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Developing a Vocabulary List for Tulu Speaking Children in the Age Range of 2-4 Years

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Abstract: ***Developing vocabulary is an essential component of learning a language since it enables speakers to communicate clearly. By studying words and their meanings, pronunciations, and usage, one must gradually construct a vocabulary when learning a new language. Each language has a unique and exclusive vocabulary. Parents play a vital role as the primary source of knowledge concerning their children's development. When parents keenly observe and accurately assess their children, they provide valuable information about their growth. The current study aims to develop a receptive and expressive vocabulary list for Tulu speaking children (2-4 years) to assess the growth of vocabulary development using parental report. The vocabulary test encompasses a comprehensive list of Tulu words that reflect the everyday vocabulary relevant to the TD children. The results of the study revealed that between the age range of 2-4 years, comprehension and expression in TD children develops as the age advances the vocabulary growth also increases.***

Keywords: Tulu vocabulary list, Tulu speaking typically developing children.

I. INTRODUCTION

Language is a particular code, a set of conventions which we operate through the possession of the faculty of speech (Kumar, 2007). Language codes are not shared by all humans, but rather by individuals who belong to a given community. Language is heavily influenced by culture, society, individuals, and location.

Language acquisition is a developmental phenomenon that emerges in the early childhood (Rice, 2003). The development of language is orderly and hierarchical. A basic sequence is followed and early stages are essential to the development of subsequent stages. Vocabulary is the building block of language, is essential part of communication without which people cannot have convey their messages properly (Nemati, 2008). The fundamental phase of a child's language development is when he or she uses a meaningful vocabulary word for the first time. (Mallikarjun, 2002). Vocabulary refers to the words and terms a person knows and uses, while language acquisition is the process of acquiring and developing language skills. To acquire vocabulary, learners must be exposed to the language through listening, reading, and conversation. Understanding words in context, practicing through repetition and immersion, and using various resources and tools are effective strategies for vocabulary acquisition. It is a continuous process that requires consistent effort and engagement to expand one's language skills. Language and vocabulary both influence one another. Language usage facilitates vocabulary growth, and vocabulary growth facilitates language use (Nation, 1993). A proper language for the child's age aids in clear communication, better comprehension, and academic performance

Vocabulary acquisition is a crucial part of language learning as it allows individuals to understand and express themselves effectively. When learning a new language, one must gradually build a vocabulary by learning words and their meanings, pronunciation, and usage. The vocabulary of each language is distinctive and particular. It is true that there is no set number of vocabulary words that can be applied to all languages and linguistic categories (Mallikarjun, 2002). This is the case for two reasons: first, the findings of previous research can be improved; and second, the degree of growth of each language may have an effect on many factors. The differences in word meanings could also play a role.

Measuring children's vocabulary also reflects the language development. Attempts were made in the past to study the vocabulary development in children based on parental reports. Parents play a crucial role as the child's initial vocabulary teachers. Early linguistic engagement with parents significantly influences language development. Parent-child interaction during daily activities strengthens vocabulary acquisition. Parents capitalize on the child's interests, provide language scaffolding, and expand on their child's speech to enhance communication skills. This foundation leads to the child's vocabulary growth and language mastery. Parents are sensitive and accurate observers and they provide rich source of information about their children's development. By using a parental report measure, researchers can collect huge data with relatively little expense, time and trained personnel. In addition, parental report has the potential to be very representative of a child's true behaviour.

Studies have been carried out in the past to assess the vocabulary growth of children in other Indian languages. Vishnu (2007) developed vocabulary list for Malayalam speaking TD children in the age range of 1-3 years to assess the growth of vocabulary development. The result revealed children showed increase in rate of growth of expressive vocabulary during the second year. Receptive vocabulary exhibits more progress in development during first year with limited increase in rate of growth towards the middle of the second year. The Malayalam vocabulary list can be used as a useful clinical tool to identify the children with receptive and expressive vocabulary deficits who are at risk for language impairment.

Meghana (2013) developed vocabulary list for Kannada speaking TD children in the age range of 2-4 years to evaluate the growth of vocabulary development. The result revealed that as age increases there is an increase in the comprehension and expression of vocabulary in those children. The Kannada vocabulary list can be used as a useful clinical tool to identify the children with receptive and expressive vocabulary deficits who are at risk for language impairment. The Tulu language holds significant cultural and linguistic importance in coastal Karnataka, serving as a means of communication for a considerable population. However, limited research exists on the specific speech patterns and language development in this regional language, particularly among children with language impairment. Therefore, developing a receptive and expressive vocabulary list in Tulu language is necessary assess the growth of vocabulary in Tulu-speaking TD children.

II. REVIEW OF LITERATURE

Language is a system with in which we have a set of complex rules. It is difficult to say when exactly does a child learn what. But we can get a pattern or outline of the acquisition. Language is one of the prized possessions of human beings. It makes us the building blocks essential for any form of communication. It is the main vehicle by which we know about other people's thoughts. (Chomsky, 1972). The study of language and language acquisition is as old as humanity itself. With language, so close to the core of what it means to be human, it is not surprising that children's acquisition of language has received so much attention. Consequently, many theories have been proposed in the past regarding the language development in human beings. Language acquisition is one of the central topics in cognitive science. Still, new and new theories deriving insights from psychology and linguistics are being proposed. At this point, it is to be borne in mind that researchers differ in the definition of acquisition.

During the first year of life, infants all over the world hear the languages spoken around them and eventually organize what they hear into some kind of meaning. Toward the end of the first year, babies respond to their name. They are also able to respond to simple verbal commands and make simple motor responses using the objects in their immediate environment, their vocalizations toward the end of the first year have become a complex vocal pattern that resembles the patterns of the spoken languages they have been hearing. The first spoken words are followed by the orderly acquisition of one- and two-word utterances; these first words have primary value to the baby. These first words are also relatively easy to say and phonetically simple. (Rice, 2003) As language is acquired during the second year, children are able to produce longer and increasingly complex language constructions. Children acquire a grammar (rules of structure and sequence) of the language through everyday use. As children put two or three words together, they use the rules of the grammar to keep the words in the form and sequence needed to facilitate comprehension by the listener. Children learn that, to be understood by the listener, the verbal message must be said in a way that is reasonably similar to the language code of the listener. Vocabulary development is considered to reflect children's overall language status at the early stages of language development. It predicts children's morphosyntactic development (Bates, Bretherton, & Snyder, 1988). A large vocabulary helps a child in communicating with his surroundings. The child will be able to organize the language content in order to more precisely convey the message. A successful reading involves large word understanding, and hence a successful academic skill. During the first year of vocabulary development, a child starts to combine two or more words to make two- or three-word utterances. During the second year of school, vocabulary increases. The third year of vocabulary growth occurs when the child master's grammar and when it comes to vocabulary acquisition without being aware of the process.

Richard et al, (2007) explored genetic and environmental relations between vocabulary and reading they found that during preschool there were strong shared-environment and weak genetic influences on both vocabulary and print knowledge, but substantial differences in their source. Separation of etiology for vocabulary and reading continued for word recognition and decoding through grade 4, but genetic and environmental correlations between vocabulary and reading comprehension approached unity by grade 4, when vocabulary and word recognition accounted for all of the genetic and shared environment influences on reading comprehension

Gwen et al (2011) examined robust vocabulary growth from measures of incremental learning. They used a new method called Markov Estimation of Semantic Association (MESA) tracked this learning through the automated assessment of learner-generated definitions.

Results showed that MESA scores increased with each word learning encounter. MESA growth curves were affected by context constraint, spacing of practice, and reading skill. The results support the idea that word leaming is incremental and that partial gains in knowledge depend on properties of both the context and the learner.

Developing a useful vocabulary is essential for primary level language learners. The child's first utterance of a meaningful vocabulary item is the fundamental stage in his language acquisition. Vocabulary development in children begins towards the end of 2 years. Around the age of 18 months, new-borns become significantly better word learners. As the child's exposure to the vocabulary expands, he continues to accumulate vocabulary items (Mallikarjun, 2002).

A. Role of Parents in Vocabulary Development

Language development among children is a complex process that is foundational to their communication skills, school readiness, and achievements. Parents engage and interact with infants on a consistent basis; consequently, parents are seen as a child's first teacher and the first word that the child listens to is from their parents. Parents are sensitive and keen observers. They provide rich source of information about their child's development. The positive quality of parent–child interactions and increased verbal responsiveness are essential in shaping a child's literacy environment and language development. The parent's vocabulary pertains to the child's initial awareness of objects and people. The way in which parents speak with their children can predict how proficient they become as a communicator. The first words that children hear are those of their parents. Long before the child shows any indication of language abilities, early linguistic engagement with parents/caregivers is probably certainly vital in building and reinforcing early abilities. There is widespread agreement that parent-child engagement in daily activities has a substantial impact on a child's language development (McCollum & Hemmeter 1997).

Researchers are able to collect huge of data using a parental report measure with comparatively little money, time, and trained personnel, likewise a parent's account could be a very accurate reflection of a child's actual behaviours. Parents have the chance to see sporadic events since they spend a lot of time with their child's in various circumstances.

B. Western Literature

MacArthur Communicative Development Inventories (CDI) (Fenson et al., 1993). Fenson et al obtained parental reports of 1803 children's word knowledge using two versions of the MacArthur Communicative Development Inventory (CDI) An infant CD' designed for children between 0;8 and 1:4 (the MacArthur Communicative Development Inventory: Words and Gestures), and a toddler CDI for children aged between 1;4 and 2;6 (MacArthur communicative Development Inventory: Words and Sentences).Both of these CDIs comprised a checklist of words that a child might know, plus additional sections on actions and gestures for the infants and sentences for the toddlers. The infant word list consisted of 396 words in 19 semantic categories. Parents were asked to indicate for each word if their child understood the word (but did not say it), or if their child understood and said the word. The toddler word list was longer, with 680 words in 22 categories, but parents were only asked to indicate if their child said the word. Results suggested that there is a wide variation in children's vocabulary scores

C. Indian Literature

Koeing (1933) as stated by Mallikarjun (2002) collected 4000 important words in Hindi. He collected nearly one million running words from 153 sources. Shankar (1971) prepared a vocabulary list for the sixth graders. Kuppuswamy (1947) as stated by Mallikarjun (2002) prepared 'Kannada Pada Patti' which includes 21 lakhs running words to find the most frequent words for neo-literates.

Tamhane (1965) as stated by Mallikarjun (2002) assessed the recognition and reproduction of vocabulary in Marathi speaking primary school children in the age groups 6-8, and 8-10 years. The results revealed that Total General Vocabulary for the 6-10 years age was 4550 words. Reproduction vocabulary for the 6 to 8 years was 1705 words, and for 8 to 10 years it was 1057 words, whereas the recognition vocabulary for 6 to 8 years was 755 words and for 8 to 10 years it was 2090 words.

Arunjate and Srinivasachari (1968) as cited by Mallikarjun (2002) examined the functional vocabulary of Tamil speaking children in the age group of 4-7 years to develop the reading writing abilities in children. The total function vocabularies of these preschoolers were ranging from 1500 words to 2000 words.

Pasricha and Das (2002) assessed the written vocabulary of sixth grade children in Delhi schools. After collecting one composition each from 527 students belonging to 12 schools representing various socioeconomic groups, the compositions were analysed for basic vocabulary.

In this study, the girls scored better than boys both belonging to same socio-economic group; students of low socio-economic group were found inferior to students belonging to high socioeconomic group in language, but the proportion of different words for different groups was same.

Vishnu (2007) developed vocabulary list for Malayalam speaking TD children in the age range of 1-3 years to assess the growth of vocabulary development. The results of the study revealed that children showed increase in rate of growth of expressive vocabulary during the second year. Receptive vocabulary exhibits more progress in development during first year with limited increase in rate of growth towards the middle of the second year. The Malayalam vocabulary list can be used as a useful clinical tool to identify the children with receptive and expressive vocabulary deficits who are at risk for language impairment.

Meghana (2013) developed vocabulary list for Kannada speaking TD children in the age range of 2-4 years to evaluate the growth of vocabulary development. The result revealed that as age increases there is an increase in the comprehension and expression of vocabulary in those children. Results of the study revealed that the list can be used as a useful clinical tool to identify the children with receptive and expressive vocabulary deficits who are at risk for language impairment.

Need of the study

From the above review it is clear that studies on vocabulary development have been carried out in western (Papaeliou, 2011 & Samilo, Goodman, Bates & Sweet, 2000) and Indian languages like Hindi ((Koeing, 1993), Tamil (Arunjate & Srinivasachari 1968), Gujarathi (Vakil, 1995); Malayalam (Vishnu, 2007); and Kannada (Meghana, 2013). The present study aims to develop a receptive and expressive vocabulary list in Tulu language to assess the growth of vocabulary development in Tulu speaking TD children. This vocabulary list in Tulu language can also act as a baseline to compare vocabulary of children with language impairment with TD children which will help SLPs in language assessment and therapeutic management.

III. METHODOLOGY

A. *Aim of the study*

The current study intent to develop a receptive and expressive vocabulary list for Tulu speaking children (2-4 years) to assess the growth of vocabulary development using parental report. The vocabulary test encompasses a comprehensive list of Tulu words that reflect the everyday vocabulary relevant to the TD children.

Participants:

40 parents of Tulu speaking TD children in the age range of 2-4 years participated in the study. TD children (21 girls and 19 boys) were subdivided into 2-3 years and 3-4 years.

The study was conducted in two stages

Stage 1: Formulation of the vocabulary list and stage 2: Obtaining parental reports

Stage 1: Formulation of vocabulary list

A vocabulary list in Tulu was formulated with the help of Tulu dictionaries, Tulu grammar books, and other available resources. The word list consisted of 455 words in 7 major categories like: Nouns, Action verbs, Noun modifiers, Verb modifiers, Pronouns, Conjunctions and Others. The nouns were again subdivided into animals, birds, grains, vegetables, fruits, food items, vehicles, insects, flowers, trees, kitchen items, clothes, accessories, body parts, furniture, colours, family members, toys and common items. The word list consisted of both receptive and expressive vocabulary.

Stage 2: Obtaining parental reports: Each parent received a copy of the Tulu vocabulary list and were explained about the purpose of the study. The parents were instructed to tick each word from the list which their children comprehend and express. Parents were given 2 days' time to return the copy of the vocabulary list.

B. *Statistical analysis*

The collected data were analysed by using the Descriptive Statistics: frequency and percentage. The difference in proportions was analysed by using Chi square or Fisher's exact test. The p value < 0.05 was considered as significant. Data were analysed by using the SPSS software (SPSS Inc.; Chicago, IL) version 26.0.

IV. RESULTS AND DISCUSSION

Tulu vocabulary list was developed by obtaining the parental data of 40 TD Tulu speaking children in the age range of 2-4 years. Parents of 20 TD children in the age range of 2-4 years participated in the study.

Table 4.1: Showing comprehension and expression of 2-3 years old typically developing Tulu speaking children across lexical categories.

2-3 Years		Comprehension		Expression		Chi square	p value	Significance
		n	%	n	%			
Nouns	Correct response	13	67	12	60	0.11	0.744	NS
	No response	7	33	8	40			
Action verbs	Correct response	16	79	11	56	2.85	0.091	NS
	No response	4	21	9	44			
Noun modifiers	Correct response	15	75	12	60	1.03	0.311	NS
	No response	5	25	8	40			
Verb modifiers	Correct response	15	77	12	61	1.03	0.311	NS
	No response	5	23	8	39			
Pronouns	Correct response	13	67	11	53	0.42	0.519	NS
	No response	7	33	9	47			
Conjunctions	Correct response	9	44	5	25	1.76	0.185	NS
	No response	11	56	15	75			
Others	Correct response	14	72	13	66	0.11	0.736	NS
	No response	6	28	7	34			

NS-No Significance

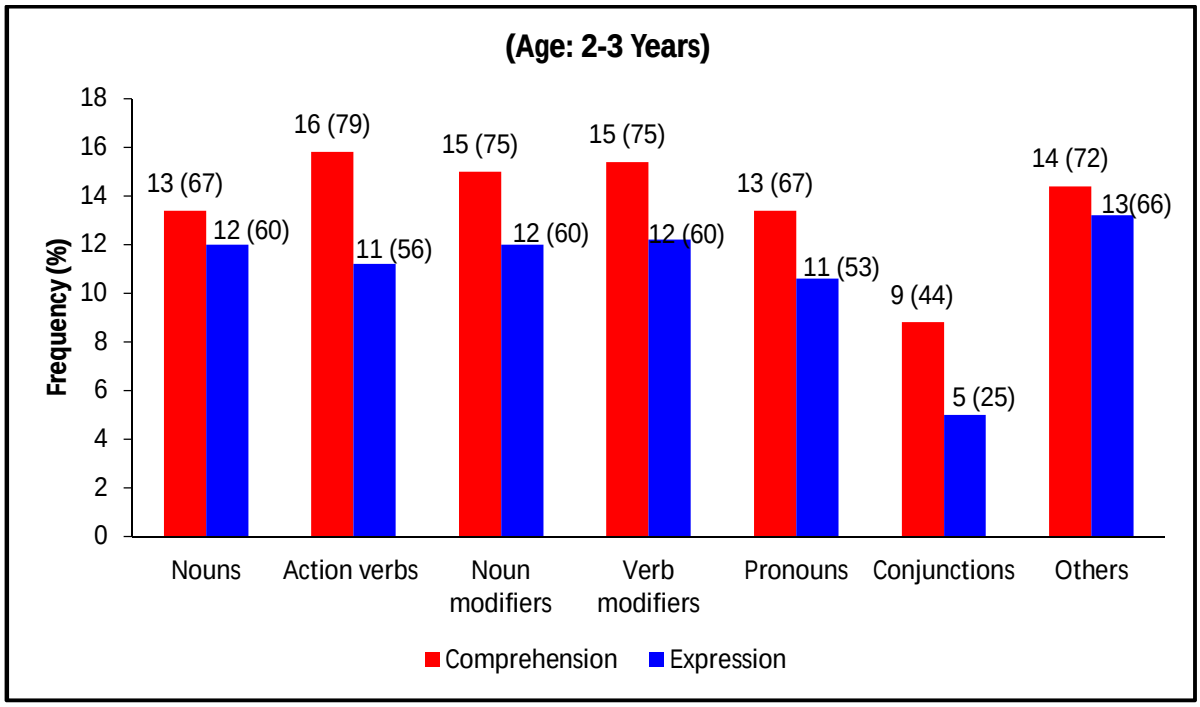

Fig 4.1: Showing graphical representation of comprehension and expression of 2-3 years old typically developing Tulu speaking children across lexical categories.

The above table (4.1) and figure (4.1) depicts the comprehension and expression for 2-3 years old children across vocabulary categories for children with 2-3 years, significant differences were not found in these lexical categories. The percentage comprehension was high for action verb (79%) followed by verb modifiers (77 %), noun modifiers (75 %), others (72%), noun and pronouns (67 %). The least percentage was obtained for conjunctions (44%).

The percentage of expression was high for others (66%), followed by verb modifiers (61 %), noun and noun modifiers (60 %), action verbs (56 %), pronouns (53%). The least percentage was obtained for conjunctions (25 %).

Table 4.2: Showing comprehension and expression of 3-4 years old typically developing Tulu speaking children across lexical categories.

(Age: 3.1-4 Years)		Comprehension		Expression		Chi square / Fisher's exact test#	p value	Significance
		N	%	n	%			
Nouns	Correct response	16	81.1	15	75	9.82	0.002	S
	No response	4	18.9	5	25			
Action verbs	Correct response	19	93.8	17	85	0.13#	0.605	NS
	No response	1	6.2	3	15			
Noun modifiers	Correct response	19	93.7	17	85	0.13#	0.605	NS
	No response	1	6.3	3	15			
Verb modifiers	Correct response	20	98.2	17	85	0.06#	0.231	NS
	No response	0	1.8	3	15			
Pronouns	Correct response	19	96.8	17	85	0.13#	0.605	NS
	No response	1	3.2	3	15			
Conjunctions	Correct response	12	57.9	10	52.1	0.40	0.525	NS
	No response	8	42.1	10	47.9			
Others	Correct response	18	91.1	17	85	0.13#	1	NS
	No response	2	8.9	3	15			

NS-No Significance, S-Significance

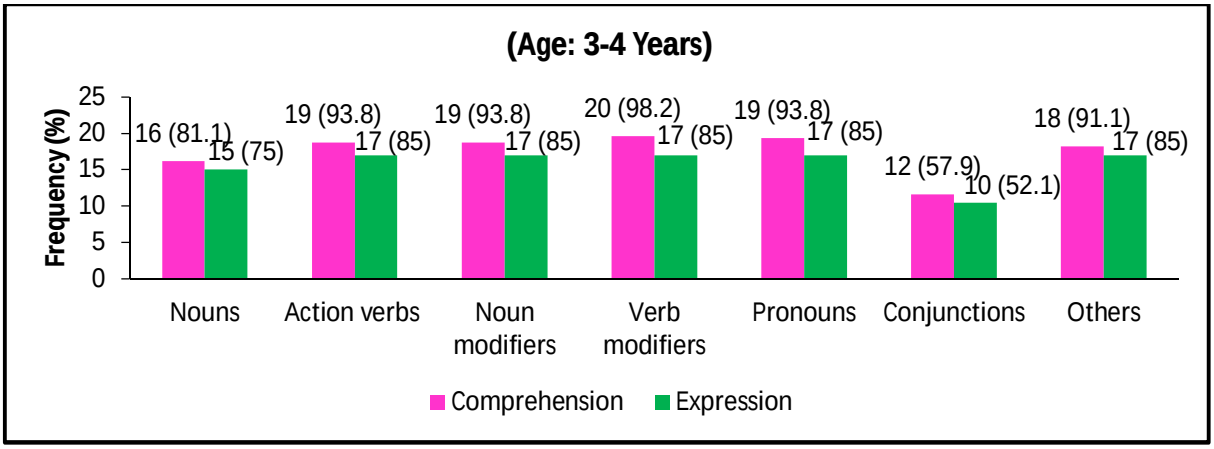

Fig 4.2: Showing graphical representation of comprehension and expression of 3-4 years old typically developing Tulu speaking children across lexical categories.

The above table (4.2) and figure (4.2) depicts the comprehension and expression for 3-4 years old children across vocabulary categories for children in the age range of 3-4 years. Significance difference noticed in nouns and no significant differences were found in other lexical categories. Only in noun there was significance seen. The percentage comprehension was high for verb modifiers (98.2 %) followed by pronouns (96.8 %), action verbs and noun modifiers (93.8%and 93.7%), others (91.1%) and noun (81.1%). The least percentage was obtained for conjunctions (57.9%).

The percentage of expression was high for various categories, and they were action verbs, noun modifiers, verb modifiers, pronouns and others (85%), followed by noun (75 %). The least percentage was obtained for conjunctions (52.1 %).

Table 4.3: Showing comprehension and expression of 2-4 years old typically developing Tulu speaking children across lexical categories.

2-4 Years		Comprehension		Expression		Chi square	p value	Significance
		N	%	n	%			
Nouns	Correct response	29	73.3	27	67.3	0.24	0.626	NS
	No response	11	26.7	13	32.7			
Action verbs	Correct response	30	75.8	24	59.4	2.05	0.152	NS
	No response	10	24.2	16	40.6			
Noun modifiers	Correct response	29	73.6	25	62.1	0.91	0.340	NS
	No response	11	26.4	15	37.9			
Verb modifiers	Correct response	35	86.9	29	72.1	2.81	0.094	NS
	No response	5	13.1	11	27.9			
Pronouns	Correct response	33	81.7	28	69.2	1.73	0.189	NS
	No response	7	18.3	12	30.8			
Conjunctions	Correct response	19	48.5	14	35.4	1.29	0.256	NS
	No response	21	51.5	26	64.6			
Others	Correct response	32	79.4	28	70.8	1.07	0.302	NS
	No response	8	20.6	12	29.2			

NS-No Significance

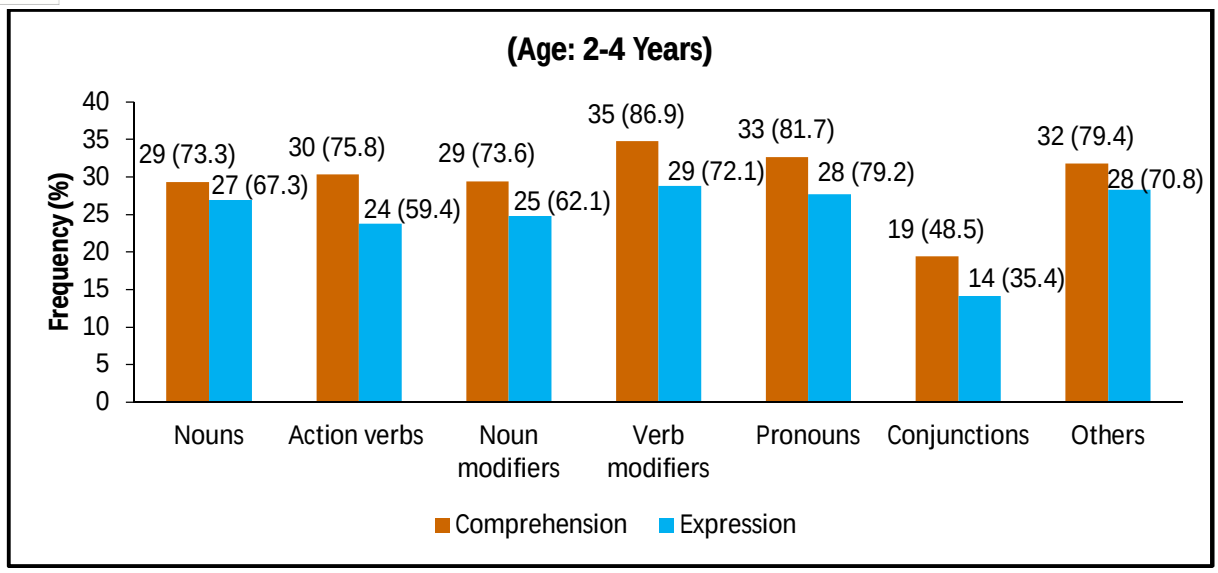

Fig 4.3: Showing graphical representation of comprehension and expression of 2-4 years old typically developing Tulu speaking children across lexical categories

The above table (4.3) and figure (4.3) depicts the comprehension and expression for 2-4 years old children across vocabulary categories for children with 2-4 years, no significant differences were noticed in these lexical categories. The percentage comprehension was high for verb modifiers (86.9%) followed by pronouns (81.7%), others (79.4%), action verbs (75.8%), noun modifiers (73.6%) and nouns (73.3%). The least percentage was obtained for conjunctions (48.5%).
The percentage of expression was high for verb modifiers (72.1%), followed by others (70.8%), pronouns (69.2%), nouns (67.3%), noun modifiers (62.1%), action verbs (59.4%). The least percentage was obtained for conjunctions (35.4%)

Table 4.4: Showing comprehension of 2-3 and 3-4 years old typically developing Tulu speaking children across lexical categories.

Comprehension		2-3 Years		3-4 Years		Chi square / Fisher's exact test#	p value	Significance
		n	%	n	%			
Nouns	Correct response	13	67	16	81.1	1.13	0.288	NS
	No response	7	33	4	18.9			
Action verbs	Correct response	16	79	19	93.8	1.278#	0.342	NS
	No response	4	21	1	6.2			
Noun modifiers	Correct response	15	75	19	93.7	0.05#	0.182	NS
	No response	5	25	1	6.3			
Verb modifiers	Correct response	15	77	20	98.2	0.01#	0.047	S
	No response	5	23	0	1.8			
Pronouns	Correct response	13	67	19	96.8	0.02#	0.044	S
	No response	7	33	1	3.2			
Conjunctions	Correct response	9	44	12	57.9	0.90	0.342	NS
	No response	11	56	8	42.1			
Others	Correct response	14	72	18	91.1	0.14#	0.235	NS
	No response	6	28	2	8.9			

NS-No Significance, S -Significance

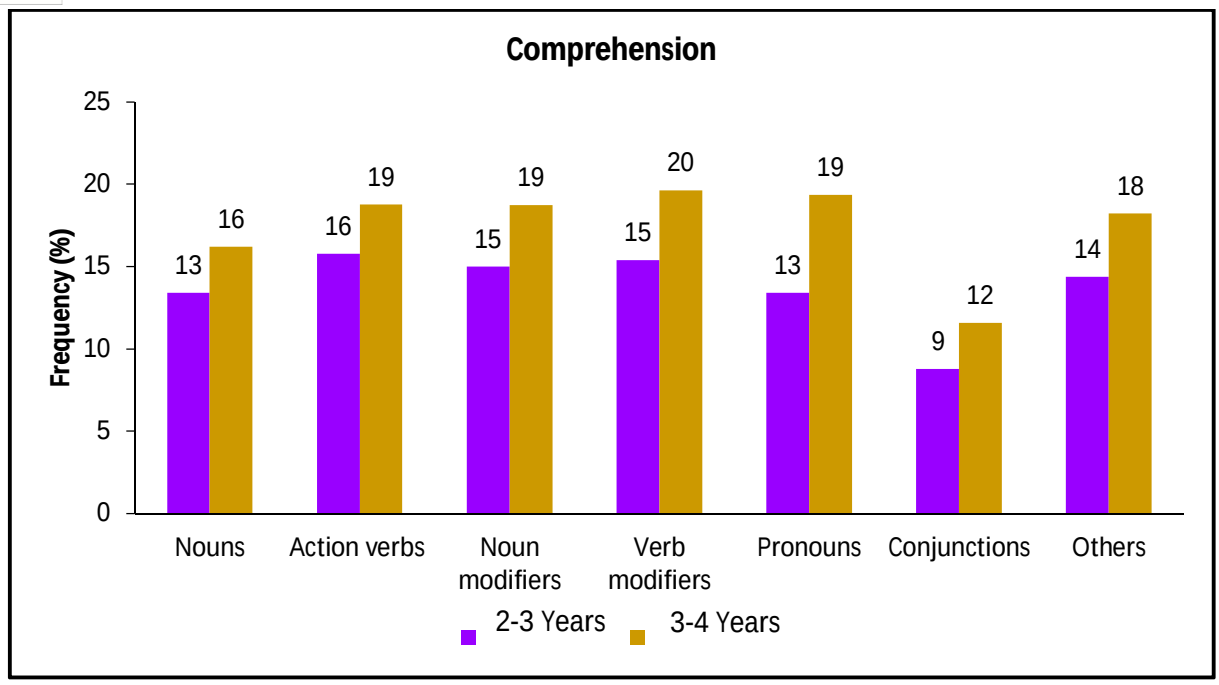

Fig 4.4: Showing graphical representation of comprehension 2-3 and 3-4 years old typically developing Tulu speaking children across lexical categories.

The above table (4.4) and figure (4.4) depicts the comprehension for 2-3- and 3-4-years old children across lexical categories. In verb modifiers and pronoun there were significance difference noticed, whereas in other categories no significant differences is were found. The percentage of comprehension for 2-3 years old children across categories was obtained maximum for action verbs (79 %) followed by verb modifiers (77 %), noun modifiers (75 %), others (72 %), noun and pronoun (67%). The least percentage was obtained for conjunctions (44%).

Percentage of comprehension in 3-4 years old children across categories was obtained maximum for verb modifiers (98.2%) followed by pronoun (96.8%), action verbs and noun modifiers (93.8 and 93.7%), others (91.1%), and noun (81.1%). The least percentage was obtained for conjunctions (57.9%).

Table 4.5: Showing expression of 2-3and 3-4years old typically developing Tulu speaking children across lexical categories.

Expression		2-3 Years		3-4 Years		Chi square	p value	Significance
		n	%	n	%			
Nouns	Correct response	12	60	15	75	1.03	0.311	NS
	No response	8	40	5	25			
Action verbs	Correct response	11	56	17	85	7.03	0.008	S
	No response	9	44	3	15			
Noun modifiers	Correct response	12	60	17	85	3.14	0.077	NS
	No response	8	40	3	15			
Verb modifiers	Correct response	12	61	17	85	3.14	0.077	NS
	No response	8	39	3	15			
Pronouns	Correct response	11	53	17	85	4.83	0.038	S
	No response	9	47	3	15			
Conjunctions	Correct response	5	25	10	52.1	2.67	0.102	NS
	No response	15	75	10	47.9			
Others	Correct response	13	66	17	85	2.13	0.144	NS
	No response	7	34	3	15			

NS-No Significance, S-Significance

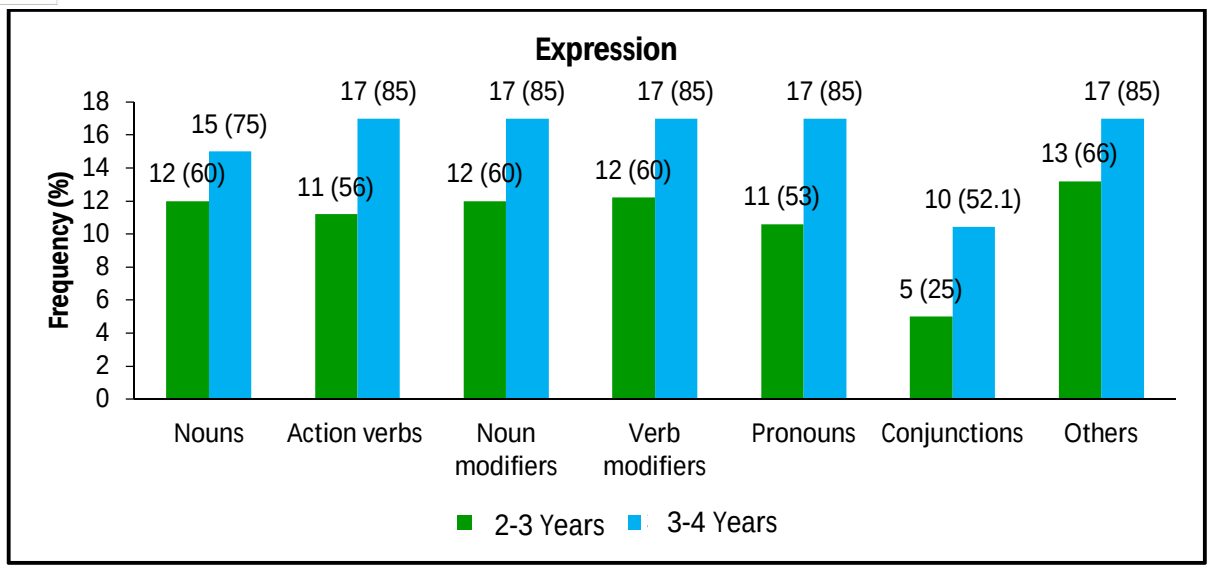

Fig 4.5: Showing graphical representation of expression 2-3 and 3-4 years old typically developing Tulu speaking children across lexical categories.

The above table (4.5) and figure (4.5) depicts the expression for 2-3- and 3-4-years old children across lexical categories. In action verbs and pronoun, significant difference were noticed, whereas in other categories no significant difference were noticed.
percentage of expression for 2-3 years old children across categories was obtained maximum for others (66%) followed by verb modifiers (61%), noun and noun modifiers (60 %), action verbs (56 %), and pronouns (53 %). The least percentage was obtained for conjunctions (25%).
Percentage of expression for 3-4 years old children across categories was obtained maximum for action verbs, noun modifiers, verb modifiers, pronouns, others (85%), followed by noun (75 %). The least percentage was obtained for conjunctions (52.1%).

V. DISCUSSION

The aim of the current study was to develop a receptive and expressive vocabulary list for Tulu speaking TD children in the age range of 2-4 years based on a parental report. The participants included 40 TD children (21 were girls and 19 boys) who were native Tulu speakers. These children were divided into two groups of one year interval each (2-3 years and 3-4years). Parents participated in this study where they were given vocabulary list and results were noted.
The results of the current study suggested that the action verbs and verb modifiers predominate in children's receptive and expressive vocabulary between the ages of 2-3 years, and comprehension and expression of verb modifiers, pronouns, action verbs and noun modifiers verb are higher in children between the ages of 3-4 years. By the end of the three years, noun modifiers and other word categories, as well as action verbs, nouns, and pronouns, were quickly comprehended. By the end of the four years, action verbs, other word categories, pronouns, and nouns were understood more quickly along with verb and noun modifiers. The findings show that during 3-4 years, language acquisition significantly increased. Children can comprehend 70% of the vocabulary when they are two to three years old, and 90% of the vocabulary when they are three to four years old. Also, children at the age of 2-3 years can express 65% of the vocabulary, but at the age of 3-4 years they can express 80% of the vocabulary. Action verbs, noun and verb modifiers significantly develop in child's expressive vocabulary by 4 years of age. Conjunctions were expressed least among all categories. Results of the current study concluded that as age advances the vocabulary development in children improves. The results of the current study are in accordance with the study on vocabulary development in Kannada language (Meghana, 2013), who reported that in TD children as the age advances there is an increase in the comprehension and expression of vocabulary in the age range of 2-4 years.

VI. SUMMARY AND CONCLUSION

Language is a complex and dynamic system of traditional symbols utilised in a variety of thought and communication techniques. Vocabulary is essential for successful reading comprehension (Cynthia & Johnson, 2004). Parents are the primary source of knowledge on their children's growth.

When parents are sensitive and accurate observers and they provide rich source of information about their children's development. The aim of the current study is to develop the receptive and expressive vocabulary list in Tulu speaking TD children (2-4 years) to assess the growth of vocabulary development through parental report. The parents of 40 children were included in this study. The vocabulary list was divided into comprehension and expression categories, and parents were asked to mark the tick that their children could comprehend and express. Results suggested that vocabulary growth increases in TD children as the age advances and also it can act as a baseline to compare the vocabulary development in children with language impairment to TD children, which will help SLPs in better language assessment and rehabilitation.

A. Limitations of the Study

1) Sample size is less.
2) The sample was exclusively collected from Dakshina Kannada, Karnataka.
3) Gender comparison was not done.

B. Future Directions

1) Sample size can be increased.
2) The study can be conducted in other age groups.
3) The study can be conducted in Udupi district in Karnataka where Tulu is used as native language.

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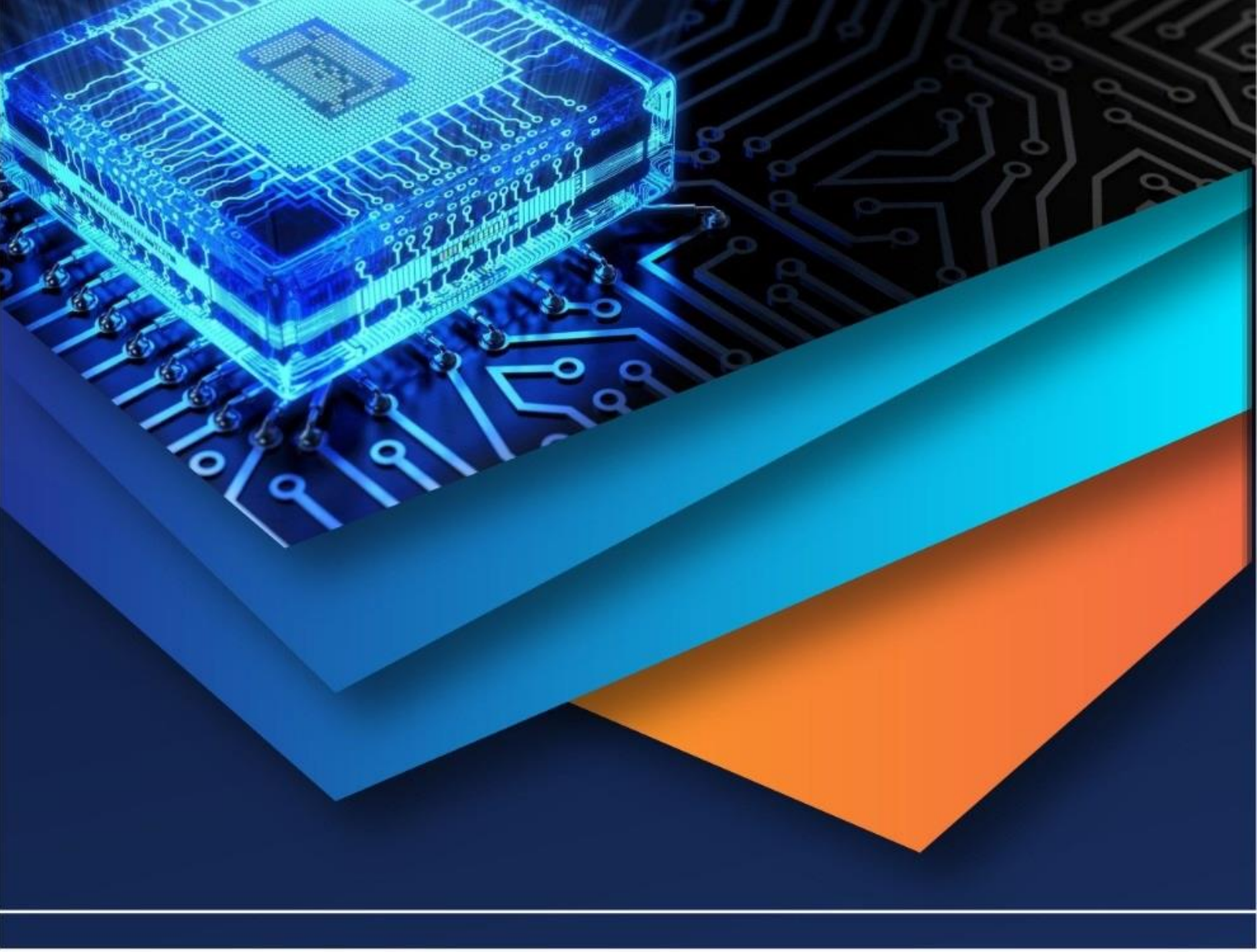

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