

## **Preschool Instructors' Attitudes on the Verbal Skills of the Monolingual and Bilingual Pre-schoolers with a Gender Approach: Case Study**

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### **Abstract**

Regarding the bilingual as an global event occurring in most countries, and the significance of language and verbal skills for individual and social achievement, this research implemented to investigate the problems of monolingual and bilingual students raising in the verbal communication with their instructors and peers. As the preschool has a vital role in children' language development, This research attempted to investigate comparatively the attitudes of preschool instructors on the verbal skills of the monolingual and bilingual preschoolers with a gender approach in Ahar- Iran. Based on the Cochran's designed formulas and pre-test obtained information of the questionnaire, the total number of students was estimated 300 students and sample estimated 196 students. The sample students were selected from five pre- elementary schools. The information obtained from questionnaires was analyzed by SPSS software; the results showed that there is significant difference between two groups of students (monolingual and bilingual groups) in terms of verbal skills and speaking language developing. Those students who received Turkish and Persian were better than those students who received only Persian education. Moreover the results of this study showed that there is no significant difference between two groups regarding the gender of samples.

### **References**

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