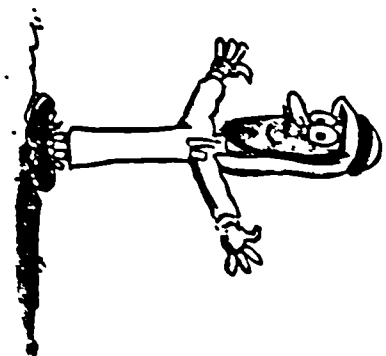


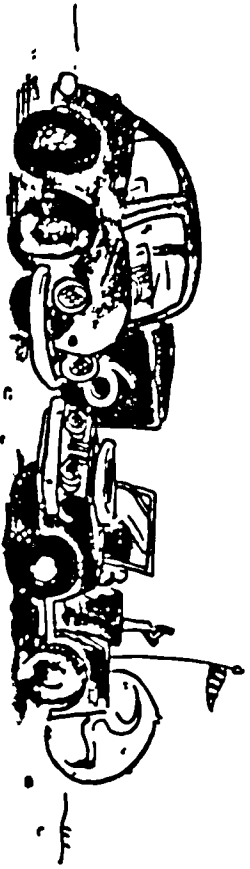
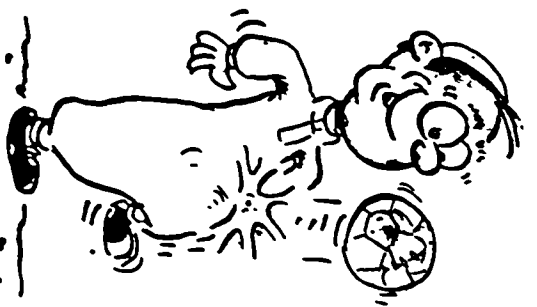
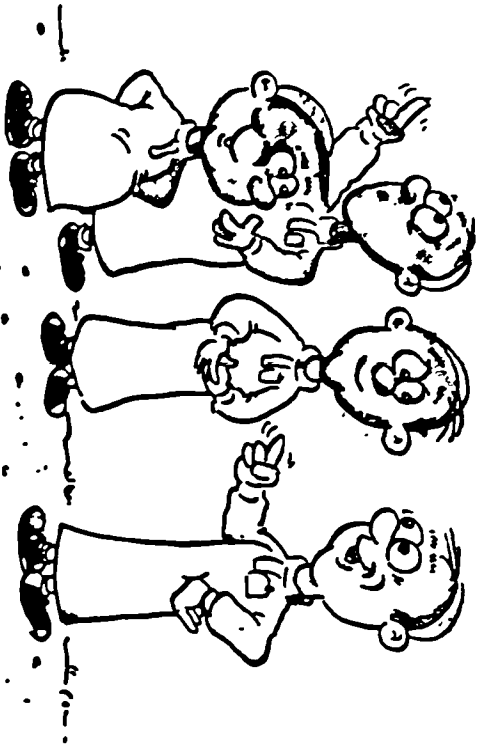


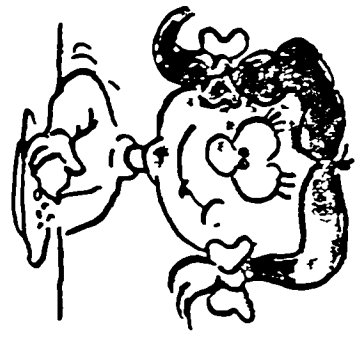
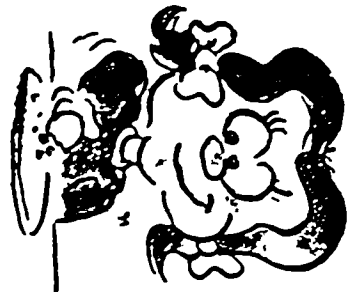
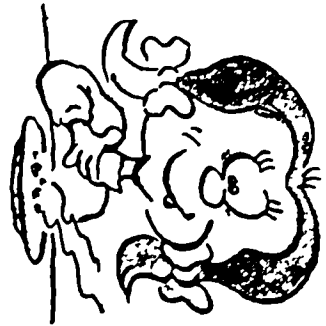


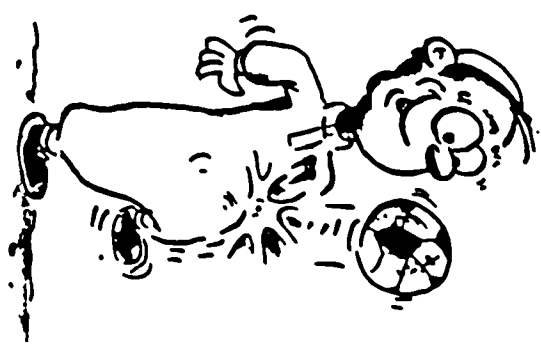
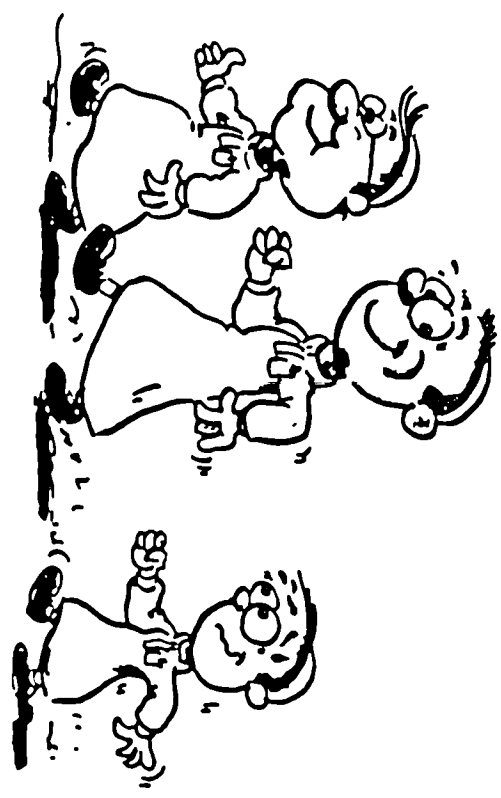
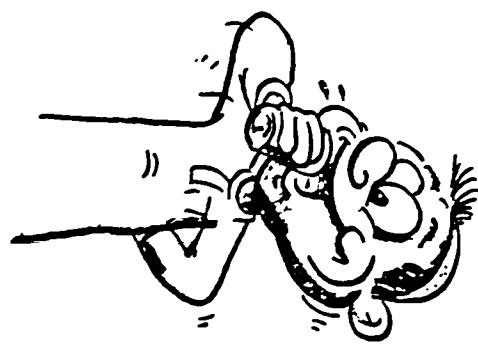


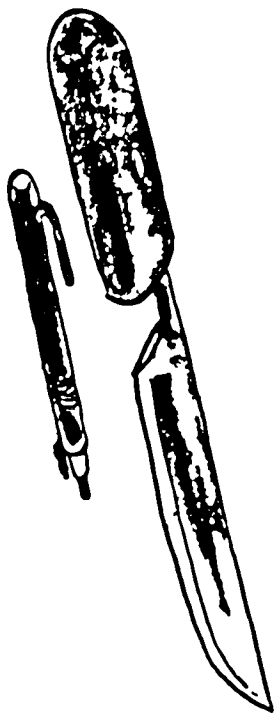
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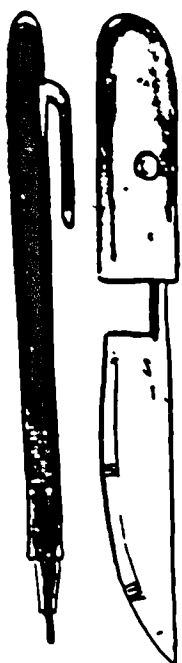
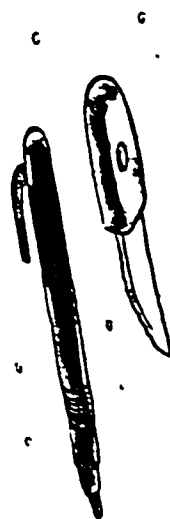


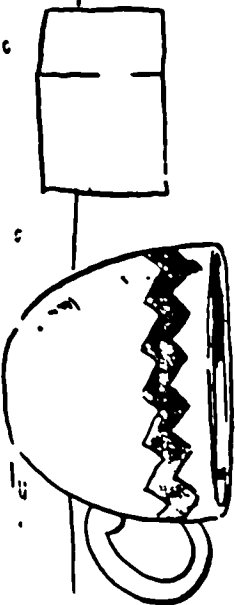
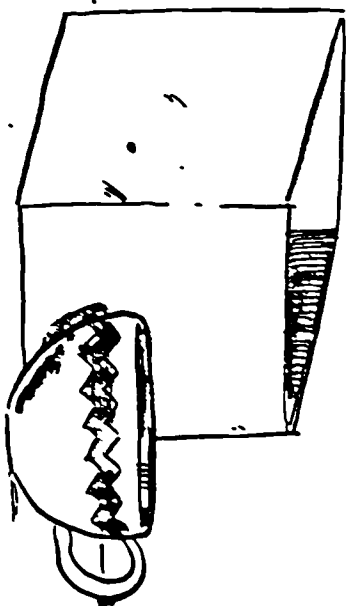
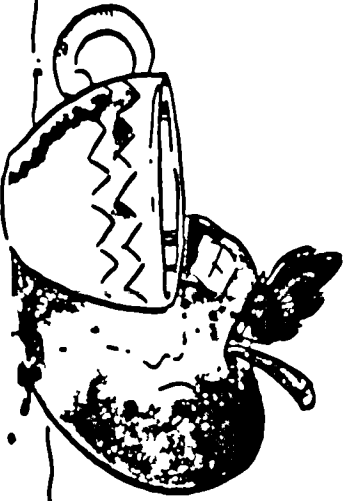
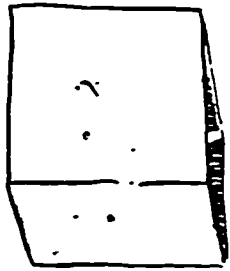
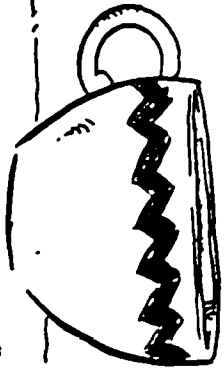


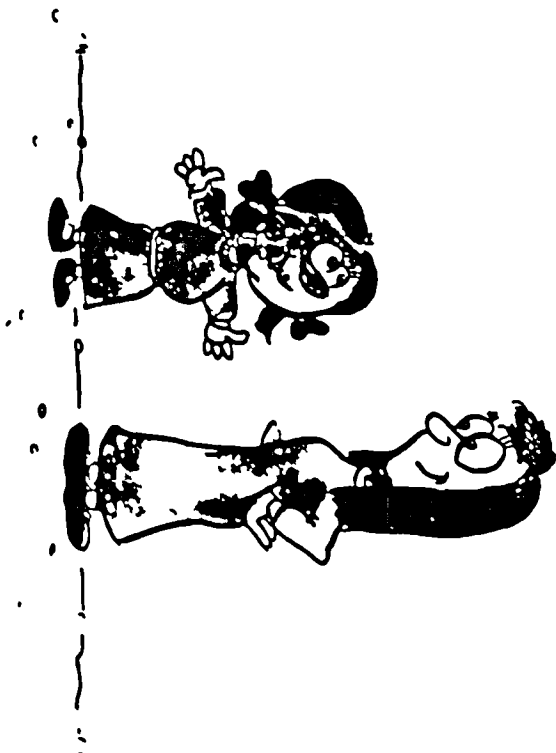
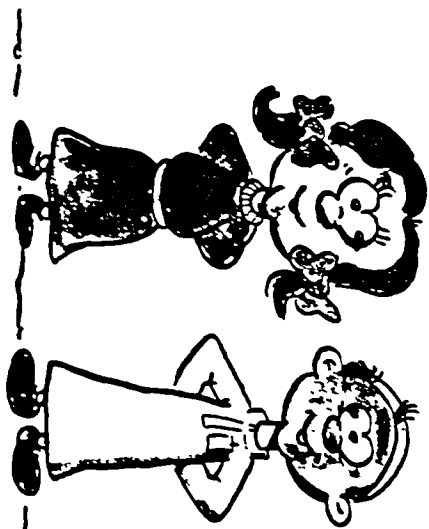
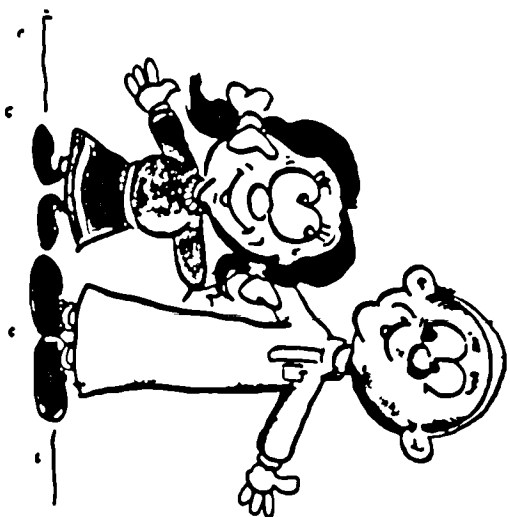


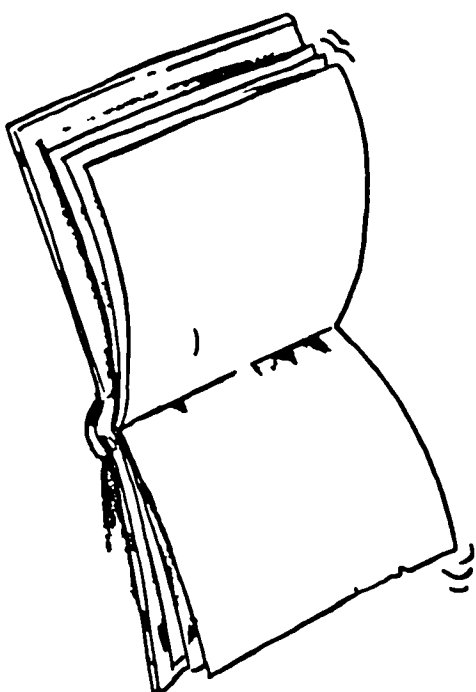
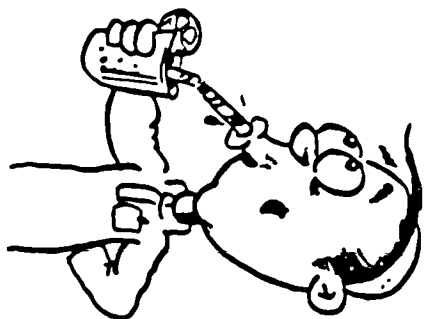


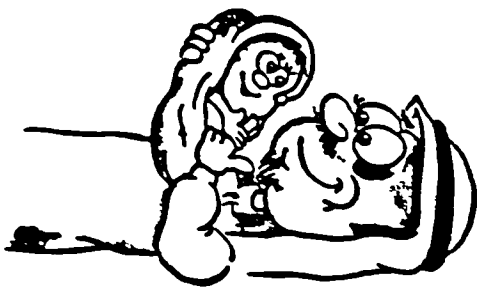
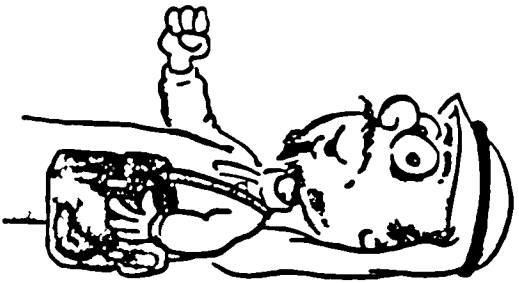
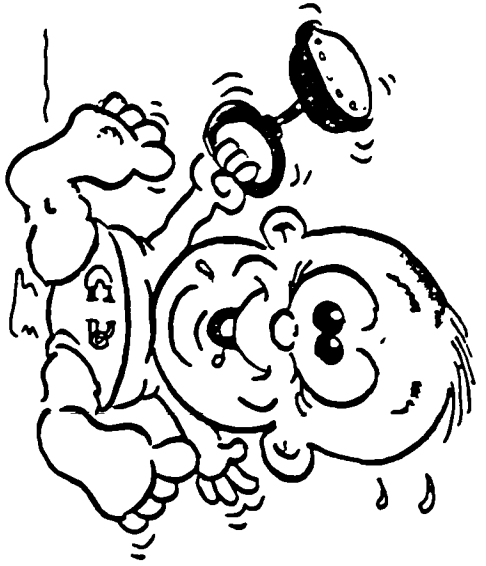
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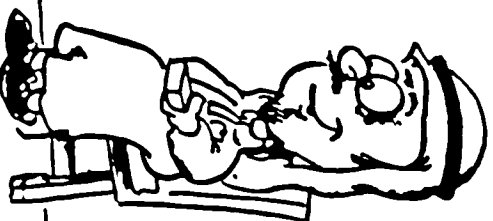
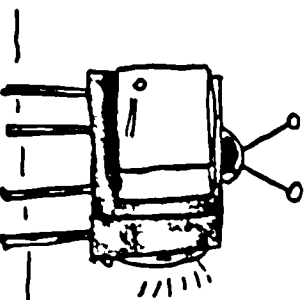
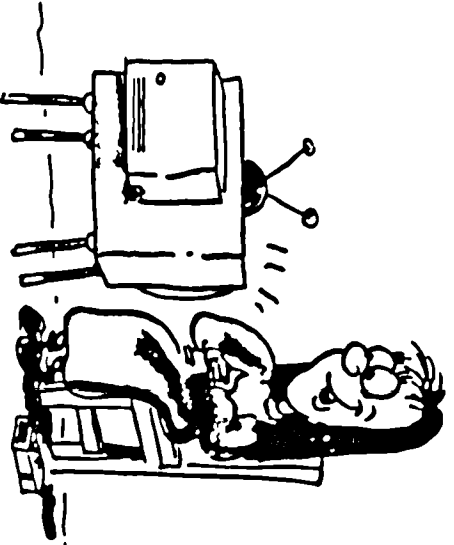
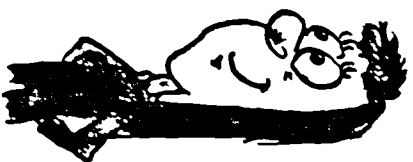
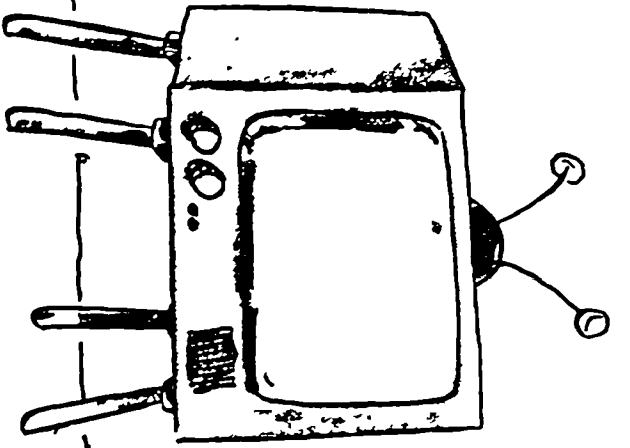


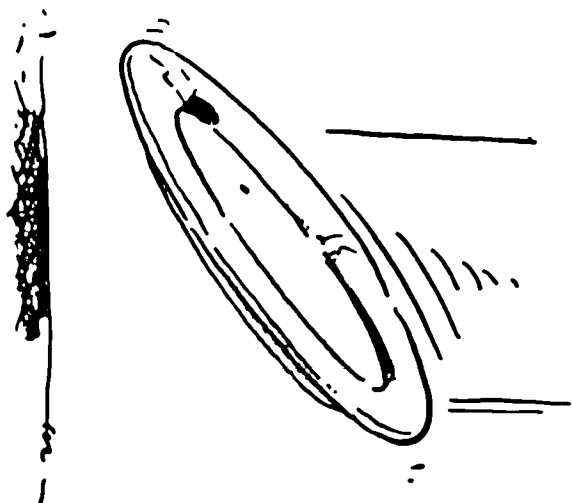


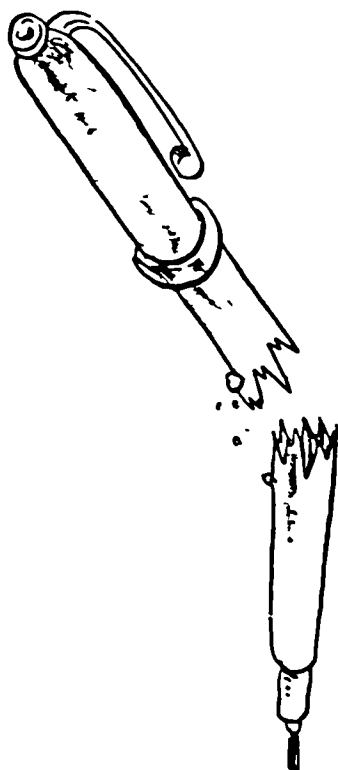
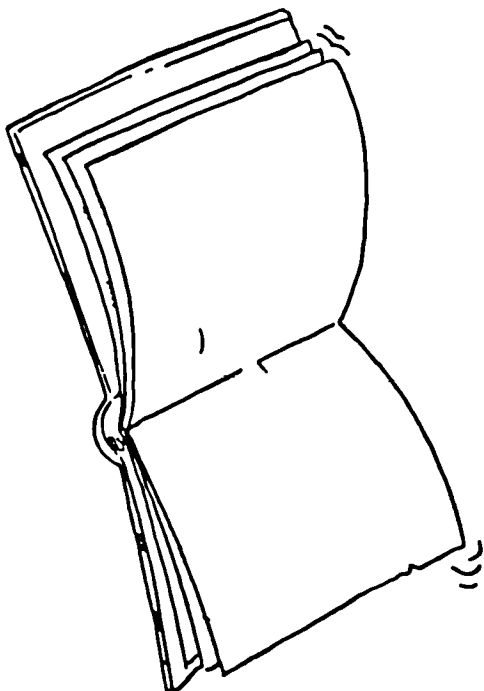
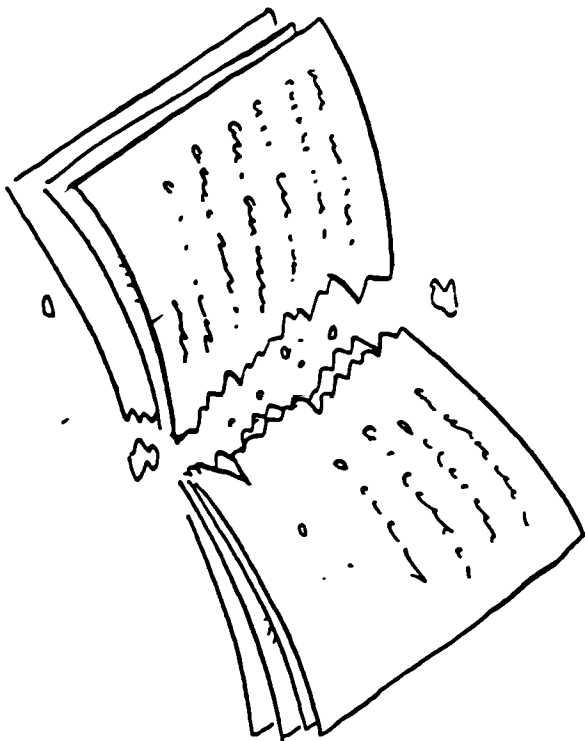


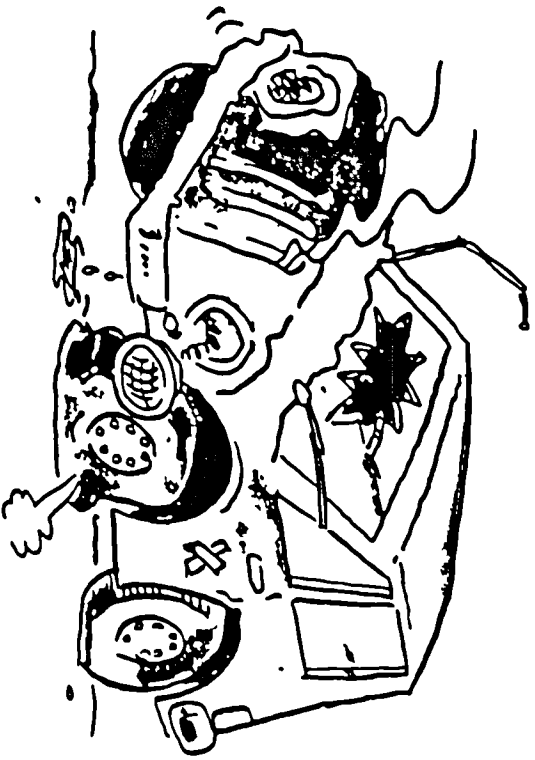
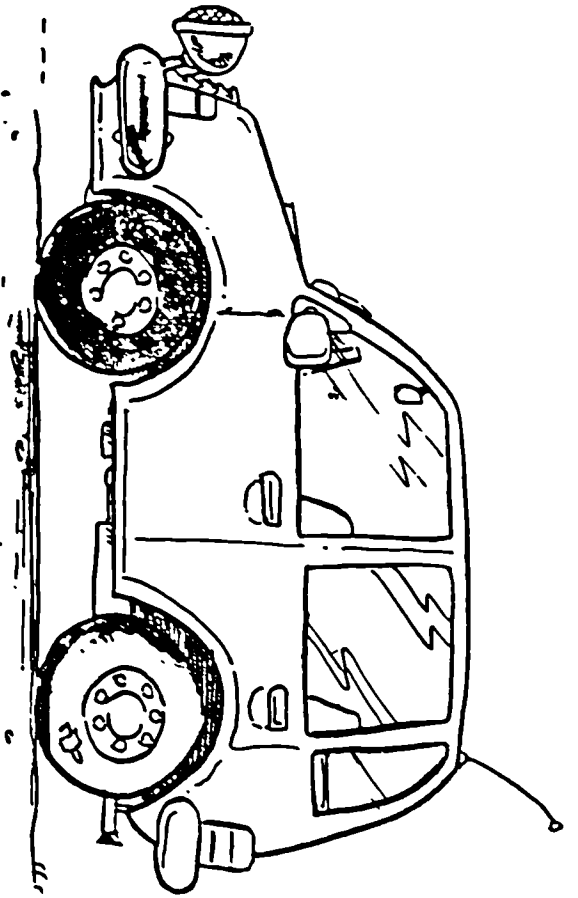
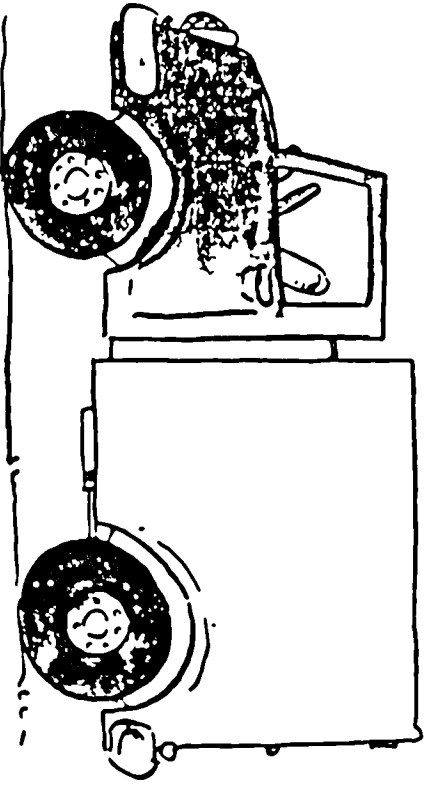
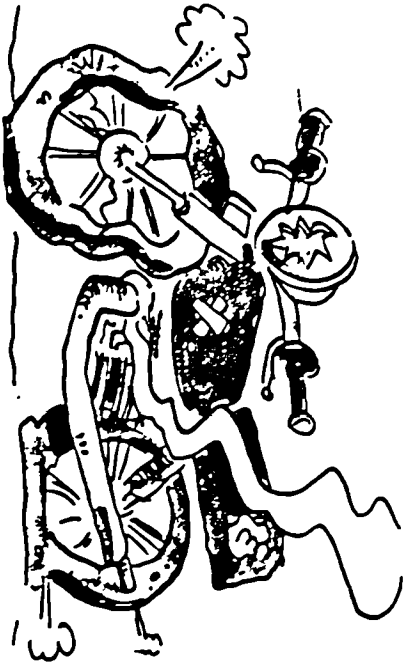


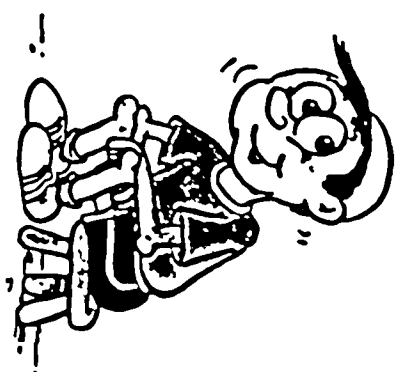
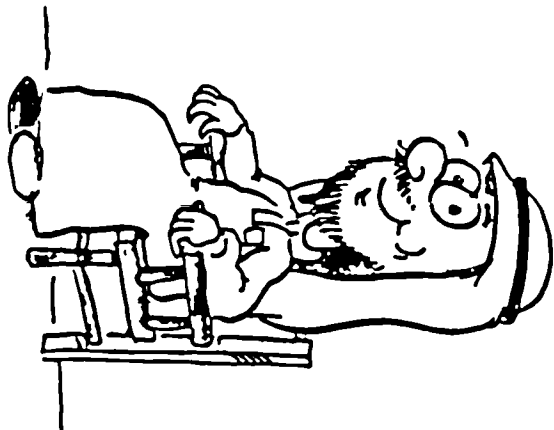
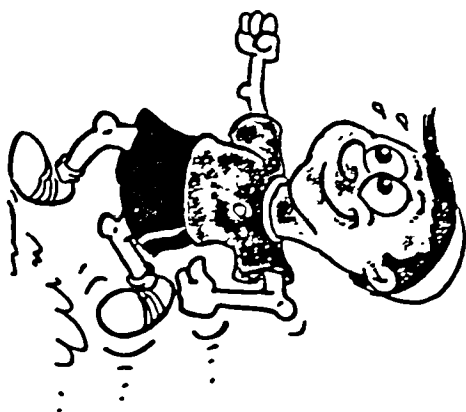




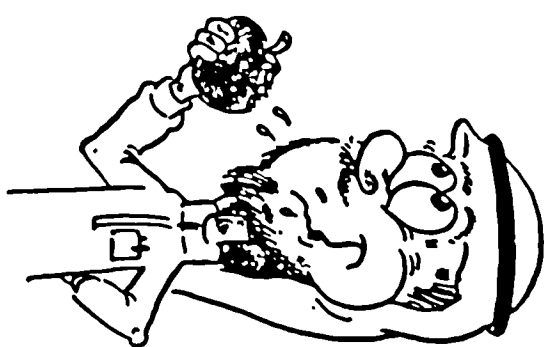
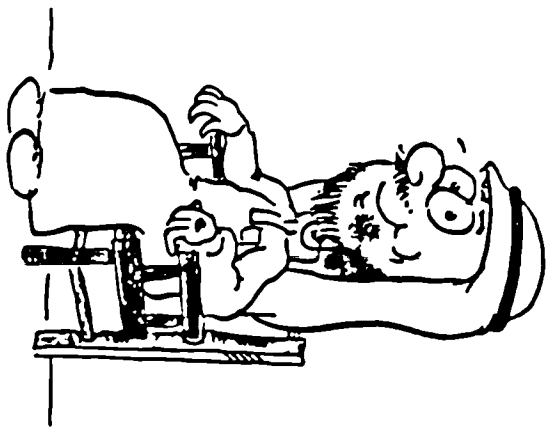
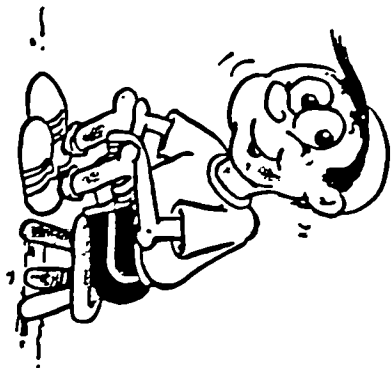


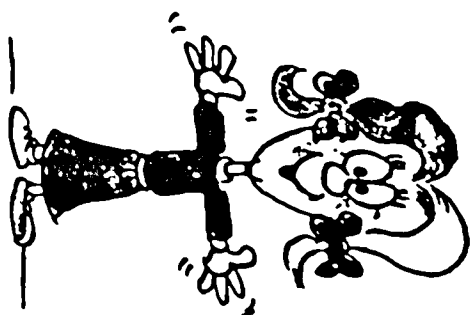
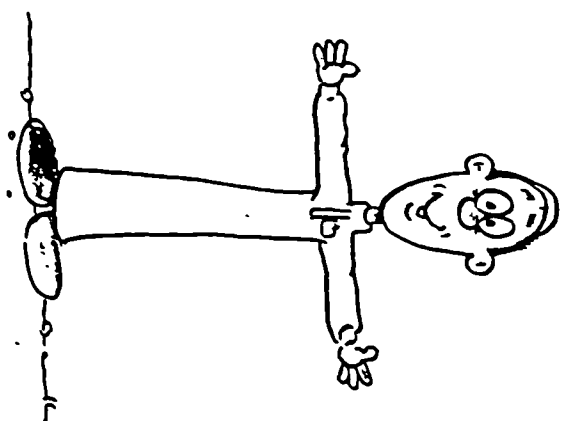
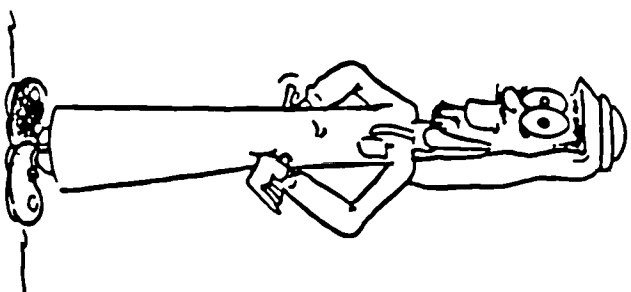


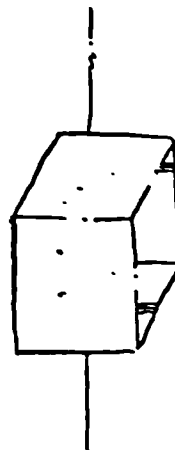
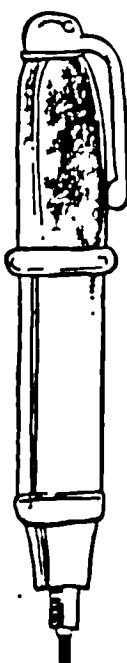


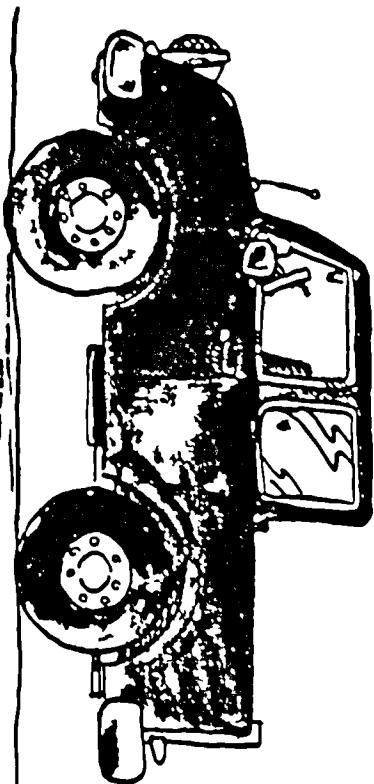
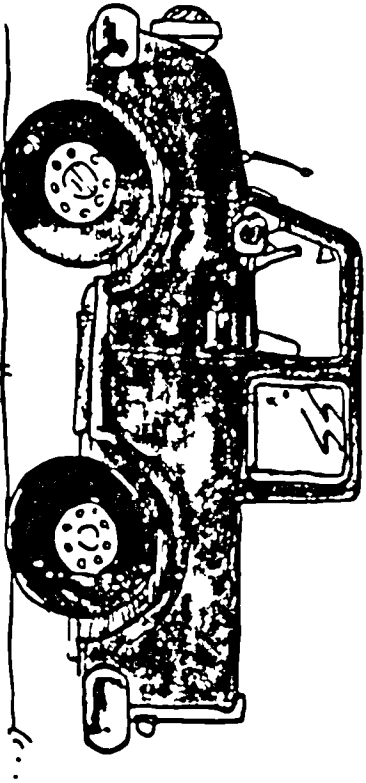
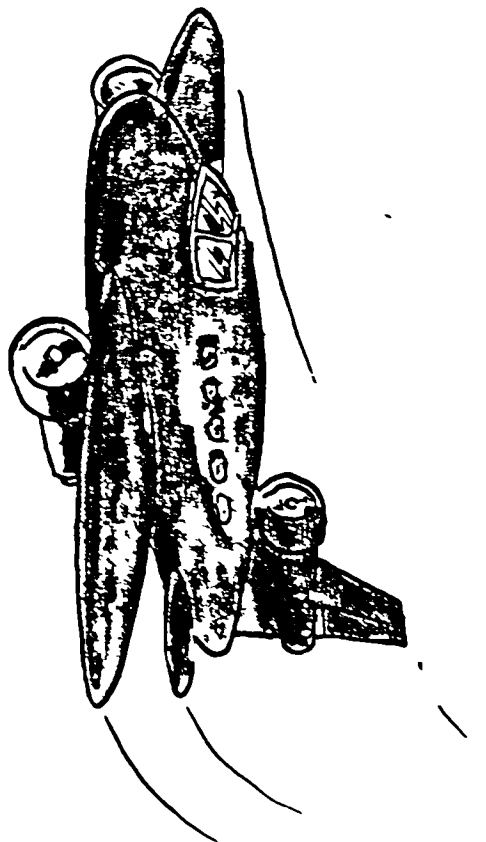
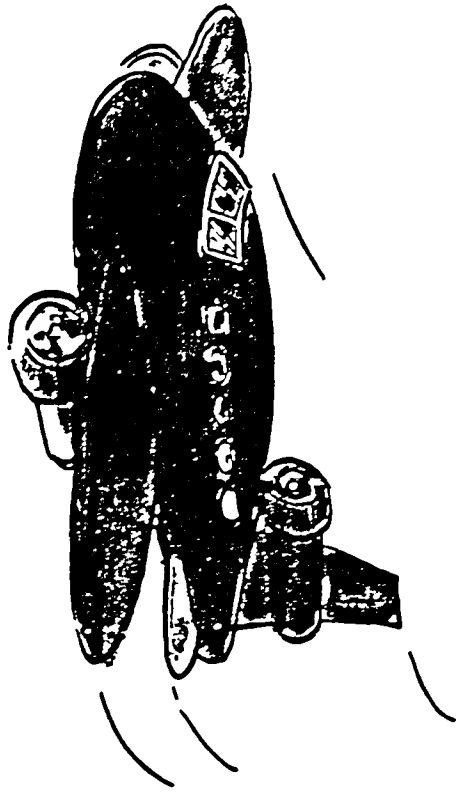


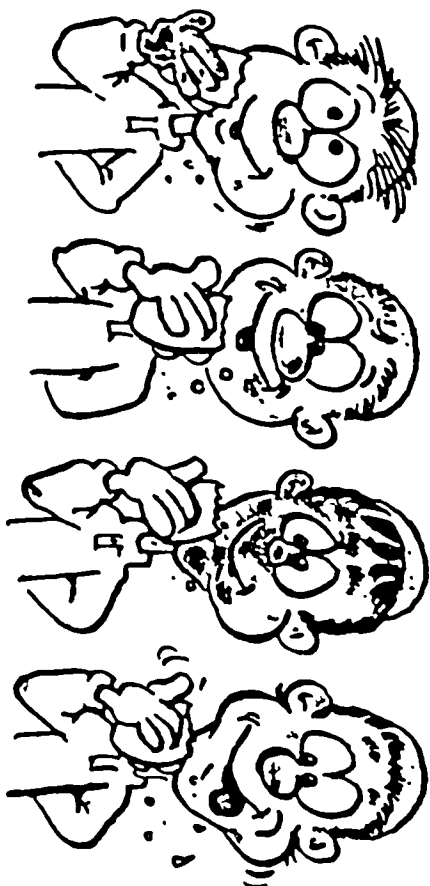
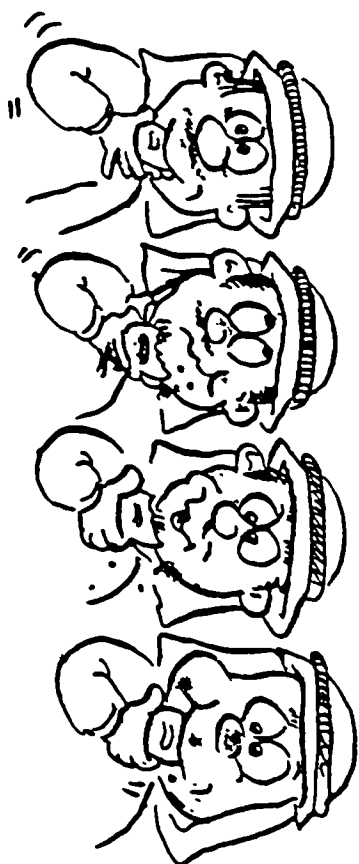
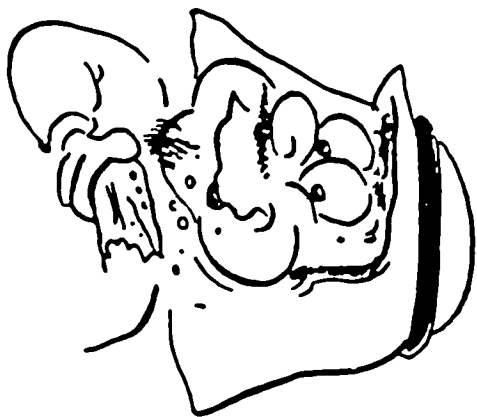
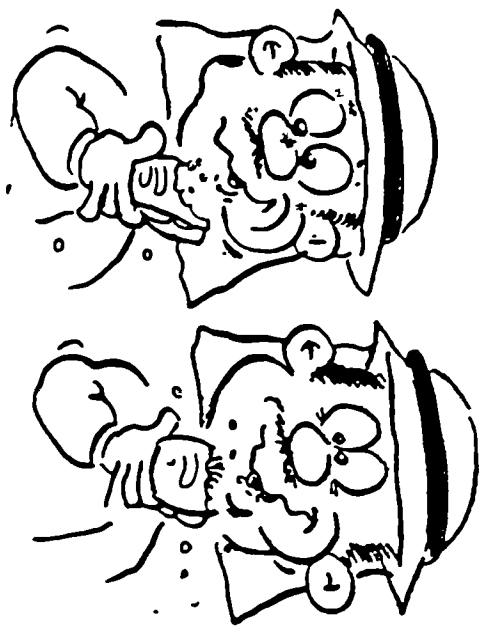


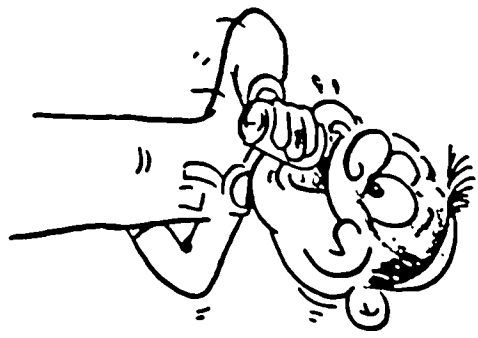
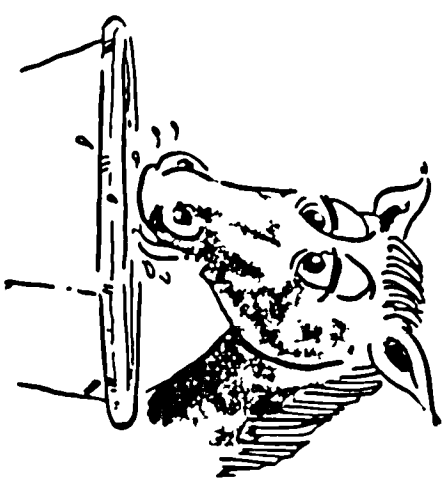
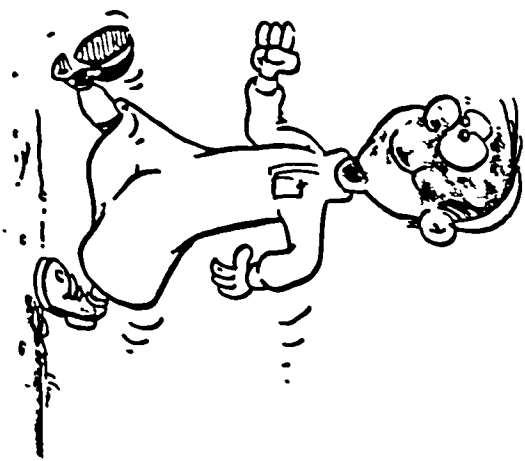
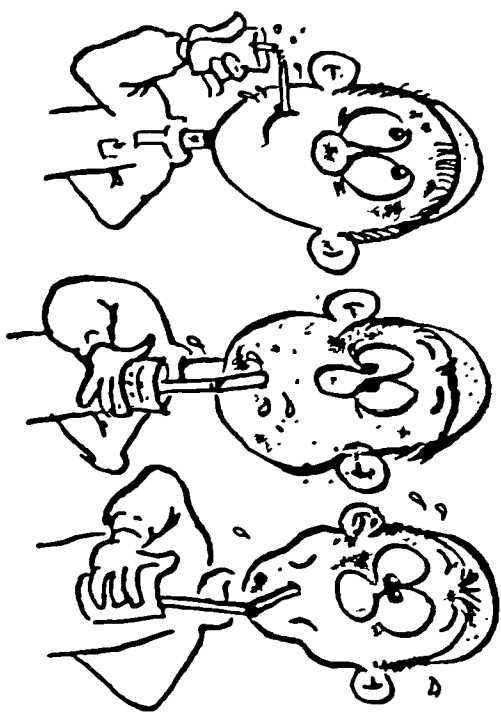


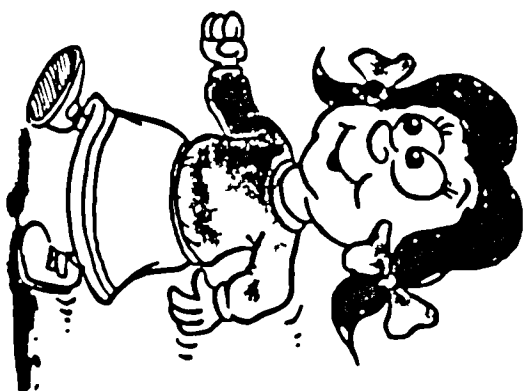
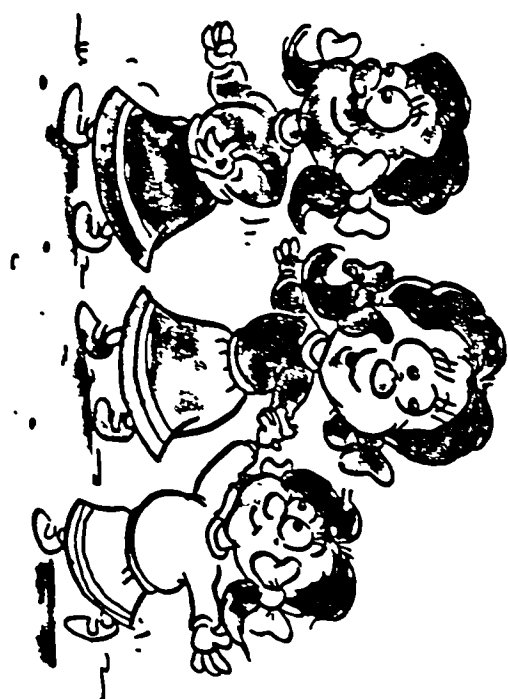


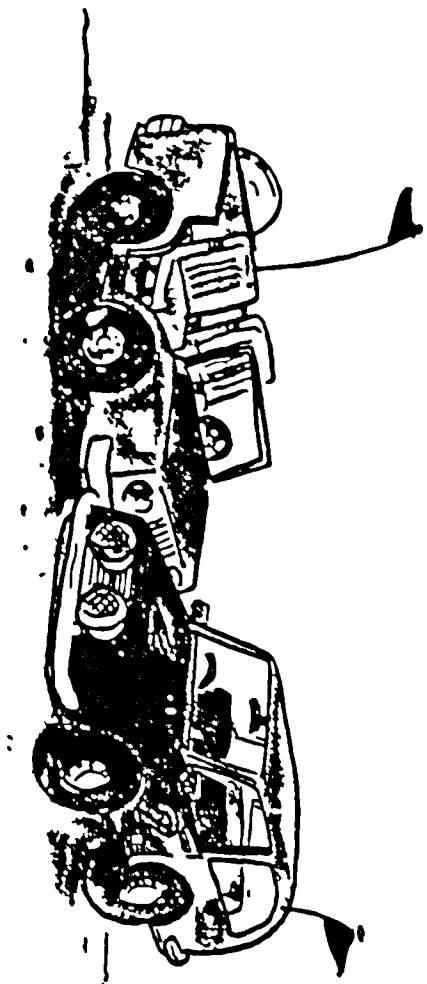
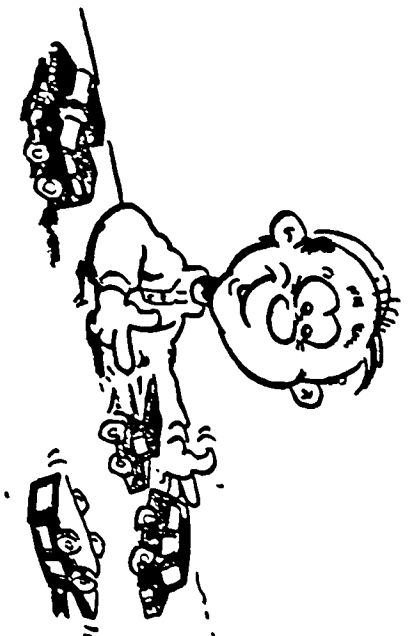
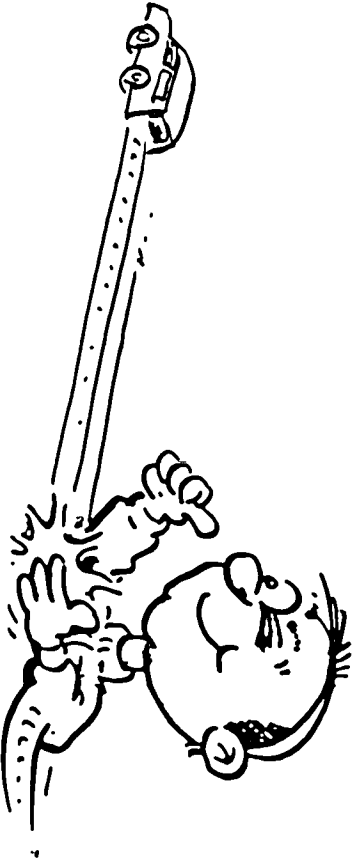


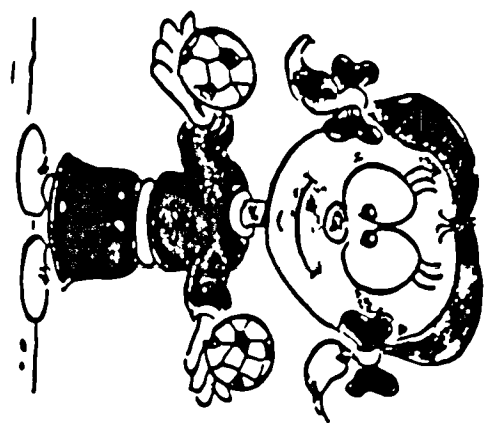


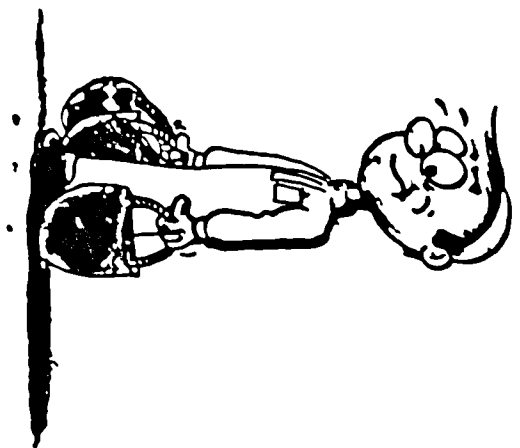
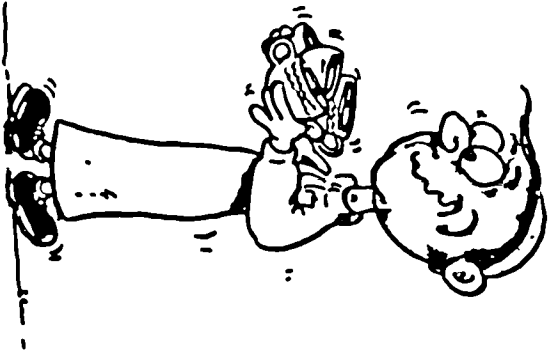
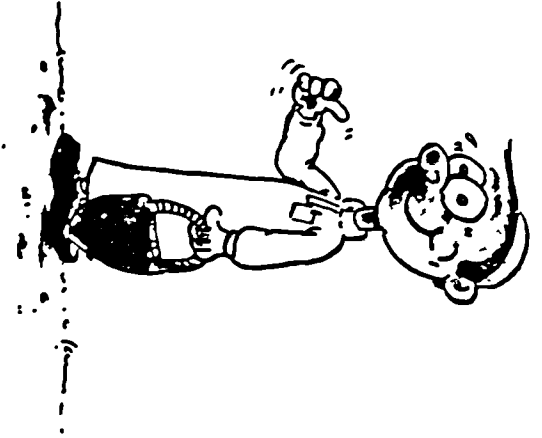


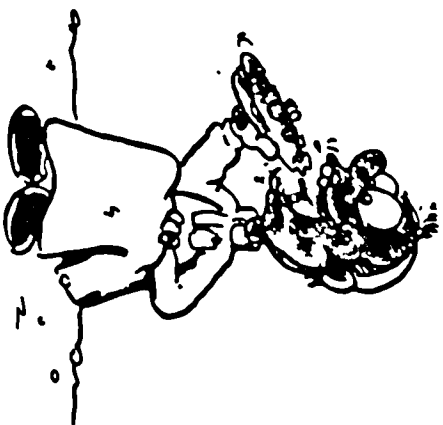
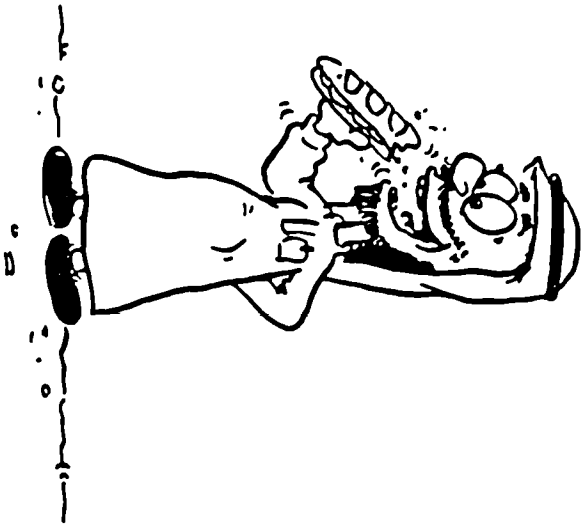
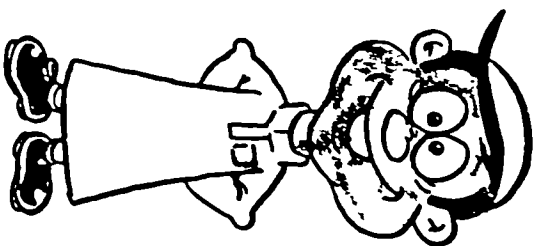
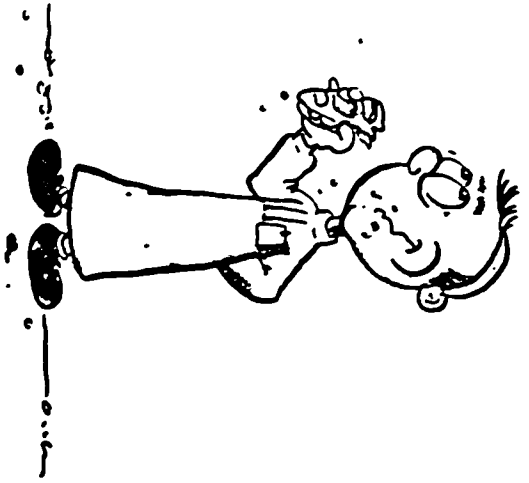


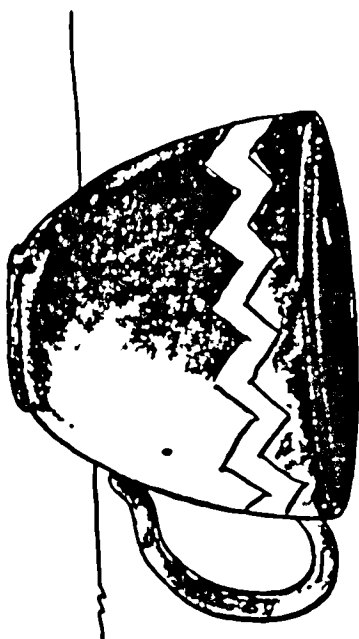
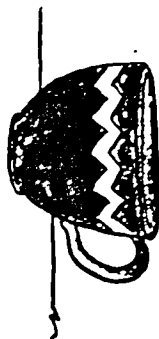


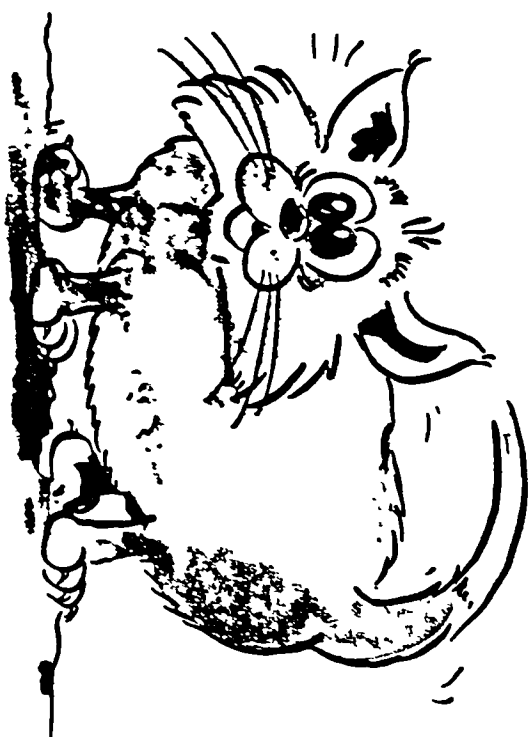


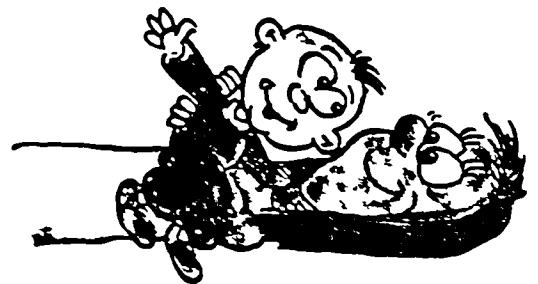
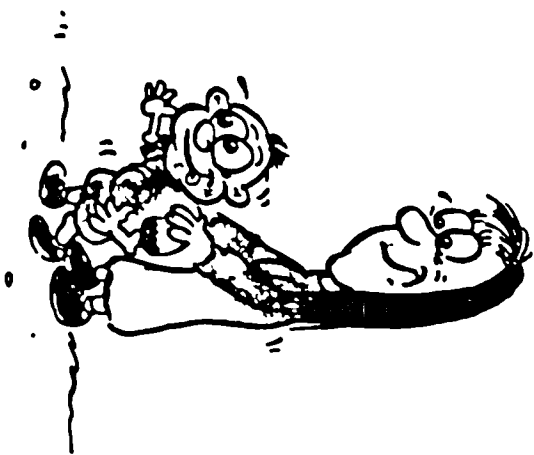
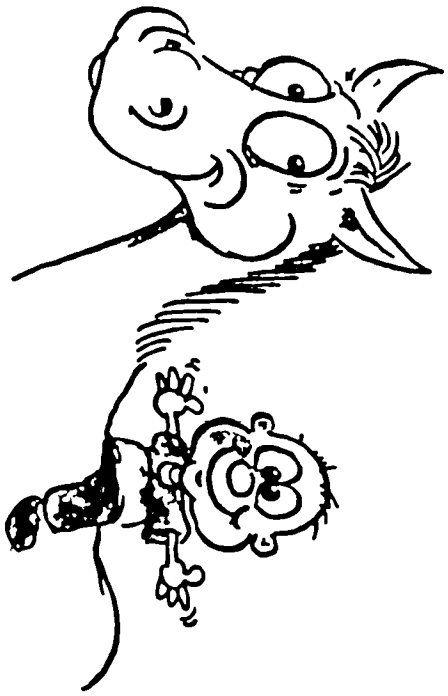






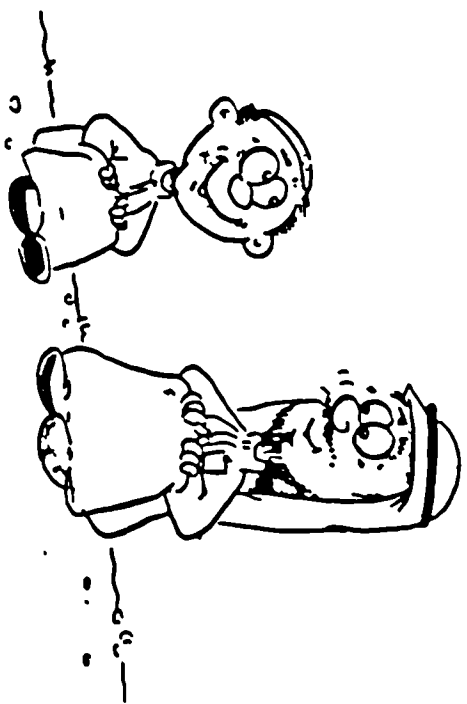
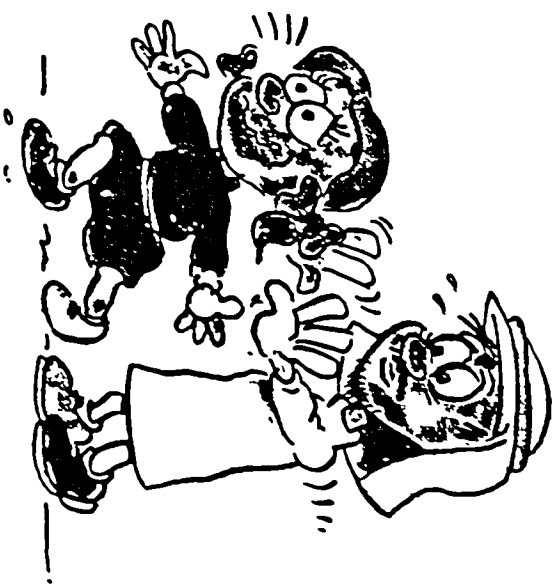


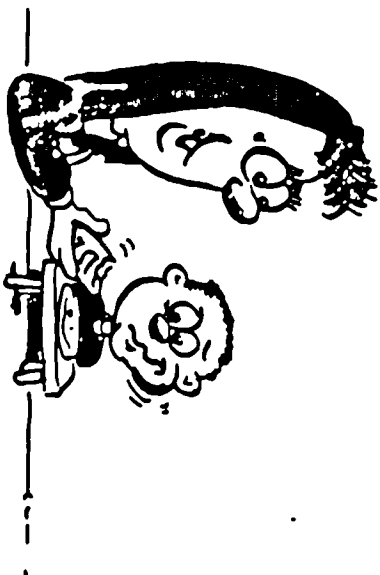


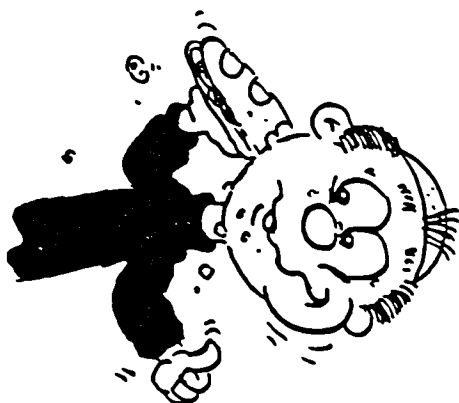
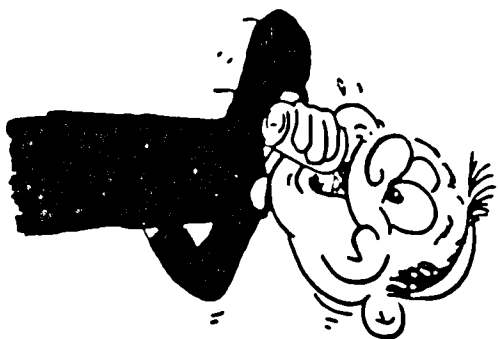
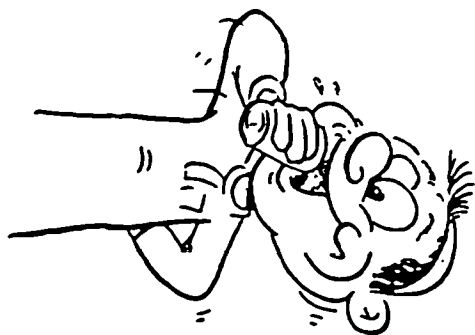


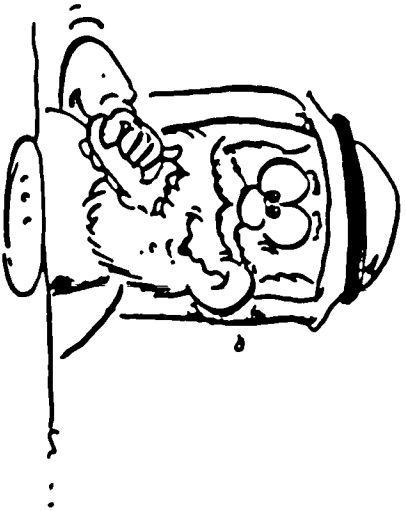
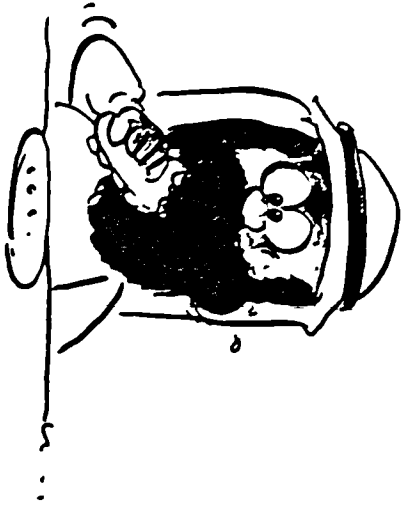


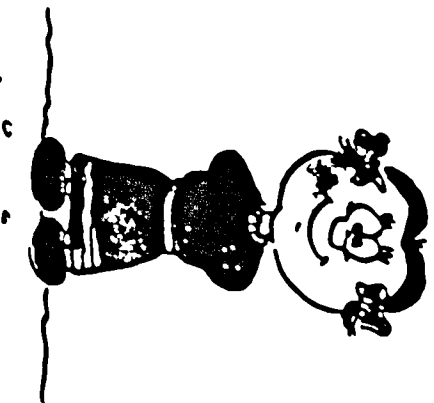
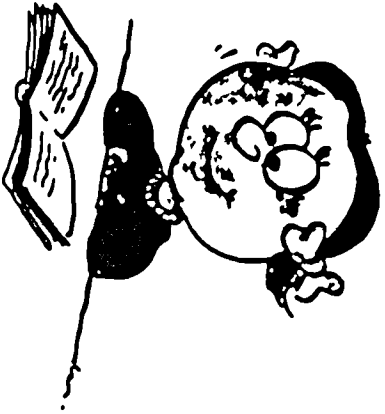
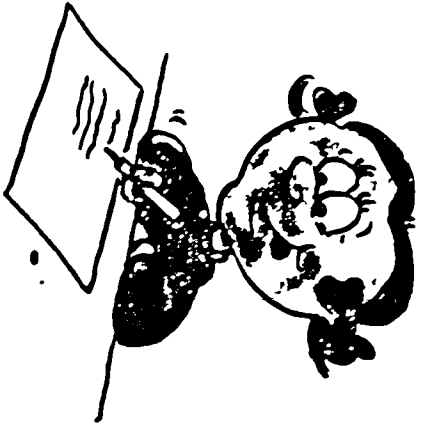
17-2

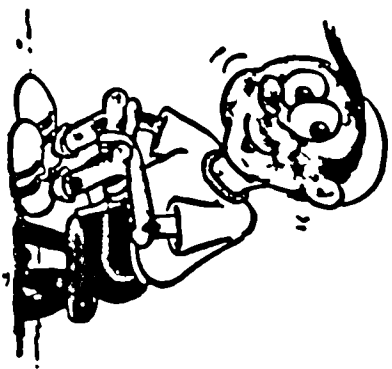
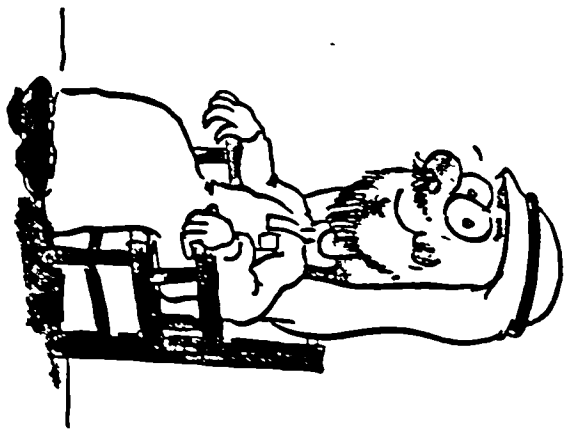
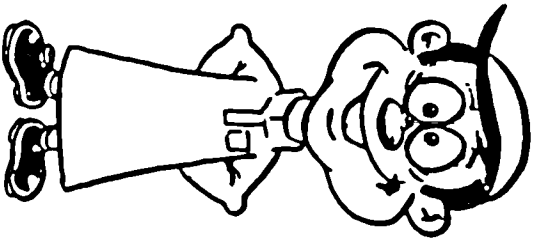
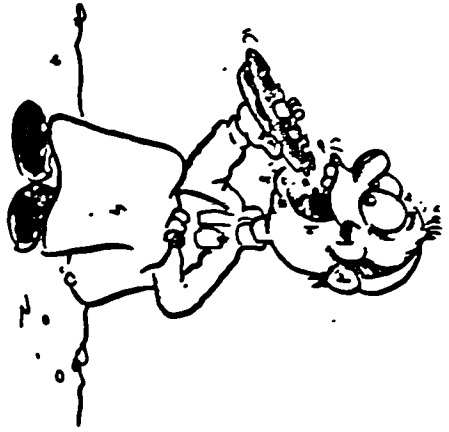


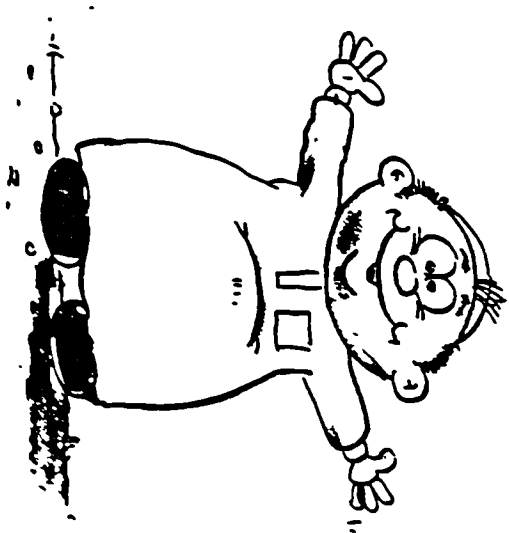
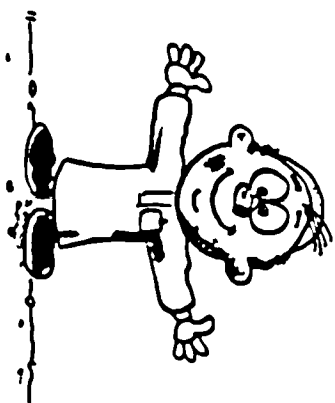
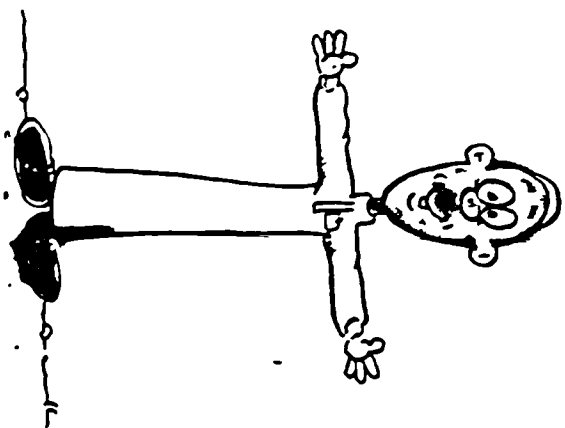


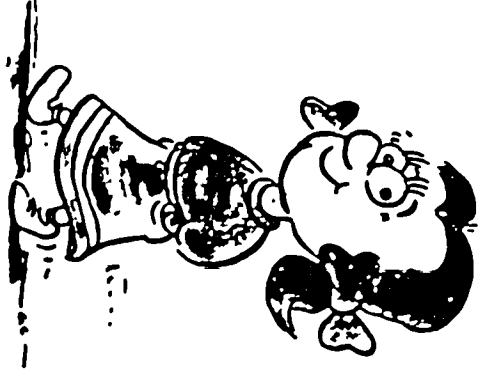
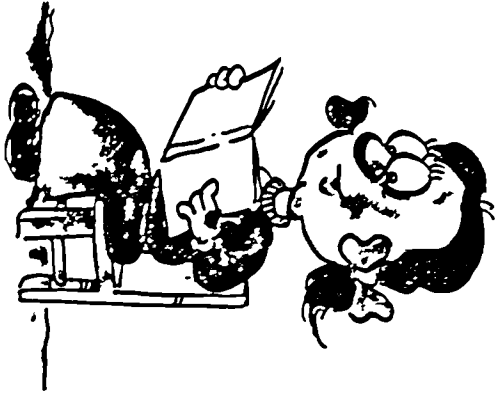


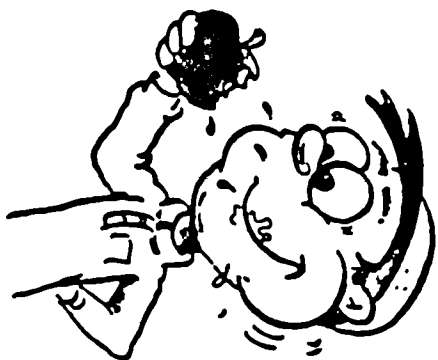
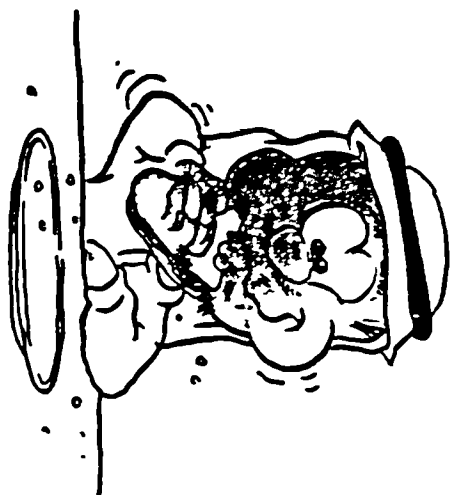




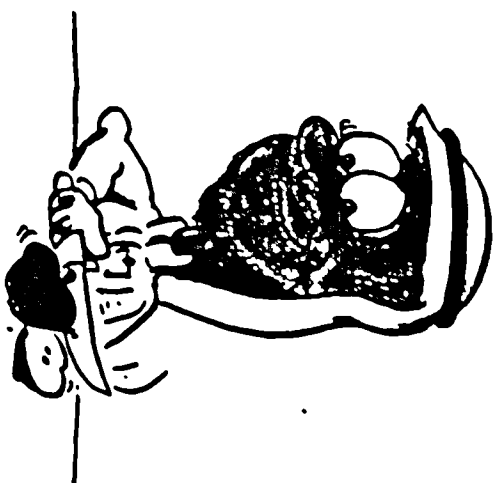


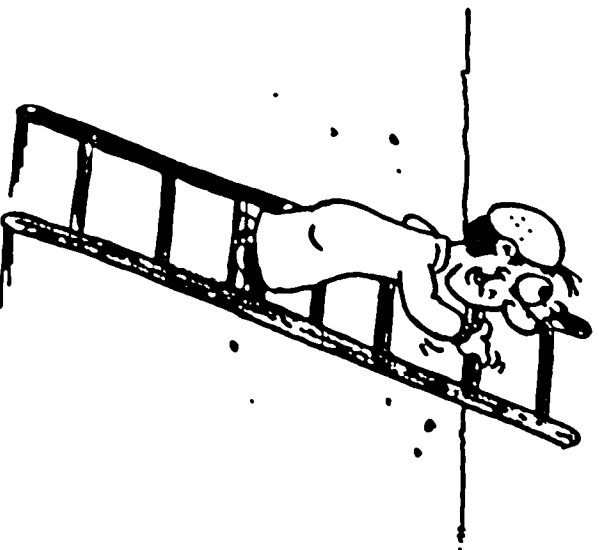
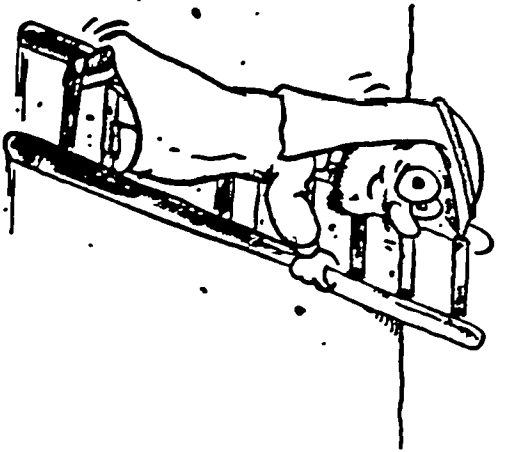


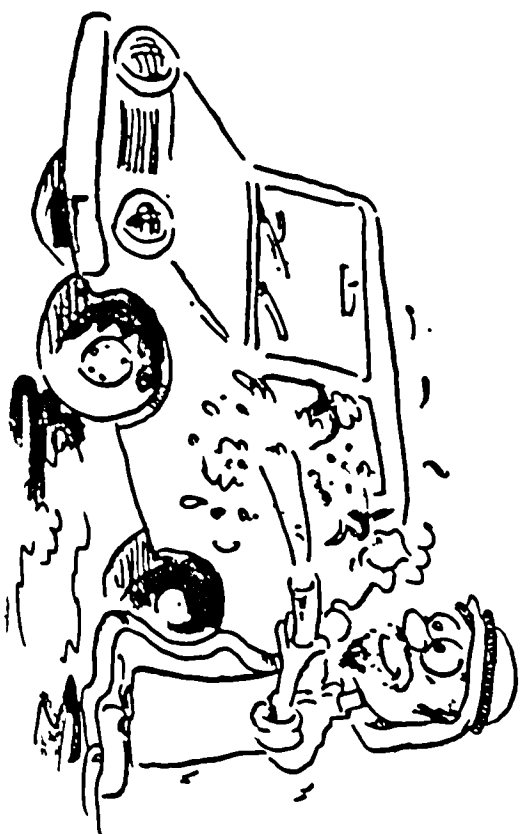
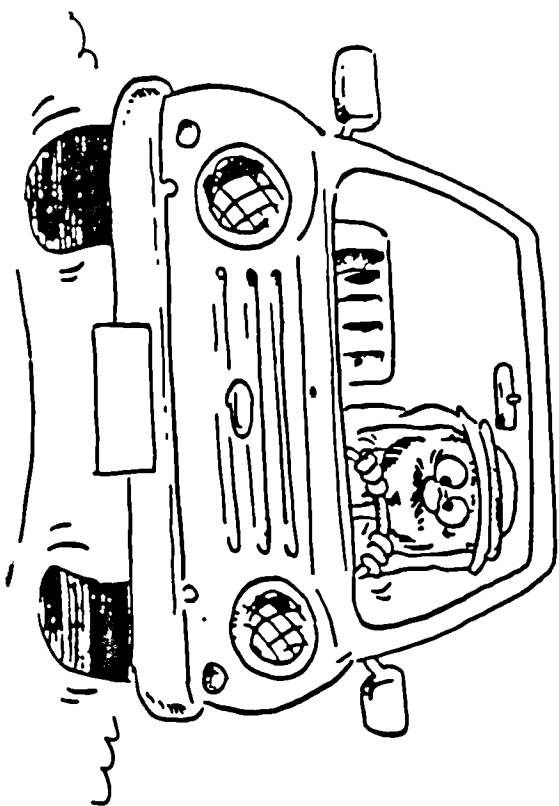
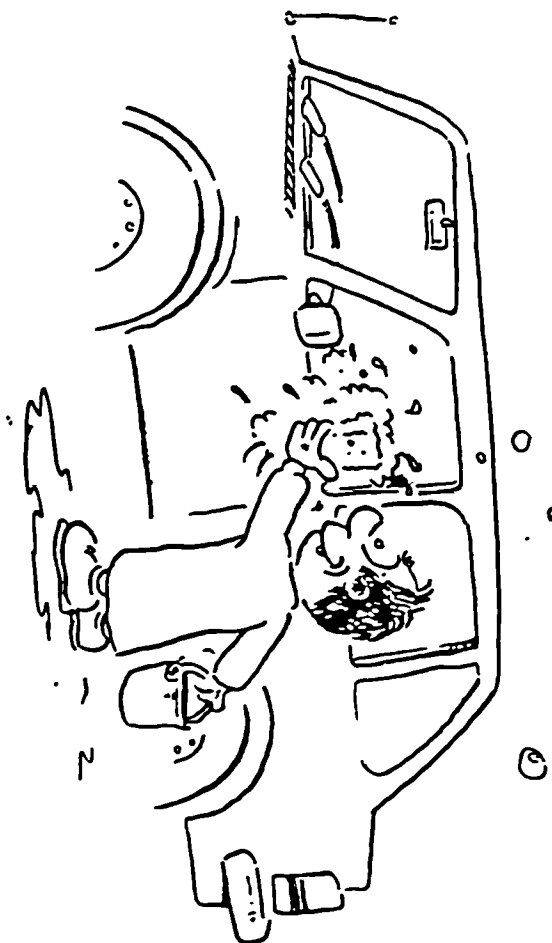


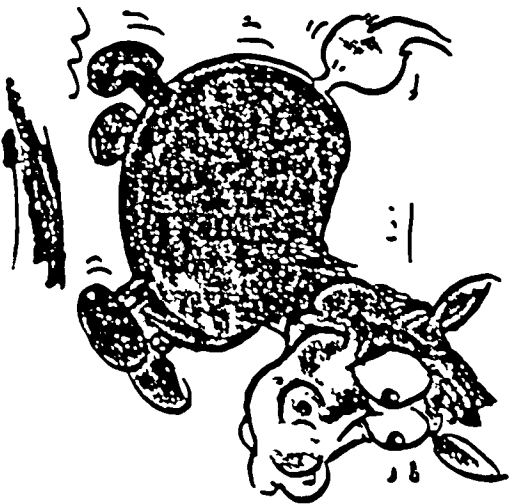
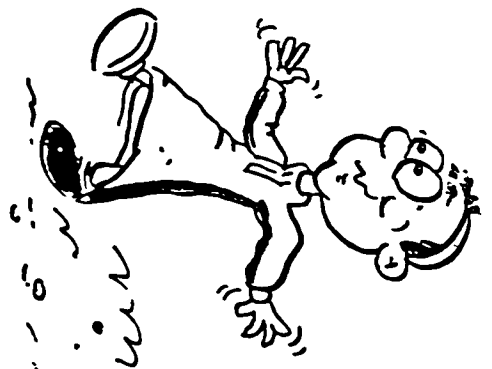
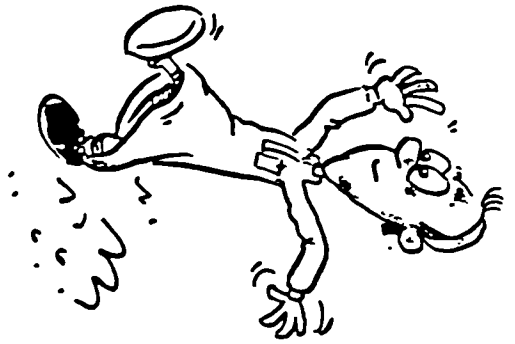


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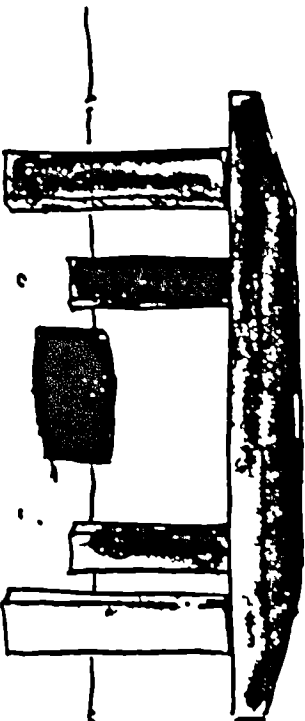
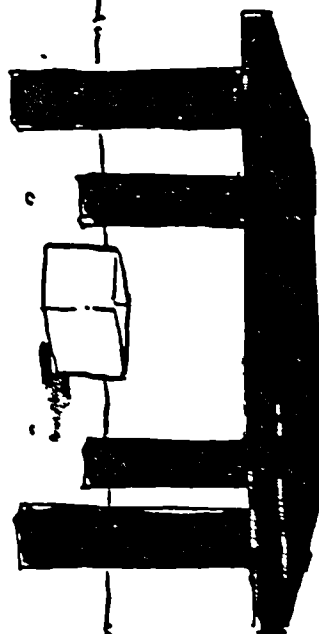
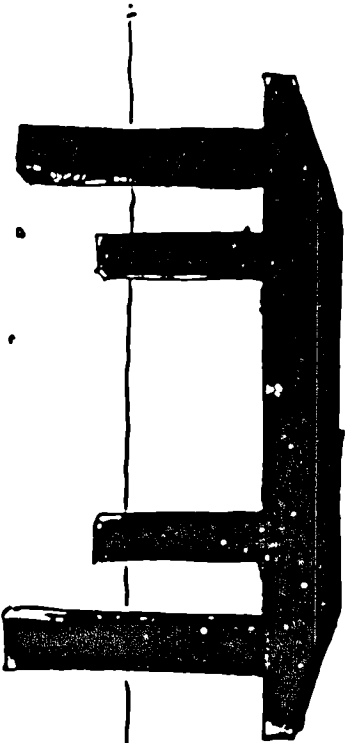
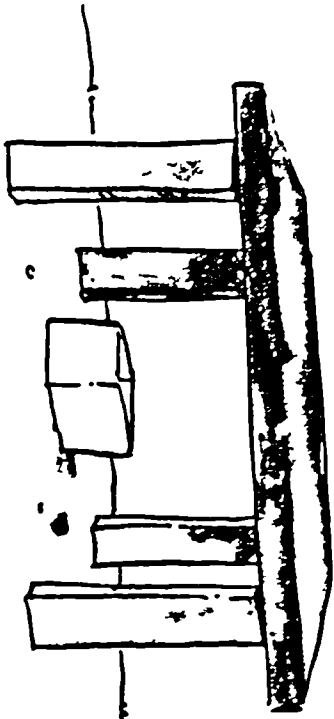






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Appendix 12 Vocabulary words searched in the CDS and their frequency of occurrence.

	B 2;4	B 2;10	G 3;1	B 3;2	B 3;8	G 3;8	G 3;10	B 4;3	G 4;9	B 5;1	B 5;2	B 5;6	Total
To watch	14	8	4	4	11	15	4	4	8	14	6	16	108
Two	4	3	2	3	1	16	3	2	2	11	5	10	62
Correct	10	8		6	3	7	1		1	5	5	7	53
To say	4		5	2	5	5	4	1	2	10	10	1	49
A colour	3				5	4	1	14	3	7	4	7	48
A car							8			9	14	15	46
To do	2		3	4	7	4	3	3	7	6	1	6	46
A horse	12		4	11		5	3		2	1	7		45
Large		2	2	2	10	6		2	1		9	8	42
A father	3	11	8	7	1	6	2		1			1	40
A toy	5	4	4	2		10	5			2	1	2	35
To put something in						11		15	2	2	3	2	35
To build (blocks)			8	1	2		2	1		12	1	5	32
A boy	2		1		2	1		2	8	6	7	2	31
Blue	3	3	1	1	1	4	2	4		2	1	9	31
Red		7	2	3		3	1			2	5	8	31
To ride	2		1	8	2	2	5			3	6	1	30
Yellow	1	2				2	1	3		2	5	12	28
A square	3			2		2				6	11	3	27
A tea	4	1	11	6	3								25
To fall down	1	3	2	5	1	2	4	1	1	2	1	2	25
One	6		1	2	1	2	1	1	1	7		3	25
A milk	2	3	3		8			3	5				24
To leave	2		1			1	2			3	8	7	24
To finish	3	5	1	4	1					6	4		24
A circle		1		2		1				5	10	4	23
To go	2		2	4	2		1		7	1		4	23
Green	3	1		2		3	1	3		5	1	4	23
To get something out					1	1		2	4	4	6	4	22
A triangle	6	1		2		1				4	4	3	21
Smart	3				12			6					21
To play		1			7	3					7	2	20
Small				1	6	2			1	4	5		19
A Game					12	1	2			3			18
To phone	4		3	1		2	2	4	2				18
To drink		1		2	8		2	3	1				17
A rectangle	3	4								5	3	1	16
To come			2			6	5					3	16
An ambulance							15						15
Nice	5	4		2		1	2		1				15

	B 2;4	B 2;10	G 3;1	B 3;2	B 3;8	G 3;8	G 3;10	B 4;3	G 4;9	B 5;1	B 5;2	B 5;6	Total
A lion					2			1			6	5	14
A block (toys)	3	1	1		2				4	3			14
A house				1		3			2			8	14
An elephant					4							9	13
A giraffe											3	10	13
To sit	2		1	1	1	2	1	3				2	13
To eat				1	9		1		2				13
A jaguar											6	6	12
A telephone	1		5	3		1		2					12
Wrong		3		1		3	5						12
A chair			1				1			5	3	1	11
A face						2				5	4		11
To rotate			2		6					3			11
Strong	2				3	1	2	2			1		11
A bear									6	1	2	1	10
Broken				1			3			1	3	2	10
An ankle (father's brother)			2		1	1	2				1	2	9
A duck							1	2	1		5		9
A name	2		1		2				2		2		9
To give	2	2				1	1		2			1	9
Three	2	7											9
A ball								7		1			8
A building						1	1					6	8
A mother			3			1		1	3				8
An animal								1	1		3	3	8
A motorcycle							8						8
To fix				2			5		1				8
To tell						2	2			4			8
New			3			4	1						8
A petrol							7						7
A bee									7				7
A truck										4	2	1	7
A driver							6				1		7
A face			2		1	1			1	2			7
A finger	4	3											7
To pour	2	4		1									7
Bad	1		1				4			1			7
Last		1		1		1				4			7
A man			1				3			1		1	6
A cup	2		3		1								6
A school					3				3				6
A monkey					3			3					6
A snake					1			5					6
A drawing		2						3	1				6
An egg				2					4				6

	B 2;4	B 2;10	G 3;1	B 3;2	B 3;8	G 3;8	G 3;10	B 4;3	G 4;9	B 5;1	B 5;2	B 5;6	Total
To race	1						2					3	6
To deliver	1				1	1	3						6
To bring		1				2	3						6
Long											3	3	6
Hot			2	4									6
A led		3	1			1							5
A referee				1			4						5
A street							3					2	5
A workshop							5						5
A garage					2						3		5
To run											5		5
To laugh					2			3					5
To like			2				2		1				5
Four		3								2			5
A dish	3	1											4
A blood				1		3							4
An ant (mother's sister)					1				3				4
A rabbit							1	1	2				4
An air plane			3								1		4
A door						2	1		1				4
A farm												4	4
An escalator												4	4
A mountain												4	4
To tear			1	3									4
To walk												4	4
First			1	3									4
A women							1	1		1			3
A girl					1						2		3
A picture						3							3
An ant (father's sister)			3										3
A tree					1				2				3
A dog									3				3
A gazelle											3		3
A washing machine							3						3
A teeth								3					3
A tongue		2			1								3
A garden												3	3
To wash		3											3
Brown										1	2		3
Easy												3	3
Cold			1	2									3
Middle							1	1		1			3
A pen		2											2
A baby			1	1									2
A book		2											2

	B 2;4	B 2;10	G 3;1	B 3;2	B 3;8	G 3;8	G 3;10	B 4;3	G 4;9	B 5;1	B 5;2	B 5;6	Total
A bag						1			1				2
A spoon			1	1									2
A fire						2							2
A sea						1			1				2
A fish							1				1		2
A petrol station							2						2
A chicken									2				2
A bird			1						1				2
A broom							2						2
A tire											2		2
A shoe								1	1				2
A bus											2		2
A tea pot	2												2
A jacket								2					2
A cow									2				2
A fence												2	2
To find			1			1							2
To pull					1	1							2
To cry				1		1							2
To teach	1										1		2
To win							2						2
To try	2												2
To press	1	1											2
To sleep							2						2
Fat										1	1		2
A table									1				1
A ladder									1				1
A box						1							1

Appendix 13 The total scores achieved by every child in the objects and pictures sub-tests.

3,0-3,5 boys				3,0-3,5 girls				3,6-3,11 boys				3,6-3,11 girls			
Subject	Obj	Pictur	Sum	Subj ect	Obj	Pictur	Sum	Subj t	Obj	Pictur	Sum	Subj ect	Obj	Pictur	Sum
1	2	3	5	11	4	8	12	21	2	5	7	31	7	4	11
2	6	4	10	12	4	9	13	22	4	7	11	32	4	5	9
3	4	5	9	13	1	10	11	23	3	11	14	33	4	8	12
4	4	9	13	14	3	9	12	24	5	10	15	34	3	9	12
5	4	10	14	15	3	9	12	25	4	12	16	35	5	9	14
6	7	11	18	16	3	11	14	26	7	8	15	36	4	9	13
7	5	11	16	17	4	11	15	27	6	10	16	37	3	13	16
8	4	11	15	18	6	11	17	28	3	13	16	38	4	9	13
9	6	10	16	19	7	9	16	29	4	13	17	39	4	11	15
10	6	15	21	20	8	9	17	30	3	20	23	40	6	12	18
Total	48	89	137	Total	43	96	139	Total	41	109	150	Total	44	89	133
Mean	4.80	8.90	13.70	Mean	4.30	9.60	13.90	Mean	4.10	10.90	15.00	Mean	4.40	8.90	13.30
S.D.	1.48	3.75	4.67	S.D.	2.11	1.07	2.23	S.D.	1.52	4.12	4.11	S.D.	1.26	2.81	2.58
4,0-4,5 boys				4,0-4,5 girls				4,6-4,11 boys				4,6-4,11 girls			
Subject	Obj	Pictur	Sum	Subject	Obj	Pictur	Sum	Subject	Obj	Pictur	Sum	Subject	Obj	Pictur	Sum
41	4	6	10	51	4	10	14	61	2	13	15	71	6	7	13
42	5	10	15	52	3	12	15	62	4	12	16	72	4	10	14
43	6	12	18	53	6	11	17	63	5	12	17	73	5	11	16
44	7	10	17	54	10	10	20	64	5	14	19	74	5	11	16
45	8	10	18	55	7	15	22	65	5	14	19	75	5	13	18
46	7	11	18	56	9	13	22	66	5	14	19	76	5	11	16
47	8	11	19	57	4	15	19	67	8	14	22	77	8	10	18
48	7	13	20	58	8	14	22	68	10	13	23	78	6	13	19
49	7	13	20	59	7	16	23	69	9	16	25	79	10	11	21
50	6	15	21	60	11	16	27	70	8	18	26	80	8	15	23
Total	65	111	176	Total	69	132	201	Total	61	140	201	Total	62	112	174
Mean	6.5	11.1	17.6	Mean	6.9	13.2	20.1	Mean	6.1	14	20.1	Mean	6.2	11.2	17.4
S.D.	1.2693	2.42441	3.1693	S.D.	2.68535	2.34758	3.95671	S.D.	2.5144	1.82574	3.755	S.D.	1.8738	2.14994	3.06232
5,0-5,5 boys				5,0-5,5 girls				5,6-5,11 boys				5,6-5,11 girls			
Subject	Obj	Pictur	Sum	Subject	Obj	Pictur	Sum	Subject	Obj	Pictur	Sum	Subject	Obj	Pictur	Sum
81	7	10	17	91	6	8	14	101	6	14	20	111	6	15	21
82	5	11	16	92	4	9	13	102	10	14	24	112	5	13	18
83	6	12	18	93	2	12	14	103	7	16	23	113	8	12	20
84	5	12	17	94	4	11	15	104	10	15	25	114	8	15	23
85	6	13	19	95	4	14	18	105	9	15	24	115	8	15	23
86	5	14	19	96	6	15	21	106	8	14	22	116	8	14	22
87	8	15	23	97	5	14	19	107	7	16	23	117	10	16	26
88	9	15	24	98	6	16	22	108	8	18	26	118	8	17	25
89	7	16	23	99	8	16	24	109	7	20	27	119	8	18	26
90	8	18	26	100	8	17	25	110	10	19	29	120	9	20	29
Total	66	136	202	Total	53	132	185	Total	82	161	243	Total	78	155	233
Mean	6.6	13.6	20.2	Mean	5.3	13.2	18.5	Mean	8.2	16.1	24.3	Mean	7.8	15.5	23.3
S.D.	1.42984	2.45855	3.48967	S.D.	1.88856	3.08401	4.40328	S.D.	1.47573	2.18327	2.58414	S.D.	1.39841	2.36878	3.26769

Appendix 14 The formulae used to compute partial correlation.

Partial Correlation test:

A test that considers age variable is the partial correlation test, where, objects score (a) will be correlated with pictures scores (b) controlling for age variable (c). The formula used to compute partial correlation is:

Correlation coefficient between a and b = r_{ab}

Correlation coefficient between b and c = r_{bc}

Correlation coefficient between a and c = r_{ac}

Partial correlation coefficient between a and b = $r_{ab.c}$

$r_{ab.c}$ is the partial coefficient between a and b , controlling for c .

$$r_{ab.c} = \frac{r_{ab} - r_{ac} * r_{bc}}{\sqrt{(1 - r_{ac}^2) * (1 - r_{bc}^2)}} \quad \text{Source: Daniel (1995, p341).}$$

We need to compute the student's t in order to get statistical significance of the partial correlation, the formula of student's t is:

$$t = \frac{r * \sqrt{(N - 3)}}{\sqrt{(1 - r^2)}} \quad \text{Source: Daniel (1995, p341).}$$

Where

r = the partial correlation coefficient.

t = student's t .

N = no of cases.

Appendix 15 Letter received from the Ministry of Planning In Saudi Arabia in response to an enquiry for some data from the national census.

The requested information included the total population, the number of children aged 2;0 to 7;0 years, the number of Saudi families and the number of house workers in Saudi Arabia.

A translation of the letter received from the Ministry of Planning:

- The total Saudi population is

Males	Females	Total
6 215793	6.094.260	12.310.053

- The number of children between the age of 1;0 and 9;0 years is 3.826.643.
- The number of Saudi families is 2.797.144.

الرقم : ٦٦٦٨
التاريخ : ٢٩ / ١٠ / ١٤١١
المرفقات : ١

المحترم

المكرم / عبدالرحمن بن ابراهيم العقيل

السلام عليكم ورحمة الله وبركاته

- بناءً على الطلب المقدم منكم للحصول على بعض المعلومات الإحصائية من واقع التعداد السكاني الأخير وذلك لاستخدامها في مجال الدراسة والبحث .
- يسرني ان اقدم لكم المعلومات المتوفرة ، وهي كالتالي :-
- 1- بلغ اجمالي عدد السكان السعوديين في المملكة ما يلي :-
ذكور (6.215.793) ، اناث (6.094.260) . الجملة (12.310.053) .
 - 2- عدد الاطفال السعوديين الذين تقع اعمارهم بين 1-9 سنوات هو (3.826.643) .
 - 3- اجمالي عدد الاسر بالمملكة هو (2.797.144) اسرة .

نأمل ان تفي هذه البيانات بالفرص المشود متمنين لكم النجاح والتوفيق .

مع تحيات مصلحة الإحصاءات العامة

Appendix 16 The questionnaire completed by fathers who participated in the CDS study (Arabic version)

بسم الله الرحمن الرحيم

التاريخ:

معلومات عن الطفل:

الجنس:

الاسم:

تاريخ الميلاد:

مكان الميلاد:

أعمار إخوان وأخوات لطفل:

عمر الأب: درجة تعليمه:

عمر الأم: درجة تعليمها:

احتكاك الطفل بالأب في اليوم: أكثر من خمس ساعات 3-5 ساعات
1-3 ساعات أقل من ساعة

احتكاك الطفل بالأم في اليوم: أكثر من خمس ساعات 3-5 ساعات
1-3 ساعات أقل من ساعة

لا

هل تعمل لديكم خادمة بالبيت: نعم

إذا كانت لإحاجة سعة لرجاء لإحاجة على باقي الأسئلة

مد متى و لخادمة تعمل عندكم:

ماهي اللعبة لمستخدمة مع الخادمة: العربية

مامدى احتكاك الخادمة بالطفل: نادراً

العربية المكسرة

أحياناً

لإجليزية

دائماً

آخرى حدد.....

**Appendix 17 The questionnaire completed by parents of the children
who were tested by the language comprehension test (Arabic version).**

بسم الله الرحمن الرحيم

هد الاستبيان يهدف إلى معرفة تطور نمو اللغة لدى انكم أو انكم. لرجاء لإجابة على أسئلة بوصح علماً بأن المعلومات ستكون سرية ولن تستخدم بعد عرض هد لحت. في حالة وجود أسئلة عامصة لرجاء تحديدها وسوصح لكم لاحقاً. شاكرين ومعدري معاوبكم معا.

تاريخ الميلاد:

مكان الميلاد:

اسم الحمي السكي:

اسم المدرسة أو الروصة (إذا كان لصلل يدرس):

1- في جدول التالي لرجاء تحديد حوة لصلل (ذكور-بات) مع كتابة أعمارهم:

عدد	خمس (ذكر-نثي)	العمر	عدد	الجلس (ذكر-أنثي)	لعمر
-1			-6		
-2			-7		
-3			-8		
-4			-9		
-5			-10		

2- هل عاى في السابق أو يعاى حايًا أي من أولادكم أو ساتكم من مشاكل في الكلام (مثال: لأخر في لكلام معاربه عن هم

في مثل سه):

☐ د

☐ نعم

الرجاء ذكر نوع لمشاكل:

-1

-2

-3

3- هل يعيش الطفل مع ولديه وإخوانه فقط أم يعيش مع أقرباء آخرين إضافة لولديه وإخوانه (كالجد أو لعمة لحاله):

☐ يعيش مع والديه وإخوانه فقط

☐ مع أقرباء آخرين إضافة لوالديه وإخوانه

إذا كان يعيش مع أقرباء آخرين إضافة لوالديه وإخوانه الرجاء الإجابة على الآتي:

عدد	صلة قرابتهم بالطفل	العمر	هل يعاى من مشاكل في الكلام أو السمع و ما نوع المشكله
1			
2			
3			
4			
5			
6			

4- مهنة لأب: ☐ موظف حكومي ☐ موصف قطاع خاص ☐ عمل خاص ☐ غيره (حدد)

5- درجة تعليم لأب: ☐ لا يقرأ ولا يكتب ☐ يقرأ و يكتب بدون مؤهل ☐ ثانوي ☐ جامعي ☐ بدني ☐ متوسط ☐ فوق جامعي

6- مهنة لأم: ☐ ربة بيت ☐ موضعه حكومية ☐ عمل خاص ☐ غيره (حدد)

7- درجة تعليم لأم: ☐ لا تقرأ ولا تكتب ☐ تقرأ و تكتب بدون مؤهل ☐ ثانوي ☐ جامعي ☐ ابتدائي ☐ متوسط ☐ فوق جامعي

8- إذا كانت لأم تعمل فم يمتني بالصعل أثناء فترة نوحدها في لعمل: ☐ الخادمة ☐ لأب ☐ لأحور ☐ غيره (حدد)

9- هل يوجد خادمه في بيت؟ ☐ لا ☐ نعم إذا كانت لإحانة بهم لرجاء نوصيح لأن: ☐ متى قدمت للعمل لديكم؟

ب- ما هي اللغة التي تستخدموها مع الخادمة؟ ☐ العربية ☐ العربية المكسرة ☐ لغة أخرى ☐ ما هي هذه اللغة؟

ج- ما هي اللغة التي تستخدمها الخادمة معكم؟ ☐ العربية ☐ العربية المكسرة ☐ لغة أخرى ☐ ما هي هذه اللغة؟

د- هل سبق أن عملت لديكم خادمه قلها؟ ☐ لا ☐ نعم ☐ لمدة:

10- هل سبق أن سافرت معكم الطفل خارج المملكة لمدة تتجاوز الستة أشهر: ☐ لا ☐ نعم ☐ متى؟ ☐ لمدة: ☐ إلى:

11- هل حدث للأم مشاكل صحية أثناء حمل: ☐ لا ☐ نعم
 د. كانت لإحاجة نعم الرجاء توضيح لاي: ☐
 في أي شهر من أشهر الحمل: ☐ نوع المشكلة:

12- هل الولادة طبيعية ☐ لا ☐ نعم ☐

13- هل حدث للأم مشاكل صحية أثناء ولادة: ☐ لا ☐ نعم ☐
 د. كانت لإحاجة نعم الرجاء تحديد نوع المسكله: ☐

14- كم كان وزن لصعل عد ولادة ☐
 تحت 2 كيلوجرام ☐ 3-2 كيلوجرام ☐
 4-3 كيلوجرام ☐ أكثر من 4 كيلوجرام ☐

15- كيف كانت حالة لطفل بعد ولادة مباشرة ☐ جيدة ☐
 تم تويجه في المستشفى بعد الولادة بسبب حالته لصحية ☐
 عانى من مشاكل في التغذية ☐ عانى من مشاكل في التنفس ☐
 16- الرجاء ذكر أي مشاكل صحية عانى منها الطفل في الأيام الأولى من عمره:

17- في أي عمر تقريباً بدأ صعل جلس شهر
 مقارنةً بمن هم في مثل سنّه هل تحسون أن لطفل سقهم أو مثلهم أو تأخر عنهم في حلوس

18- في أي عمر تقريباً بدأ الطفل يقف سه شهر
 مقارنةً بمن هم في مثل سنّه هل تحسون أن لطفل سقهم أو مثلهم أو تأخر عنهم في لوقوف

19- في الجدول التالي الرجاء ذكر عمر الطفل عندما بدأ في المشاة- وعمره عندما قال أول كلمه وعمره عندما سك كلمس مع بعض في كلامه مع إعطاء أمثله على كل منها:

المهارة	العمر	أمثله
المشاة		
قول أول كلمه		
شك كلمتين مع بعضهما لتكوين جملة		

20- هل لاحظتم في أي مرحله من مراحل عمر الطفل أي مشكله أو تأخر في كلام الطفل أو بطئه (مثال: بطر كلام غير مفهوم- تلغثم)

21- في خدوّن الناي لرجاء الإجابة نعم أو لا وذلك توصيح ما د كان صعل قد تعرض لأي من لأمر ص سابه. د كاس لإجابة سعه لرجاء كتابة عمره وقت إصاة:

المرضى	لا	نعم	العمر وقت الإصاة
مشاكل في الأذن			
مشاكل في الطر			
حوّل			
التهاب السحايا			
بوبات صرع			
حصاة			
نكاف (نو كع)			
فقد للوعي			
إصاة في مطقة لرأس			

22- هل سق نوم لطفل في مستنمى
 لا ☐ نعم ☐ إذا كانت لإجابة نعم لرجاء لإجابة على لآي:

سبب التويم	عمر الطفل وقت التويم	مدة لتويم

23- هل سق للصل أن تعرض لمشاكل في لأذن أو مشاكل في لسمع
 لا ☐ نعم ☐ إذا كانت الإجابة نعم لرجاء لإجابة على لآي:

نوع المشكلة	عمر الطفل وقت المشكلة	نوع العلاج	عمر الصعل عد اسباه لمسكله

24- هل لاحظتم حدوث نقص في سمع الطفل
 لا ☐ نعم ☐ إذا كانت الإجابة نعم فما درجة النقص في السمع:

25- هل سق أن نُصح الطفل من قبل طبيب باستخدام نظارات طيه:
 لا ☐ نعم ☐ إذا كانت الإجابة نعم فما هي درجة استخدام الطفل للنظارات:
 لا يستخدمها ☐ يستخدمها أحياناً ☐ يستخدمها دائماً ☐

26- هل يُصَلِّى بعض سرعة مقدرة بالأصابع لآخرين:

☐

نعم

☐

لا

27- هل يَمُصِّلُ الطِّفْلُ اللَّعْبَ لَوَحْدِهِ أَمْ مَعَ أَطْفَالٍ آخَرِينَ

☐

مَعَ أَطْفَالٍ آخَرِينَ

☐

لَوَحْدِهِ

28- مَا هِيَ دَرَجَةُ اِحتِلَاطِ الطِّفْلِ بِالأَطْفَالِ الآخَرِينَ

☐

يَوْمِيًّا

☐

كُلَّ يَوْمٍ

☐

أُسْبُعًا

أَوْقَاتٍ أُخْرَى حَدَدَهَا:

29- هل عَمَرَ عَلَى الطِّفْلِ فترات لا يَجِبُ فِيهَا الكَلَامُ أَوْ اِحتِلَاطُ مَعَ لآخرين

☐

لا

☐

نعم

إِذَا كَانَتْ لِإِحَاةٍ مَعَهُ مَعْنَى تَأْنِي هَذِهِ لَمَرَّتْ:

☐

كُلَّ يَوْمٍ

☐

كُلَّ أُسْبُعٍ

☐

كُلَّ شَهْرٍ

30- هل يَجِبُ عَلَى الطِّفْلِ تَلْوِينُ لُصُورٍ وَمُشَاهَدَتُهَا:

☐

نعم

☐

لا

مُلاحَظَاتُكُمْ حَوْلَ سُلُوكِ الطِّفْلِ:

31- كَيْفَ تَقِيْمُونَ مَوَظِعَكُمْ مُقَارَنَةً بِمِثْلِ سَه:

☐

مُتَأَخِّرِينَ عَنْهُمْ

☐

أَفْضَلُ مِنْهُمْ

☐

مِثْلُ الأَطْفَالِ الآخَرِينَ

إِذَا كُنْتُمْ تَعْتَقِدُونَ أَنَّهُ مُتَأَخِّرٌ عَنِ الأَطْفَالِ الَّذِينَ هُمْ فِي مِثْلِ سَه فَمَا هُوَ نَوْعُ التَّأَخُّرِ:

Appendix 18 Test form in Arabic which includes; hearing screening, objects sub-test, vocabulary pre-test and pictures sub-test.

إختبار تسمية الصور

المفرده	خيار 1	خيار 2	ممردة الطفل	إختبار الطفل
كوب				
سه				
طاولة				
طفل				
تمشط				
يرقى				
يلاحق				
يدف				

إختبار السمع:

المفرده	استجابة الطفل
كوب	
طاولة	
كرسي	
جزمة	
سكين	
ملعقة	

إختبار حروف الجر (1):

حرف الجر	الأمر (ضع ال.....)	الأشياء التي توضع أمام الطفل	الإستحاه
في	الملعقة في الكوب	ملعقه-كوب-طاولة-جرمه-سكين-كرسي	
في	السكين في الجزمه	ملعقه-كوب-طاولة-جرمه-سكين-كرسي	
على	السكين على الطاولة	ملعقه-كوب-طاولة-جزمه-سكين-كرسي	
على	الملعقة على الكرسي	ملعقه-كوب-طاولة-جرمه-سكين-كرسي	
تحت	السكين تحت الكرسي	ملعقه-كوب-طاولة-جزمه-سكين-كرسي	
تحت	الملعقة تحت الطاولة	ملعقه-كوب-طاولة-جرمه-سكين-كرسي	

فهم صيغ الملكية:

الصيغة	الإستجابة
وين راسك	
وين جزمتك	
وين شعري	
وين يدِّي	
وين حشمتك	

إختبار حروف الجر (2):

حرف الجر	الأمر (ضع ال.....)	الأشياء التي توضع أمام الطفل	الإستجابة
قدام	الحزمة قدام الطاولة	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
قدام	الكوب قدام الكرسي	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
وراء	السكين وري الخرمة	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
	الملعقة وري الكوب	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
جنب	السكين جنب الملعقة	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
جنب	الخرمة جنب الطاولة	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
بين	السكين بين الكوب والطاولة	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
بين	الملعقة بين الطاولة والكرسي	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	

فهم الأوامر المركبة:

الأمر	الأشياء التي توضع أمام الطفل	الإستجابة
حط الملعقة وري الحزمة والسكين في الكوب	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
عطني الملعقة وحط الكوب فوق الكرسي	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
ارفع الكوب فوق الطاولة وحط السكين تحت الكرسي	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	
حط الملعقة بين الكوب والحزمة وعطني السكين	طاولة-جرمه-كوب-كرسي-ملعقه-سكين	

إختبار المفردات اللغويه

تمرين-1- بنت

٢	١
٤	٢

تمرين-2- يلعب

٢	١
٤	٢

1-1-1- سياره

٢	١
٤	٢

1-2-1- حرمه

٢	١
٤	٢

1-3-1- ثوب

٢	١
٤	٢

1-4-1- تفاحه

٢	١
٤	٢

1-5-1- طفل

٢	١
٤	٢

1-6-1- بسه

٢	١
٤	٢

1-7-1- توكل

٢	١
٤	٢

1-8-1- يقرأ

٢	١
٤	٢



1-9-1- يلعب



1-10-1- تكتب



1-11-1- تلفزيون



1-12-1- طويل



1-13-1- سمين



1-1-2- طاولة



1-2-2- حصان



1-3-2- قلم



1-4-2- سكين



1-5-2- كتاب



1-6-2- سلم



1-7-2- يلاحق



1-8-2- يقطع



1-9-2- يجلس



1-10-2- يرفى



1-11-2- كبير



1-12-2- قصير



1-13-2- نحيف



1-1-3- رجال



1-2-3- بقره



1-3-3- صحن



1-4-3-كوب



1-5-3-شنطة



1-6-3-لحبة



1-7-3-يقطع



1-8-3-يدف



1-9-3-يشيل



1-10-3-يمشي



1-11-3-صغير



1-12-3-أسود



1-13-3-أحمر



1-1-4-ولد



4-2-1- بنت



4-3-1- ورقه



4-4-1- كيك



4-5-1- كوره



4-6-1- صندوق



4-7-1- تمشط



4-8-1- یرکض



4-9-1- یشرب



4-10-1- یاکل



4-11-1- مکسور



4-12-1- یغسل



4-13-1- بنسي