

A Screening Picture Vocabulary Test in Arabic

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I. INTRODUCTION

Human beings exchange information using a code that we call language. Only the human species has devised an elaborate system of shared symbols and procedures for combining them into meaningful units. Language is a system of finite arbitrary symbols combined according to the rules of grammar for the purpose of communication. Each language uses sounds, gestures and other symbols to represent objects, concepts, emotions, ideas and thoughts.

The term vocabulary refers to a collective concept, it refers to a collection of many entities that are called words. Vocabulary refers to the total or partial stock of words an individual or language has. A vocabulary or lexicon is an important characteristic which all languages share. Each language has its own unique structural arrangements of its units that are not exactly similar to the structural patterns of any other language. Every word is a complex organization of different aspects, linguistic and extralinguistic. Vocabulary occupies a central place in language. Each vocabulary item may have its own features in terms of grammatical functions and meaning.

Development of a useful vocabulary is essential to language learning at the primary level. A youngster who has an age-appropriately developed vocabulary has better communication, comprehension, and academic performance. Language acquisition by a child is a cumulative process. From birth, children are immersed in language because of constant communication that goes on around them. From cooing and babbling to the two or three-word sentences of two-year olds, to the fairly co-ordinated sentences of four to five-year olds, young children's language use grows by leaps and bounds in a relatively short span of time. As the usage of language grows, the child goes on accumulating vocabulary items as he or she gets exposed to them. (Mallikarjun, 2002).

Vocabulary is the most important component in language ability. Vocabulary development begins when a parent responds to the sounds a baby makes and it is very natural that parents are the child's first vocabulary teachers. The first words that children listen to are heard from their parents. From this beginning, a child sets out to develop a rich vocabulary. Therefore, vocabulary assessment is important and critical in identifying clients with inadequate vocabulary. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge. Laufer and Nation (1999); Maximo (2000); Read (2000); Gu (2003); Marion (2008) and Nation (2011) have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). Alpino in 2017 summarized the importance of vocabulary and, explained many techniques to improve vocabulary.

English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary item plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011)). Rivers and Nunan (1991), furthermore argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Vocabulary is the most important component in language ability. But there are many factors which have an impact on vocabulary development such as experience, exposure, dialect, IQ, gender, etc. These factors can influence in a positive or negative manner in vocabulary development.

II. REVIEW OF LITERATURE

Children's vocabulary:

Classification of vocabulary in children, based on criteria have been used. These criteria include:

- Position and manner of occurrence of vocabulary in child's speech.
- Store of the vocabulary items.
- Productive or receptive abilities of child.

- Retention or loss of vocabulary items learned by the child.
- Domains in which the vocabulary items are used.

Classification of vocabulary:

One can classify the children's vocabulary into four types:

1. Pivot and open
2. Receptive and use vocabulary
3. Cumulative and non-cumulative vocabulary
4. General and special vocabulary

Vocabulary development in children:

The majority of words that are learnt come from our experiences like speaking, listening, reading, and writing. A person's acquisition of a language is a whole and integrated process that cannot be fully divided into its numerous components, such as vocabulary, grammar, and meaning. It is impossible to consider vocabulary growth and language development interchangeably. Studies have been carried out to determine the nature and extent of children's vocabulary development. Petty, Herold and Stoll (cited in Mallikarjun, 2002).

Sussane Rott and Peter Ecke in (2013) investigated vocabulary development and its predictors in preschool years in 547 children and found that internal (phonological working memory) and external variables (preschool and home learning environment) has a strong impact on all children's initial vocabulary.

The child's first utterance of a meaningful vocabulary item is the basic step in his acquisition of language. The following may be given as the stages of a child's acquisition of vocabulary.

- Stage I - Cooing
- Stage II - Babbling
- Stage III - Dada Mama Words
- Stage IV - Label Words
- Stage V - One word stage, holophrastic stage.

The five stages in the acquisition of vocabulary are a continuum and hence it is not possible to specify as to when a particular stage of acquisition ends and when the next stage of acquisition begins. Language researchers are of the opinion that the birth cry of the child is the beginning of language acquisition. The research has shown that the child will be able to utter the vowels and half of the consonants by the age of 3 months. This is the cooing stage.

By the age of 8 - 9 months, the child is capable of uttering all the vowels and almost all the consonants. This is the babbling stage. It may continue to the end of 12th month.

By 12 - 15 months, the child starts clustering the syllables of the babbling stage to form the so called mama, dada, tata, nana sounds. They are named as mama-dada words. Darley (cited in Mallikarjun, 2002) says that the average child begins to say his first word by approximately one year. Delay of appearance of first word beyond 18 months may indicate a serious physical, mental or hearing involvement.

According to Ricks (1975), words that refer to object or person are called as 'label words' and those that do not refer to any object or person are called as 'mama dada' words. Once the child reaches the stage of producing 'label words', the vocabulary growth of the child gains momentum.

Lenneberg (1968) estimates the child's vocabulary at 18 months as 20 words, at 21 months as 200 words, and at 24 - 27 months to be ranging between 300-400 words.

Smart (1972) reports that the total vocabulary of a child at 18 months is around 3 to 50 words, at 24 months above 50 words, and at 36 months is nearly 1,000 words.

Child (1973) indicates that the child's average vocabulary would be 3-4 words at 12 months, 20 words at 18 months, and about 200 words at 24 months, whereas at 5 years, it will be in the range of 4000-7000 words.

The order of acquisition of vocabulary is said to be the following

- Proper names
- Common nouns
- Relational words dimensional adjectives like big, tall.
- The complex relational words like tomorrow, now etc.

A study of vocabulary networks at a certain age of the speaker rather than a study of the vocabulary of the speaker may help in understanding the vocabulary development in children.

Shahhoseni in (2017) investigated the development of early Persian vocabulary in the process of first language acquisition in case of an Iranian child at age 2, her speech was observed for the period of 6 months. The outcomes showed a gradual development in word as well as in sentence production, though some discrepancies in the use of certain words, such as developmental errors and overextensions, were also reported

Variables influencing Vocabulary Changes:

There are several vocabulary-specific characteristics that may differ with other linguistic elements like phonology and grammar. Even in the case of young children learning a language, phonological and syntactic development stop between the ages of 7 and 10. However, the process of acquiring a vocabulary continues throughout a person's lifespan. Therefore, it's important to address the factors that cause a person's, a group of people's, or a language's vocabulary to change through time. These factors include the speaker's experience and exposure, education, social status, age, dialect, and gender.

Experience and Exposure:

Vocabulary composition of a language may reflect several non-linguistic aspects of that language. The experience and exposure which a child or an adult speaker goes through, determine the quality and quantity of vocabulary a person has. The education variable has an enormous effect on the vocabulary of the people because it isolates the knowledge and helps increase its usage.

Marisol Parra, Erika Hoff, and Cynthia Core in (2011) investigated the relation of phonological memory to language experience and development in 41 Spanish-English bilingual first language learners. The result revealed phonological memory for English-like nonwords was highly correlated with that for Spanish-like nonwords, and each was related to vocabulary and grammar in both languages, suggesting a language-general component to phonological memory skill. In addition, there was evidence of language-specific benefits of language exposure to phonological memory skill and of language-specific benefits of phonological memory skill to language development.

Socio Economic Grouping:

Persons belonging to different socio-economic classes get exposed to different linguistic and conceptual situations. Culturally deprived sections of society will have adequate vocabulary to conduct their business. However, those belonging to socially higher and economically more affluent sections are known to have a variety of words that go beyond the immediate necessity. There are vocabulary differences among the speakers of a language depending upon their socio-economic backgrounds.

Lervag Arne et al in (2019) examined how socioeconomic status (SES) affects two essential parts of human development, namely vocabulary and reading comprehension, in children facing severe poverty. This study compared the development of 322 Roma children with the development of 178 non-Roma children, between the ages of 7 and 10 years, living in Romania. The Roma children had poorer initial vocabulary and reading comprehension skills as well as slower growth rates for both compared to the non-Roma children. Importantly, SES had a direct influence on growth in both reading comprehension and vocabulary. The effect of SES was partly mediated by school absence and nonverbal IQ. This is a powerful finding since it suggests that poverty may have detrimental effects not only on reading but also on the development of verbal abilities.

Dialect:

The region or the dialect of a speaker is also an important variable, especially at the level of non-standard dialect speakers. The vocabulary composition of the speakers of non-standard dialects contains dialect features and the dialect vocabulary, different from the standard-dialect vocabulary. The non-standard dialect speakers also differ from each other in the quantum of vocabulary.

Age:

The vocabulary of a child goes on increasing as his age increases. But the increase in the quantum, the speed of acquisition, and the frequency of use will not be the same throughout the life of an individual. At some point or the other, the rate of acquisition of vocabulary diminishes, and settles for a steady speed. This depends upon many circumstantial variables and facilities like experience, exposure and schooling.

Intelligent Quotient :

All the I.Q. tests have vocabulary tests as one of their components. These tests are based generally on the assumption that a person having more breadth and depth of vocabulary has wider competence to communicate and to understand a communication and is to be considered as intelligent. So, one automatically concludes that a person having a high I.Q. has more breadth and depth of vocabulary knowledge than the person with less I.Q.

Mabel L Rice and Lesa Hoffman in (2015) evaluated longitudinal growth in a latent trait of receptive vocabulary in affected and unaffected children ages 2;6 (years; months) to 21 years and evaluated possible predictors maternal education, child gender, and nonverbal IQ. Children with SLI had lower levels of receptive vocabulary throughout the age range assessed. Children with higher nonverbal IQs had better PPVT performance, as did children of mothers with higher education. Child gender showed an advantage for young

girls that leveled out with age and then became an advantage for boys from ages 10 to 21 years. All children's rate of vocabulary acquisition slowed around 12 years of age.

Gender:

Research findings in this area have brought out certain interesting information, such as that the territory of daily operation of men and women have an influence on their vocabulary. It was observed that women were liable to speak and answer more quickly than men because of their limited, central and less extensive vocabulary, whereas men are characterized by the individuality in the choice of words. When women feel that they should be taken seriously while speaking, they will adopt the male (neutral) vocabulary by leaving the female vocabulary (Lakoff and Robin, 1973).

Women are said to use a higher percentage of fillers (for example, 'you know') than males and there is no difference in the proportion of the use of quantifiers (for example; 'maybe', 'probably').

Importance of Vocabulary Development:

Words are the tools we use to think, to express ideas and feelings, and to learn about the world. Vocabulary development is most important aspect of language learning. Most learners identify the acquisition of vocabulary as their greatest single source of problem. Building up a useful vocabulary is central to the learning of a language at a primary level.

A good vocabulary helps the child in following:

- To communicate with his surroundings to get things done for him and to express himself.
- Child will be able to organize the language material in order to convey the message more precisely.
- Rich vocabulary is essential for successful reading comprehension (Cynthia and Johnson, 2004).
- A good vocabulary helps in an improved comprehension.

Cox and Christine in (2014) examined the early vocabulary development of a sample of Swedish children in relation to parental input and early communicative skills. Three studies are situated in an overall description of early language development in children. Overall results of the thesis highlight the importance of early language development. Variability in different characteristics in parental input is associated with variability in child vocabulary size. Children with large early vocabularies exhibit the most stability in vocabulary composition and the earliest grammatical development. The results underscore the importance of high quality in adult-child interaction, with rich input fine-tuned to children's developmental levels and age, together with high awareness of early language development.

Need of Assessment of Vocabulary in Children:

Assessment of vocabulary is critical for identifying children at risk for language disorders. As children with vocabulary weakness are especially vulnerable to difficulties with comprehension, expression, reading, written expression, mathematics and performance in content subjects, early identification and management helps in giving a chance of better performance in social life and academics. Early assessment helps in identifying the possible underlying factors which cause a weak vocabulary in a child. Early identification and intervention helps in better performance socially and academically.

DeVries in (2012) summarized the importance of assessing vocabulary in children is crucial to identify reading comprehension difficulties.

Vocabulary tests are important for scrutinizing the language of a child and also to determine the nature of deviancy. It helps in planning therapy strategies also.

Need of Assessment:

- To identify children with inadequate vocabulary.
- For locating the possible factors underlying in the child, which causes a weak vocabulary.
- Planning and evaluating therapy.
- To set up norms for the normal development of vocabulary.
- To scrutinize the language of a child and to determine the nature of deviancy.
- To study vocabulary development in children.
- Deciding the necessity of therapy.

Tests for Vocabulary Assessment:

Formal vs. Informal assessment:

Increasingly, educators are finding new ways to evaluate student's school performances using informal rather than formal, or standardized, assessment procedures. Collection of information by means of observation is often thought of as informal assessment, as is information gathered from interviews with parents or past teachers and by using teacher-constructed tests.

Table 1: Different categories and types of assessment

Formal Assessment	Informal / Natural Assessment
Norm-referenced tests	Observation
Criterion-referenced tests	Play-based
	Checklists and rating scales
	Parent interviews

Formal Assessments:

Norm-referenced tests have standardized, formal procedures for administering, timing and scoring. They have been 'normed' or administered to a representative sample of similar age or grade level students so that final test results can be compared to students of similar characteristics. Test results indicate a person's relative performance in the group. These standardized tests must be administered as specified in the manual to ensure valid and reliable results.

Criterion-referenced tests:

Criterion-referenced tests (CRT) measure what the person is able to do and indicate what skills have been mastered. CRT compares a person's performance with his or her own past performance. In criterion-referenced measurement, the emphasis is on assessing specific and relevant behaviours that have been mastered rather than indicating the relative standing in the groups.

Informal/ Natural Assessments:

Play-based assessment is a tool used while a child is playing usually in his or her natural environment. The observer is able to see the interactions between the child and his or her peers as well as note speech, language and motor abilities.

Need for the Study:

Vocabulary tests have been developed in Western countries and in Indian languages for assessment and not many vocabulary tests have been developed in Arabic language. So a vocabulary test in Arabic was developed for the screening of Arabic speaking children in the age range of 4-6.

Many vocabulary tests have been developed in Western countries and in Indian languages for assessment. Even though Arabic is a widely used language in most countries there is a lack of picture vocabulary tests developed in Arabic languages. Thus, the present study is aimed at developing a standard screening picture vocabulary test in Arabic in the age range of 4-6 years to identify children with inadequate vocabulary development and also to apply appropriate intervention method.

III. METHOD

The aim of the present study was to construct a receptive screening picture vocabulary test in Arabic which would serve as a clinical tool to identify the language delayed or disordered children.

The study was conducted in three stages.

1. Formulation of the word list
2. Construction of the test
3. Establishment of norms.

Subject selection criteria:

All subjects were native speakers of Arabic with normal speech language development, age range within 4-6 year. All subjects had normal hearing as it was important for assessing receptive vocabulary. Subjects did not have otological, neurological, psychological or ophthalmic problems.

All the children were from community using the same dialect of Arabic and they were selected from same socio-economic background.

Formulation of word list:

The following attempt was made to formulate a word list, as there was no standardized vocabulary list.

- The words were collected from different sources like textbooks of UKG and first standard students were used for word collection.
- Parents and teachers: words were collected from parents of 4-6 year old children and primary school teachers, which were sensitive to the vocabulary of children from 4-6 years of age.

Totally 90 picturable words commonly used in day-to-day life were selected. Words belonged to different semantic domains such as body parts, numerals, food items, general items, colors, animals, vegetables, fruits etc. Using this, a pilot study was carried out on 4-6 years Arabic speaking children. These children were divided into two groups of 1 year interval each. 2 subjects were selected in each age group for the pilot study.

As the aim of the study was to construct a receptive test, only responses like pointing to the pictures that was named were elicited from the child. The responses were noted down and percentage of the responses were determined. Based on this a vocabulary list was formulated.

Construction of test:

From the above-mentioned vocabulary list, 40 words were finalized on the following criteria.

- The words selected had a frequency of 40 -50% in the respective age group considered, i.e. is 4-5 and 5-6 years.
- The words were discriminative, picturable and un-ambiguous. Later, three distractors were chosen for each target word, on the basis of following criteria.
- Target word and the distractors should maintain the same difficulty level as far as possible.
- Distractors would also be picturable.
- Distractors were not ambiguous.
- Among the three distractors, one was semantically related, one was phonetically related to the target word and the third one was an irrelevant picture.

Description of test material:

The vocabulary list consisted of 40 pictures, consisting of four colour pictures in each picture plate. Among the four, one was the target picture and other three were distractors. Target words were placed randomly in the picture plates. These plates were arranged in order of difficulty. The vocabulary included individual records to note the correct response. Each picture in the plate was numbered [1, 2, 3, and 4].

Time Required:

The test requires 10 - 15 minutes for administration.

Establishment of norms:

The vocabulary list was administered on 40 normal children, attending primary school. The age range considered was 4-6 years and it was further divided into two groups with one year interval each. 20 children were selected in each group. Subjects were selected from the same socio economic background. Vocabulary list was individually administered.

Test procedure:

Sampling was carried out in a quiet room without any distractions. Initially the tester talks with the child and builds rapport with him /her.

Instruction:

The following instruction was given to the child.

"I will show you some sets of pictures now. Look at the pictures and point to the one which I ask for".

After the instructions were given, the testing was done in the following way.

- Pictures were shown in the same order as it was sequenced and responses were elicited.
- One minute was given to each subject to respond.
- The stimulus words were repeated if required.
- The child would be encouraged when correct response was obtained.
- Responses of the child were recorded on a scoring sheet.

Statistical Procedures:

- Mean and standard deviation of both the groups were found.
- Independent' test was used to find out the difference between the scores of both age groups.
- Percentile scores and the cut-off scores for both groups were found by using percentile score method.
- Percentile ranks for each score was found by using percentile rank method.

Recording responses:

For each item administered, the picture numbers which the subject indicates were written on the individual record. Comparisons of individual scores were compared with the key responses and remarks were added according to the responses.

Scoring:

Each correct response was given a score of '1' and the total score of the child would be the number of correct responses which he had given. The maximum score was 40. 25th, 50th and 75th percentile scores for both the group was found by using percentile score method. The 50th percentile score was considered as the cut-off score for both groups as 50% of subjects falls above or below that score. If child falls in the 58th percentile score, he or she would be considered to be passed in the test. A score of 75th percentile can be considered as above average and less than percentile score would be below average.

IV. RESULTS AND DISCUSSION

The aim of the present study was to develop a screening receptive picture vocabulary test in Arabic for the children in the age range from 4-6 years.

For assessing receptive vocabulary, 40 picture plates were used with one target word and three distractors. A total of 100 words were selected from Arabic textbooks of LKG, UKG and 1st standard students and from teachers. A pilot study was done to select 40 target words from the initially selected 100 words. Words were selected based on difficulty level, frequency of usage and availability of unambiguous distractors.

Vocabulary assessment was done in 40 normal children in the age range of 4-6 years. In both age groups 20 normal children were selected randomly. Subjects were selected from the same socio-economic background. All the subjects were co-operative and gave good responses. Correct responses were given a score of 1 and the maximum score was 40.

The data was subjected to statistical analysis using mean, standard deviation, independent 't' test and percentile scores.

Table 1

Shows the demographic details of the subjects 10 boys, and 10 girls who were selected randomly in the 4-5-year group and 10 boys and 10 girls who were also selected in 5-6-year group. Exact age in year and month is given in the table.

SL NO:	AGE(4-5years)	SEX	AGE(5-6years)	SEX
1	4.1	M	5.11	F
2	4.3	M	5.2	M
3	4.7	F	6.0	F
4	4.0	F	5.8	F
5	4.1	F	5.1	M
6	4.1	F	5.9	M
7	4.0	M	5.7	F
8	4.0	M	5.5	M
9	4.11	F	5.11	M
10	5.0	M	5.1	M
11	4.9	M	6.0	F
12	4.0	M	6.0	M
13	4.8	F	6.0	F
14	4.6	M	5.11	F
15	4.3	M	5.9	M
16	4.9	F	5.1	M
17	4.3	M	5.5	F
18	5.0	F	6.0	F
19	5.0	F	5.4	M
20	4.9	F	5.8	F

Table 2

Shows the raw scores or frequency of occurrences of each score of 4-5-year and 5-6-year group. From this table we can find out the more frequent scores and infrequent scores. For e.g., in 4-5-year group the 26th score has a frequency of 1, which means that 26th score has obtained only once.

SL NO:	SCORE (4-5 yrs)	FREQUENCY	SCORE (5-6 yrs)	FREQUENCY
1	26	1	35	1
2	28	1	36	4
3	29	1	37	5
4	30	2	38	4
5	31	2	39	2
6	32	2	40	4
7	33	2	-	-
8	34	4	-	-
9	35	5	-	-

Table 3

Shows the mean, S.D and the p-value of 4-5- and 5-6-year group. Result reveals a higher mean of 37.7 for 5-6-year group which shows that the average score increases with the age. The difference between the mean scores of 4-5 and 5-6 year of age was very highly significant. ($t = 7.881$, $p < 0.001$). This result support the fact that there would be differences in vocabulary scores as the age increases.

		Mean	S.D.	"t"	p value
SCORE	4 to 5 Years	32.3	2.6	7.881	< 0.001*
	5 to 6 Years	37.7	1.6		

(* Significant)

Tables 4 and 5

Describes the percentile rank for 4-5 age group and 5-6-year group. From the above given two tables we can understand that there is an increase in correct responses as age increases. For example, a child between 4-5-year scores 33 out of 40, then his percentile rank is 91.67 but in the older group of a child between 5-6 years a score of 28 is required to get a percentile score of 91.67. It means older age group needs a higher score for a good percentile score compared to the younger group.

Table 4 : Percentile ranks for 4-5-year age group

SCORES	PERCENTILE RANKS
35	98.3
34	95
33	91.6
31	88.3
30	85
29	81.6
28	78.3
26	75

Table 5: Percentile ranks for 5-6-year age group

SCORES	PERCENTILE RANKS
40	98.3
39	95
38	91.6
37	88.3
36	85
35	81.6

A percentile score of 50 is considered as the cut-off score for both groups, as 50% of the population falls under it. A percentile score of 33 is considered as the cut off score for 4–5-year age group and a score of 37 for the 5-6 year age group.

Table 6

Shows the minimum and maximum scores of 4-5 years and 5-6 years age group.

AGE GROUP	4-5 years	5-6 years
Min	26	35
Max	35	40
PERCENTILES		
25	30	36
50	33	38
75	35	39

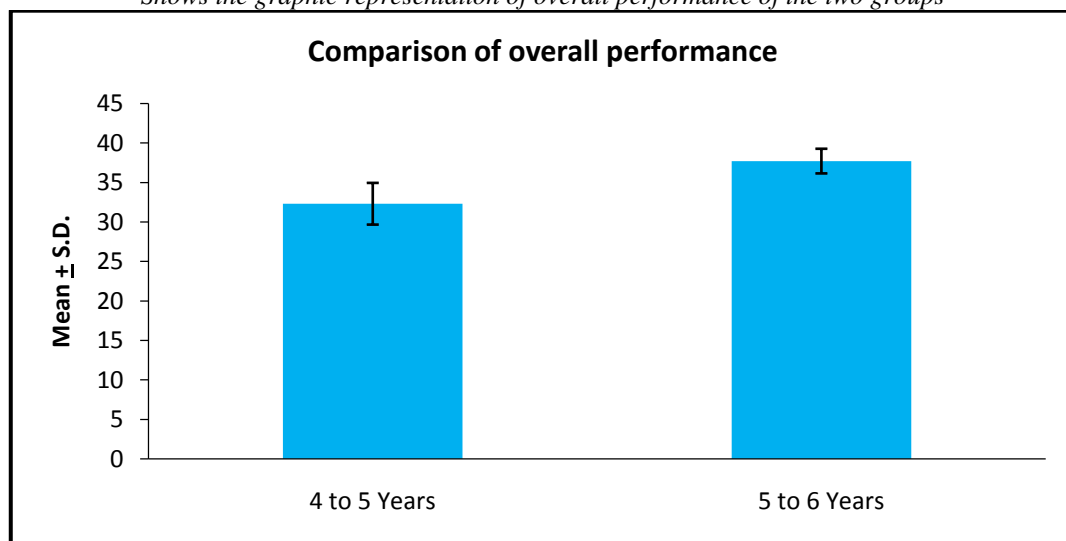
The minimum score of 4-5 years group was 26 and the maximum score was 35, whereas in 5–6-year group minimum score was 35 and maximum was 40. When comparing the range of scores, there was a significant difference between the minimum and maximum scores of two groups. The table also shows the 25th, 50th, and 75th percentile score of each group. 50th percentile score was considered as cut-off score for both groups as 50% of the samples falls below or above that score. If the client falls in 50th percentile score, he would be considered to be passed in the test. A score of 75th percentile can be considered as above average and less than 50th percentile scores was considered as below average.

In 4-5 year, group, 33 was considered as cut off score and child who scores above that would be considered as above average and below that would be below average, in 5-6 years group cut off score is 38, above that would be above average and below average would be below 38.

Children who fall under 33 and 38 in each group respectively, would be identified as deficient in vocabulary development and such children should be evaluated in depth to find any language impairment.

Fig: 1

Shows the graphic representation of overall performance of the two groups



shows the difference between the responses of the two age groups graphically. Percentile scores for both the groups are given in the 'y' axis and age range was given in 'x' axis. We can see a significant difference in performance between the groups as age increases. This supports the view that vocabulary increases as a function of change. The overall performance of both the groups was good. Reasons for this would probably be, that this test mainly assesses the receptive skills which have been reported to be better than expressive skills in children. The other reason could be that subjects were school going children who already had good language exposure and formal language training, which made the task easier. These factors were also supported by Sreedevi (1989) and Bhuvaneshwri (1993) in their studies.

The present vocabulary list could serve as a screening test to identify language disordered children who are deficient in vocabulary development but cannot be applied as a diagnostic test.

V. SUMMARY AND CONCLUSION

The aim of the present study was to develop a standard screening receptive picture vocabulary test in Arabic to identify children who need further evaluation and management. The present study was taken up to find the receptive vocabulary scores of children who are in the age range of 4-6 years and to develop a cut off score for each age group.

The vocabulary list material included 40 coloured picture plates, consisting of four pictures in each. One is the target picture and other three are the distractors. 40 words were selected from Arabic books and from teachers.

The vocabulary list items were administered on 40 typical children in the age range of 4-6 years. Receptive vocabulary was assessed by asking the child to point out the target word in the picture plate. Distractors used were semantic distractor, phonetic distractor and an irrelevant one. Each correct response was given a score of 1. The responses were scored on a scoring sheet and the data was subjected to statistical analysis. Mean, S.D, independent 't' test and percentile scores analysis was done. Results indicated that vocabulary of children increase as age increases. In the age group of 5-6 the cut - off score was 38 and 4-5 age group it was 33, as it was the 50th percentile score in each group. By looking into the normative data one can determine the level of vocabulary development of any child and place him/her in any of the three levels: average, below or above average.

Lynch, Broek, Kremer et al in 2008 examined young children's developing narrative comprehension abilities using theory-based, authentic measures of comprehension processes and also examined the relations among young children's comprehension abilities and other early reading skills. The results revealed that even the younger children were sensitive to the underlying structure of the narratives and that this sensitivity increased with age. Measures of narrative comprehension were not consistently correlated with skills associated with word decoding, such as phonological awareness. From the research findings its clear that vocabulary of children increases with age

The test can be used to find the level of vocabulary development in Arabic speaking children in the age range of 4-6 years. This test material can be used to identify the children who are at risk for language impairment. It helps in early identification and impairment.

This vocabulary test is only a screening test and does not help in differential diagnosis of language disorders. It considers only the receptive aspect of vocabulary, and the age range is limited. In future, clinical validation of the screening test can be done. This test can be further continued with age group extended and can include more items. It can also be developed as a diagnostic test. This test however is not a sole basis for making diagnosis of any language disorders. Speech Language Pathologist can administer this test identify children with language impairments and would be helpful in intervention also.

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APPENDIX

•	BOOK	الكتاب
•	WATCH	ساعة
•	BALLOON	بالون
•	SUN	الشمس
•	TREE	شجرة
•	HOUSE	بيت
•	CAR	سيارة
•	LION	أسد
•	BUTTERFLY	فراشة
•	BANANA	موز
•	ROOSTER	الديك
•	TIGER	نمر
•	LADIES FINGER	إصبع السيدات
•	CHEESE	جبنة
•	CAMEL	جمل
•	WOODPECKER	نقار الخشب
•	OLIVE	زيتون
•	PINEAPPLE	أناناس
•	SHEEP	خروف
•	AMBULANCE	سيارة إسعاف
•	STRAWBERRY	الفراولة
•	DOG	كلب
•	POMEGRANATE	رمان
•	BRINJAL	برنجال
•	RABBIT	أرنب
•	WASHING MACHINE	غسالة
•	FROCK	فستان
•	CROCODILE	تمساح
•	PIGEON	حمامة

•	NAIL	ظفر
•	COOKING	طبخ
•	SPIDER	العنكبوت
•	TRIANGLE	مثلث
•	PURPLE	أرجواني
•	NEWSPAPER	جريدة
•	COCKROACH	صرصور
•	HONEY	عسل
•	EIGHT	ثمانية
•	HONEYBEE	عسلانحل
•	OSTRICH	نعامة