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Development of Vocabulary List in Typically Developing Nepali Speaking Children Aged 1-5 Years

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Abstract

Language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication (ASHA, 1982).Language acquisition is a phenomenon which emerges in the early childhood and is developed in nature. For language development, it is believed that symbolic functioning is rooted in imitation. Vocabulary occupies a central place in the language and it has its own characteristics in terms of meaning and grammatical function. Vocabulary refers to the set of words that a child comprehends and uses. Vocabulary helps to increase the strength of language competence and it plays roles in development of language, cognition and academic achievement.

Need: Nepali language is spoken in Nepal and many other nations in the world. There is no data base in Nepali language for processing communication disability in people who speak Nepali language. This paper takes the first step to establish a data base on vocabulary development of Nepali speaking typically developing children.

Aim: The present study aims to document the vocabulary development in Nepali speaking typically developing children in age range of 1-5 years.

Participants: Parents of 78 children in the age range of 1-5 years old were taken for the study. Children were divided into four groups of one year interval each, i.e., 22 children in 1-2 years group, 20 children in 2.1-3 years group, 18 children in 3.1-4 groups and 18 children in 4.1-5 years group. All the children are native speakers of Nepali. The children taken had no history

of neurological disorders, speech and language disorders, ontological disorders, psychological and ophthalmic problems.

Materials: A word list in Nepali was coined with the help of Nepali dictionaries, Nepali textbooks, Nepali grammar books, manual on developing communication skills of mentally retarded persons (Subba Rao, 1992) and other available resources.. The word list consists of 444 words in 7 major categories which consist of nouns, pronouns, noun modifiers, verb modifiers, action words, conjunctions and others. The nouns were again divided into food items, clothes, furniture, kitchen items, fruits, body parts, animals, vegetables, insects, flower, vehicles, family members, school items, and birds. The word list comprised of comprehensive and expressive vocabulary for all the age groups. Three experienced professional Nepali lecturers and three experienced Nepali speech language pathologists analyzed and validated the list before starting the research programme.

Method: The aim of the study was explained to all the parents and they were instructed to tick each word from the list which their children can understand and produce consistently. The word list was given to each parent and asked to return after 2 days. The word list was analyzed based on the frequency of response obtained from the children through parental reports. Percentage of each category for comprehension and expression was calculated and it was compared among the group and across the groups. Statistical evaluation showed the frequencies of each word in a category for all the groups and across the groups. The percentage of words comprehended and expressed across the categories within a group and across the groups was calculated.

Results: The obtained results show that the percentage of comprehension and expression in different categories increased as the children's age increased. The results are scattered across the group and this clearly shows that vocabulary development is not attained at the age of 5 years. The present study is in accordance with Meghana and Kumaraswamy (2014). The results are also similar to the result obtained in that study.

Keywords: Nepali, Vocabulary, comprehension, expression.

Introduction

Language is an essential aspect of human social interaction and transmission of information. It's a complex and dynamic system of conventional symbols that is used in various modes of thought and communication. Contemporary views of human language hold that: language evolves within specific historical, social and cultural context; language is rule-governed behavior, described by at least five parameters such as phonologic, morphologic, syntactic, semantic and pragmatic; language learning and use are determined by interaction of biological, cognitive, psychological, environmental factors. Effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation and socio-cultural roles (American Speech and Hearing Association, 1983).

Language acquisition is a phenomenon which emerges in the early childhood and is developed in nature (Rice, 2004). For language development, it is believed that symbolic functioning is rooted in imitation. (Bates, Benigni, Bretherton, Camaioni, & Vlanolterra, 1979; Piaget,1952; Sinclair-Dezwart,1973). Children acquire language processes biologically. (Sokolov & Snow1994; Karmiloff-Smith, 1995; Hirsh-Pasek & Golinkoff, 1997).

Vocabulary refers to the set of words that a child comprehends and uses (Susie, 2008). Vocabulary occupies a central place in the language and it has its own characteristics in terms of meaning and grammatical function, (Mallikarjun, 2002). Children produce first word at around 12 months of age. The early word meaning consists of labels for familiar entities, action, and properties. Nelson (1973) found out that the majority of English speaking children's first words are nouns (mummy and ball; 8 percent), followed by action words (go and up; 13 percent), modifiers (hot and mine; 9 percent), personal-social words (bye-bye and no; 8 percent) and function words (what; 4 percent). At 24 months of age, child acquires 200- to 300- word vocabulary and approximately 2,000 words by 5 years of age.

A study based on diaries kept by mothers of all children's utterances (Nelson,1973) and on asking mothers to check words on a list to indicate which they think their child produces (Fenson, 1993) shows the following vocabulary development across several ages.

Vocabulary	Nelson (1973) 18 children	Fenson (1993) 1,789 children
10 words	15 months	13 months
50 words	20 months	17 months
At 24 months	186 words	310 words

Table1: Studies on Vocabulary Development by Nelson (1973) & Fenson (1993).

From the above review it is clear that studies on vocabulary development has been carried out in western (Papaeliou, 2011 & Samilo, Goodman, Bates & Sweet, 2000) and Indian languages (Koeing, 1993 and Vakil, 1995). Vocabulary helps to increase the strength of language competence and it plays roles in development of language, cognition and academic achievement. Nepali language is spoken around the world. In this context there is no data base in Nepali language for processing communication disability of persons who speak Nepali language. In this regard as a first step towards establishing a data base on vocabulary development of Nepali speaking typically developing children has been taken up in this study.

Review of Literature

Active learning begins in early children's development. For example, by 1 to 4 months, infants are able to detect intonational changes in speech patterns (Jusczyk, 1992), and they can recognize the connection between mouth movements and the sounds connected with these movements by 18 to 20 months (Kuhl & Meltzoff, 1997). Caretaker input, social interaction, play, and cognitive development all play a role in language development. Communication is the process of intentional exchange of messages between the speaker and the listener (Subba Rao, 1995). Communication is the primary function of language (Muma, 1978). Both speech and

language are parts of it. Language is a set of arbitrary symbols common to a group of people which is systematically used for communicating needs, thoughts and feelings (Subba Rao, 1995).

Stages of Language Development

Children's acquisition of syntactic structures is a function of the average number of morphemes per utterance that they produce (Brown, 1975).This measure is called mean length of utterance (MLU). The following table shows certain MLU stages (Brown, 1975)

Linguistic stage	MLU	Approximate chronological age(months)	Characteristics
1st	1.0-2.0	12-26	Use of semantic rules
2nd	2.0-2.5	27-30	Morphological development
3rd	2.5-3.0	31-34	Development of a variety of sentence types: negative, imperative , interrogative
4th	3.0-3.75	35-40	Emergence of complex constructions: coordination, complementation, relativization.
5th	3.75-4.5	41-46	
6th	4.5+	47+	

Table 2: Brown's Stages (1975)

Importance of vocabulary development in language growth;

- Vocabulary knowledge enables language use and language use enables the increase of vocabulary knowledge (Nation, 1993).

- As the language usage grows, vocabulary items increase with increase in exposure to vocabulary. (Mallikrajun, 2002).
- Acquisition of vocabulary is key in the development of language, cognition, and academic achievement (Lamer, 2011).
- The development of vocabulary is crucial in learning other skills. (Graves, 2011).
- Level of vocabulary has been associated with improved reading comprehension skills as well as improved oral ability and later academic success (Wise, Sevcik, Morris, Lovett, & Wolf, 2007; Walker, Greenwood, Hart, & Carta, 1994).

Communication is more effective when we use language. Development of vocabulary is important for formulating a language. Vocabulary of an individual shows the language competence of that individual. Structures of language are arranged in such a way that it differs from one language to the other. Papaeliou (2011) investigated vocabulary size and vocabulary composition in Greek children aged 1:6 to 2:11 using adaptation of Rescorla's Language Development Survey (IDS; Rescorla, 1989) and 273 children participated from monolingual Greek speaking families. They compared IDS data with US IDS data obtained from the instrument's normative sample (Achenbach and Rescorla, 2000) and found that Greek late talker showed similar patterns of vocabulary composition to those observed in typically developing Greek children. Samilo, Goodman, Bates and Sweet (2000) examined the validity of parental report of language production by concurrently examining vocabulary development using a parental report instrument (i.e., the MacArthur Communicative Development inventories CDIs) and a laboratory measure (i.e., an elicited production task) for children 12 to 30 months of age, a period of dramatic language growth and found that a parental report may provide the earliest indicators of vocabulary development.

Koeing (1993) as cited by Mallikarjun (2002), made an attempt to collecting 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 "poda patti" in order to find the most frequent words for neo-literates. This source gave nearly 21 lakhs running words. Chandrashekaraiya (1996)

investigated the basic vocabulary in Kannada for 1st to 7th graders. Tamhane (1965) as stated by Mallikrajun (2002) found out the recognition and reproduction vocabulary of primary school children. Vakil (1995) and Lakdawala (1966) as cited by Mallikrajun (2002) found out the reproduction and recognition vocabulary of 11 plus, 12 plus, and 13 plus aged Gujarati children. Arunjate and Srinivasachari (1968) as cited by Mallikrajun (2002) studied functional vocabulary of Tamil children of age group 4-7 years to develop the reading writing abilities in children.

Nepali Language

Nepali is an Indo-Aryan language. Most notably Nepali language shows Sanskrit as well as Pahari language and Magahi language influence. Owing to Nepal's geographical area, it has also been influenced by Tibeto-Burman Languages. Historically the language was first called the *khas* language, then *Gorkhali* or *Gurkhali* (language of Gorkha Kingdom) before the term *Nepali* was coined. Nepali developed a significant literature within a short period of hundred years in the 19th century. The Nepali language has been the national language of Nepal since 1958 and it is considered to be a mother tongue of many in Nepal. But the number of speakers has fallen from a high of 58.4% (in a population of 15 million) in 1981 to 48.6% (in a population of 23 million) in 2001. In national census 2011, 44.6 percent of the population of Nepal speaks Nepali as a first language. The *Ethnologue* website counts more than 17 million (2007) and 42 million (2012) speakers of Nepali worldwide, 17 million within Nepal (2001 census). Nepali is traditionally spoken in the hill region of Nepal, especially in the western part of the country. Nepali is the official language used in government.

The sound system of Nepali language shares many characteristics with other Indo-Aryan languages. Basic vocabulary of Nepali originated from Sanskrit. Spoken Nepali has many borrowed words from neighboring Tibeto-Burman languages.

A study on vocabulary development of typically developing Nepali speaking children (1-5 years) has not been done yet. So this study is useful to find out the acquisition of vocabulary development which is done through parental report.

Aim

The present study aims to document the vocabulary development in Nepali speaking typically developing children in the age range of 1-5 years.

Methodology

Participants

Parents of 78 children in the age range of 1-5 years old were taken for the study. Children were divided into four groups of one year interval each, i.e., 22 children in 1-2 years group, 20 children in 2.1-3 years group, 18 children in 3.1-4 groups and 18 children in 4.1-5 years group. All the children were native speakers of Nepali. Children taken for study had no history of neurological disorders, speech and language disorders, otological disorders, psychological, and ophthalmic problems; they belonged to the same socio-economic background and were school going children who had fair academic performance. Parents who participated in this study were all mothers and educated.

Material

A word list in Nepali was developed with the help of Nepali dictionaries, Nepali text books, Nepali grammar books, manual on developing communication skills of mentally retarded persons (Subba Rao, 1992) and other available resources. It was assumed that the checklist of word developed would be known to 1-5 years old child. The word list consists of 444 words in 7 major categories, namely, nouns, pronouns, noun modifiers, verb modifiers, action words, conjunctions and others. The nouns were again divided into food items, clothes, furniture, kitchen items, fruits, body parts, animals, vegetables, insects, flower, vehicles, family members, school items, birds. The word list comprised of comprehensive and expressive vocabulary for all the age groups. Three experienced professional Nepali lecturers and three experienced Nepali speech language pathologists analyzed and validated the list before starting the research programmed.

Procedure

All the participating parents were given an explanation about the aim of the study and they were instructed to tick each word from the list which their children can understand and express consistently. The word list was given to each parent and they were asked to return after 2 days. In addition, each parent was instructed to write additional words which are not in the given list but their child can understands and produces.

Analysis

The collected data was divided into different categories which included noun, pronoun, verb modifier, noun modifier, action words, conjunction and others. It was given to the statistical evaluation where frequencies of each word in a category for all the groups and across the groups were found and percentages of words comprehended and expressed across the categories within a group and across the groups were calculated.

Results

The study attempted to establish a vocabulary list in Nepali for 1-5 years typically developing children by obtaining the parental data. Seventy-eight typically developing Nepali speaking children were randomly selected from the same socio-economic background. Parents who participated in the study were well motivated and very cooperating. All the children were divided into four age groups with 13 boys and 9 girls in 1-2 years group, 8 boys and 12 girls in 2-3 years group, 9 boys and 9 girls in 3-4 years group and 10 boys and 8 girls in 4-5 years group. The word list was analyzed based on the frequency of response obtained from the children through parental reports. Percentage of each category for comprehension and expression was calculated and it was compared among the group and across the groups.

The graphical representation of comprehension and expression for the various categories are as follows:

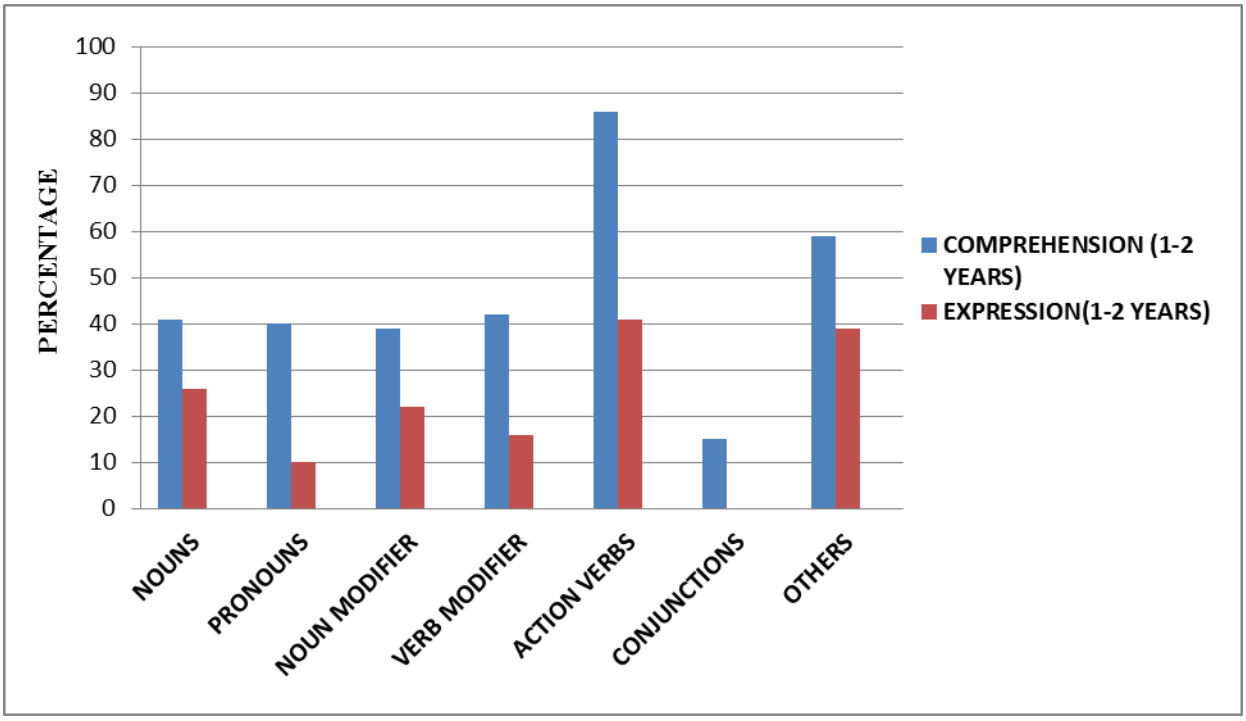

Fig 1: Showing comprehension and expression of 1-2 years old typically developing Nepali speaking children across the general categories.

Maximum percentage of comprehension was obtained for action words (86%) followed by others (59%), verb modifiers (42%), nouns (41%), pronouns (40%), and noun modifier (39%). The list was obtained for conjunctions (15%).

Percentage of expression was high for action words (41%) followed by others (39%), nouns (26%), noun modifier (22%), verb modifier (16%), pronouns (10%). There was no expression for conjunctions (0%).

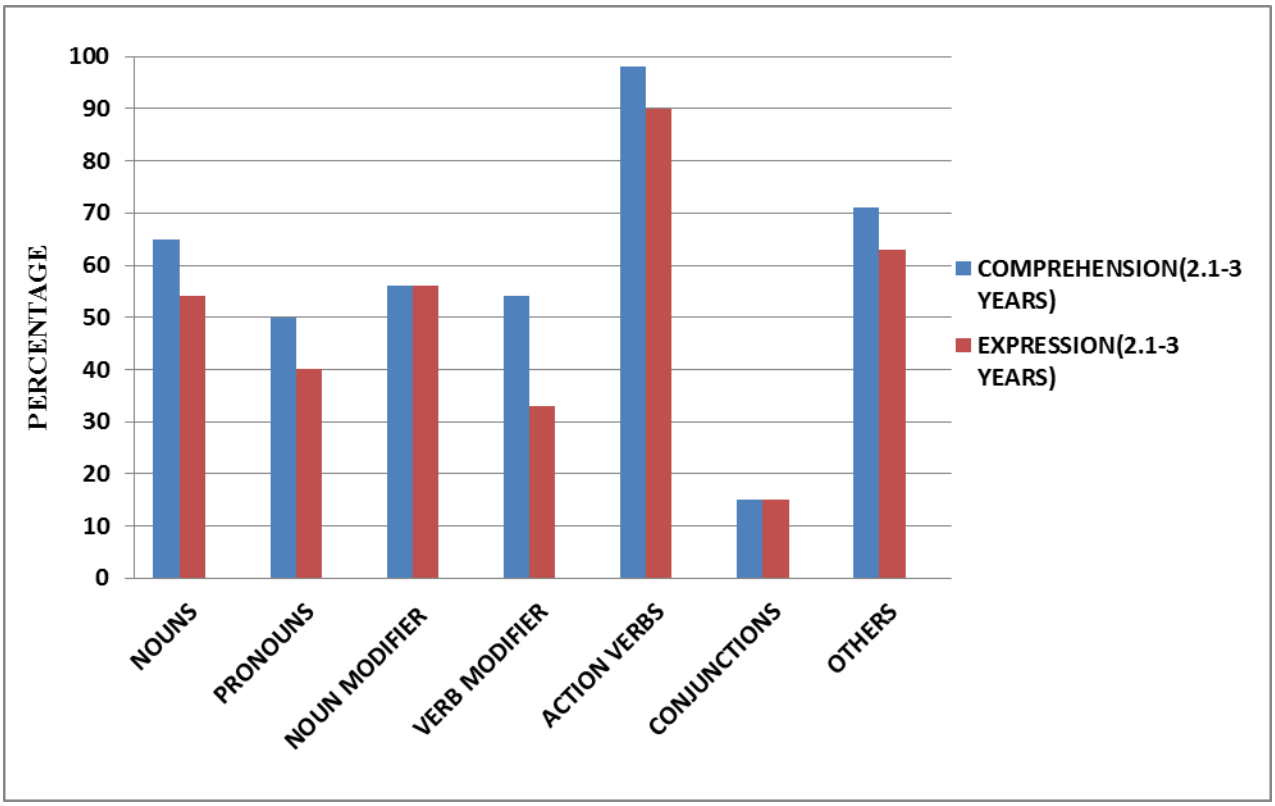

Fig 2: Showing comprehension and expression of 2.1-3 years old typically-developing Nepali speaking children across the general categories.

As for the comprehension and expression of 2.1-3 years old children across the categories for children with 2.1-3 years, percentage comprehension was high for action words (98%), followed by others (71%), nouns (65%), noun modifier (56%), verb modifier (954%), pronouns (50%). The least percentage was obtained for conjunctions (15%).

Percentage expression was high for action verbs (90%), followed by others (63%), noun modifier (56%), noun (54%), pronouns (40%), verb modifier (33%). The least percentage was obtained for conjunctions (15%).

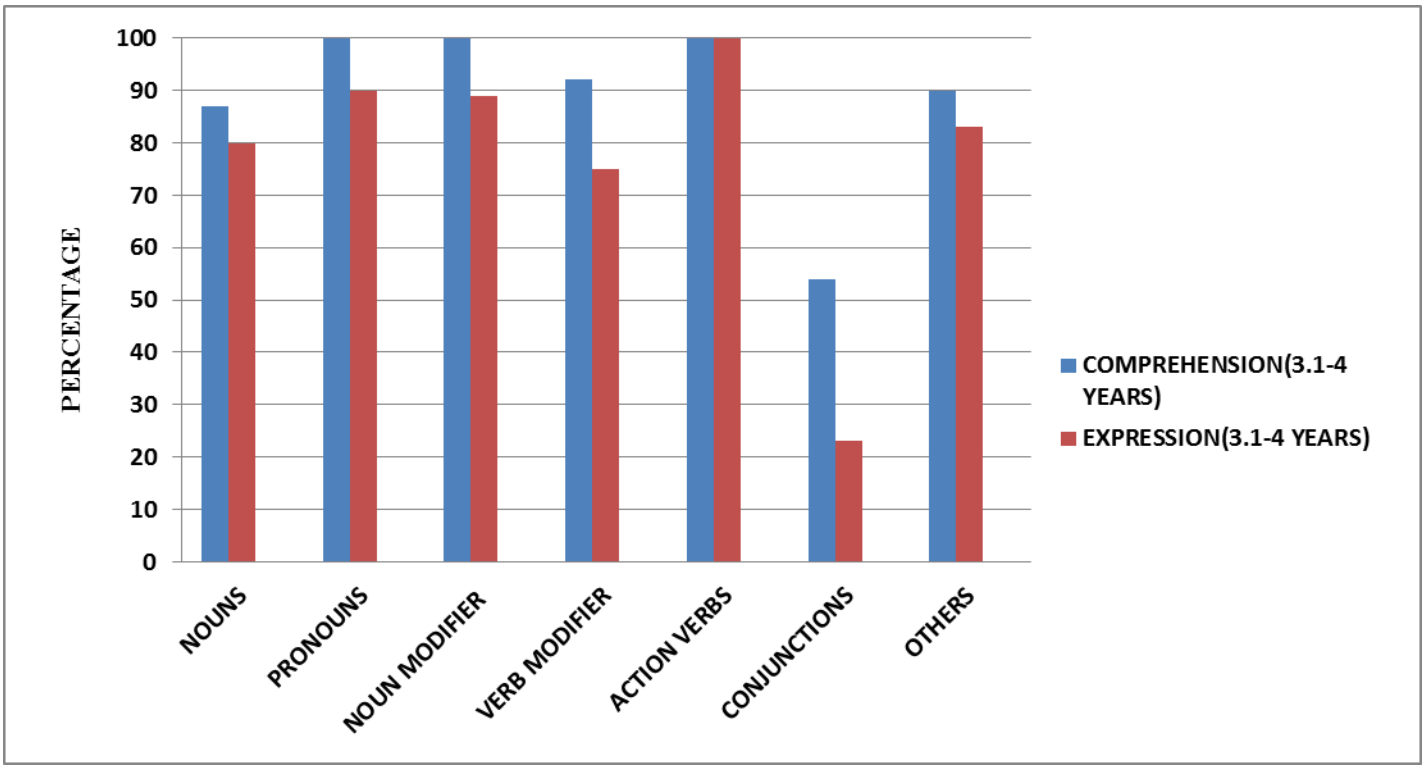

Fig 3: Showing comprehension and expression of 3.1-4 years old typically-developing Nepali speaking children across the general categories.

High percentage of comprehension was obtained for pronouns, noun modifier, action words (100%) followed by verb modifier (92%), others (90%), and nouns (87%). The least was obtained for conjunctions (54%).

Percentage of expression was high for action words (100%) followed by pronouns (90%), noun modifier (89%), others (83%), nouns (80%), and verb modifier (75%). The least was obtained for conjunctions (23%).

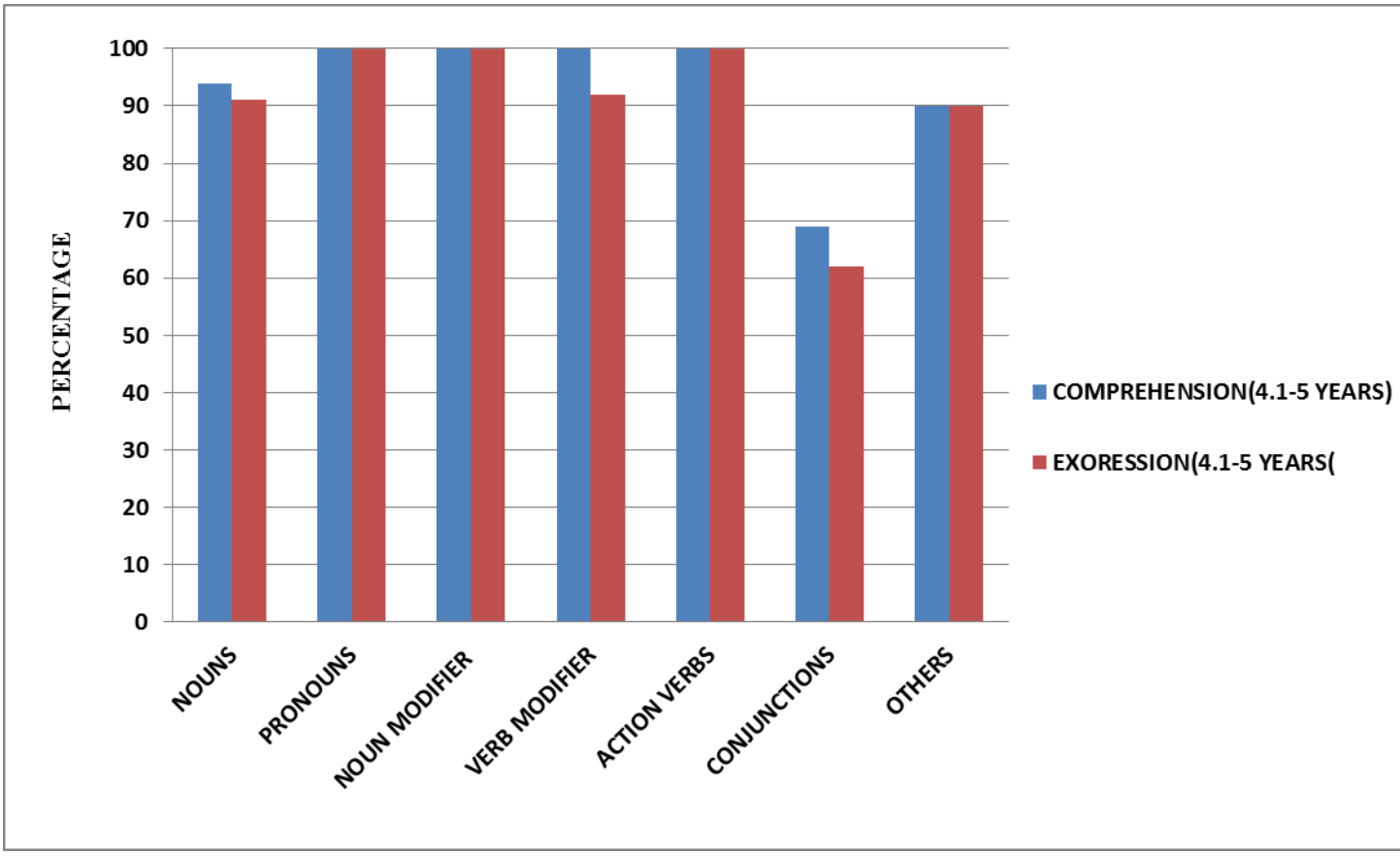

Fig4: Showing comprehension and expression of 3.1-4 years old typically-developing Nepali speaking children across the general categories.

Maximum percentage of comprehension was obtained for pronouns (100%), noun modifier (100%), verb modifier (100%) and action verbs (100%) followed by nouns (94%), and others (91%). The least was obtained for conjunctions (69%).

Percentage of expression was high for pronouns (100%), noun modifier (100%) and action verbs (100%) followed by verb modifier (92%), nouns (91%), and others (90%). The least was obtained for conjunctions (62%).

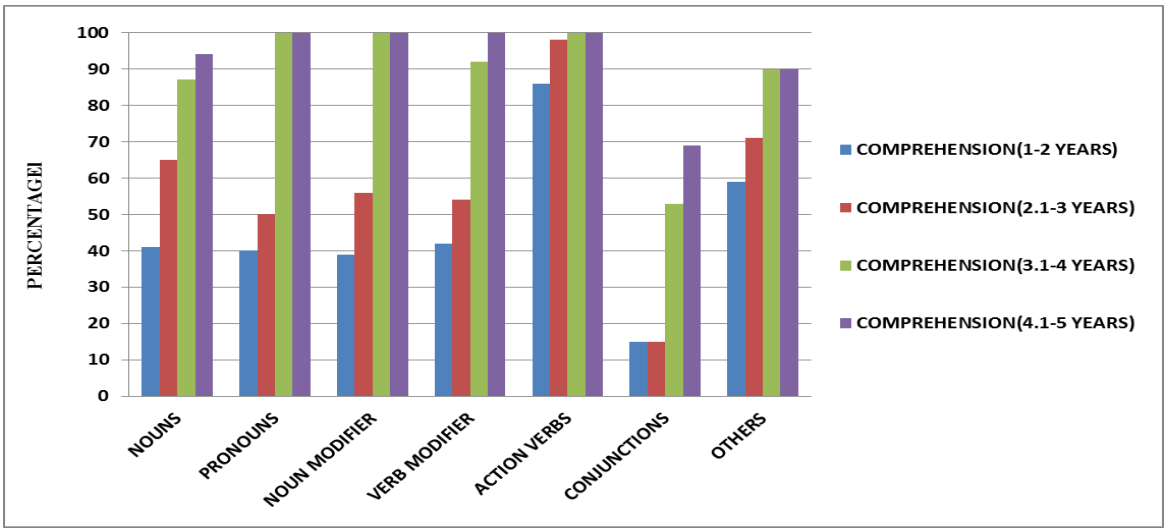

Fig 5: Showing the comprehension of 1-2, 2-3, 3-4 and 4-5 years old typically-developing Nepali speaking children across lexical categories.

Percentage of comprehension for 1-2 year old children across categories was obtained maximum for action verbs (86%), followed by others (59%), verb modifier (42%), nouns (41%), pronouns (40%), noun modifier (39%). The least was obtained for conjunctions (15%).

Percentage of comprehension for 2.1-3 years old children across lexical categories was obtained maximum for action verbs (98%) followed by others (71%), nouns (65%), noun modifier (56%), verb modifier (54%), pronoun (50%). The least was obtained for conjunction (15%).

Percentage of comprehension for 3.1-4 years old children across lexical categories was obtained maximum for action verbs (100%), pronouns (100%) and noun modifier (100%) followed by verb modifier (92%), others (90%), nouns (87%). The least was obtained for conjunctions (53%).

Percentage of comprehension for 4.1-5 years old children across lexical categories was obtained maximum for verb modifier (100%), action verbs (100%), noun modifier (100%) &

pronouns (100%), followed by nouns (94%), others (90%). The least was obtained for conjunction (69%).

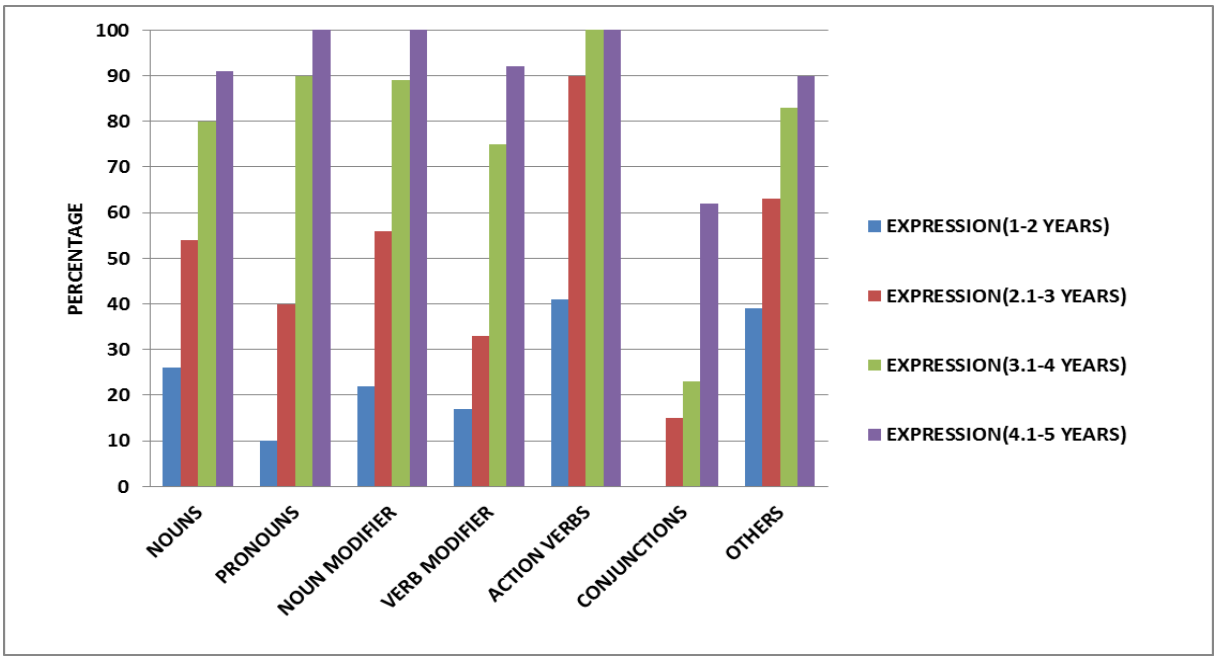

Fig 6: Showing the expression of 1-2, 2-3, 3-4 and 4-5 years old typically-developing Nepali speaking children across lexical categories.

Percentage of expression was high for action verbs (41%) followed by others(39%), nouns (26%), noun modifier (22%), verb modifier (17%), pronouns (10%). There was no expression for conjunctions (0%) in the age group of 1-2 years old children across the categories.

Percentage of expression for 2.1-3 years old children across lexical categories was obtained high for action verbs (90%) followed by others (63%), noun modifier (56%), nouns (54%), pronoun (40%), and verb modifier (33%). The least was obtained for conjunctions (15%).

Percentage of expression for 3.1-4 years old children across lexical categories was obtained maximum for action verbs (100%), followed by pronouns (90%), noun modifier (89%), others (83%), nouns(80%), verb modifier (75%). The least was obtained for conjunction (23%).

Percentage of expression for 4.1-5 years old children across lexical categories were obtained maximum for action verbs (100%), noun modifier (100%) and pronoun (100%) followed by verb modifier (92%), nouns (91%), and others (90%). The least was obtained for conjunction (62%).

Discussion

The above results are scattered across the group. Results obtained show that there is a vocabulary spurt in comprehension and expression as the children's chronological age increases. Comprehension of lexical items in all the categories develops in a more linear fashion within a group and across the group compared with expression for the same. As for the rate in vocabulary growth in noun categories across the age groups, percentage comprehension was lower for children with 1-2 years old (41%) preceded by 2-3 years old (65%), 3-4 years (87%), and 4-5 years (34%) old children. Percentage of expression for children 1-2 years (26%) preceded by 2-3 years (54%), 3-4 years (80%), and 4-5 years (91%) old children. As for the rate in vocabulary growth in pronouns category across the age groups, percentage comprehension was lower for children with 1-2 years old (40%) preceded by 2-3 years old (50%), 3-4 years (100%), and 4-5 years (100%) old children. Percentage of expression for children 1-2 years (10%) preceded by 2-3 years (40%), 3-4 years (90%), and 4-5 years (100%) old children. For vocabulary growth in noun modifier category across the age groups, percentage comprehension was lower for children with 1-2 years old (39%) preceded by 2-3 years old (56%), 3-4 years (100%), and 4-5 years (100%) old children. Percentage of expression for children 1-2 years (22%), preceded by 2-3 years (56%), 3-4 years (89%), and 4-5 years (100%) old children. For vocabulary growth in verb modifier categories across the age groups, percentage comprehension was lower for children with 1-2 years old (42%) preceded by 2-3 years old (59%), 3-4 years (92%), and 4-5 years (100%) old children. For percentage of expression, for children 1-2 years (16%) preceded by 2-3 years (33%), 3-4 years (75%), and 4-5 years (92%) old children.

Similarly, for vocabulary growth in action words category across the age groups, percentage comprehension was lower for children with 1-2 years old (86%) preceded by 2-3 years old (98%), 3-4 years (100%), and 4-5 years (100%) old children. Percentage of expression for children was for 1-2 years (41%) preceded by 2-3 years (90%), 3-4 years (100%), and 4-5 years (100%) old children. As for vocabulary growth in other categories across the age groups, percentage comprehension was lower for children with 1-2 years old (59%) preceded by 2-3 years old (71%), 3-4 years (90%), and 4-5 years (90%) old children. Percentage of expression for children 1-2 years was (39%) preceded by 2-3 years (63%), 3-4 years (83%), and 4-5 years (90%) old children. As for vocabulary growth in conjunction category across the age groups, percentage comprehension was lower for children with 1-2 years old (15%) preceded by 2-3 years old (15%), 3-4 years (54%), and 4-5 years (69%) old children. Percentage of expression for children 1-2 years was (0%) proceeded by 2-3 years (15%), 3-4 years (15%), and 4-5 years (62%) old children. The result shows that there is spurt in growth in vocabulary when children start their schooling and they have shown 100% comprehension and expression in a few categories. This may be due to pattern of language acquisition, parental influences, stimulation of the environment and the current trend. The present study is in accordance with Meghana and Kumaraswamy (2014), wherein the results are similar to those of the present study.

Summary

Language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication. Vocabulary is the set of words which a child can understand and express in his or her daily life for the purpose of communication. Parents are main source of information to know about their children's development. When parents are sensitive and accurate observers the collected data should use for the scientific study of language development.. Parental report and the laboratory task yield similar means and variances, with high correlations in patterns of growth, parental report consistently yields an earlier estimate of development (Jennifer, 2000). The purpose of this present study is to document the vocabulary list in typically developing Nepali speaking children aged 1-5 years through parental report. The parents of 78 children were included in this study. Children who had normal speech and

language development, no otological symptoms, fail in academic performance no neurological symptoms were selected for the study.

The word list was divided into comprehension and expression categories and it was given to the parents and asked to mark the tick which their children can comprehend and expressed. The collected data was given to the statistical evaluation where frequencies of each word in a category for all the groups and across the groups were found and percentage of words comprehended and expressed across the categories within a group and across the groups was calculated. The results show that as there is increase in age, there is growth in development of vocabulary in various categories. The present study is in agreement with Meghana and Kumaraswamy (2014), the results of which are similar to those of the present study.

Limitation

The study is carried out in 78 children only.

Male and female categorization is not studied.

The data was collected only from Nepali children.

Data was collected exclusively from Kathmandu, Nepal.

Further Suggestions

More number of children can be included in this study.

Male and female categorization can be studied.

Sister languages of Nepali like Newari, Bhojpuri, Marathi, etc., can be included in the study.

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Appendix

The word list which was given to all the parents:

VOCABULARY LIST:

NAME:

1. **NOUN**:

AGE/SEX:

A.FOOD	COMPREHENSION	EXPRESSION	**B.CLOTHING**	COMPREHENSION	EXPRESSION	**C.FURNITURE**	COMPREHENSION	EXPRESSION
Rice			Shirt			Chair		
Daal			Pant			Table		
Curry			Vest			Bed		
Pickle			Shoes			Sofa		
Roti			Frock			Dressing table		
Sugar			Blouse			Mat		
Tea			Shocks			Stool		
Milk			Handkerchief			Bench		
Water			Sari			Desk		
Flour			Belt			Moda		
Curd			Lungi			Cupboard		
Biscuit			Underwear			Tv stand		
Chocolate			Cap			Dressing mirror		
Ice cream			Cholo			Dining table		
Ghee			Kurti			Rack		
Coffee			Gridle			Pirka		
Oil			Nightdress					
Egg			Suruwal					
Spinach			T-shirt					
Chana								
Bread								
Others……			Others……			Others…..		

D.KITCHEN ITEMS	COMPREHENSION	EXPRESSION	**E.ANIMALS**	COMPREHENSION	EXPRESSION	**F.FRUITS**	COMPREHENSION	EXPRESSION
Spoon			Cat			Apple		
Plate			Dog			Banana		
Knife			Rat			Grapes		
Bottle			Cow			Guava		
Cup			Pig			Orange		
Saucer			Tiger			Mango		
Glass			Horse			Pine apple		
Stove			Donkey			Watermelon		
Gas			Lizard			Jack fruit		
Jar			Ox			Pomegranate		
Matchbox			Buffalo			Lime		
Lighter			Sheep			Strawberry		
Broom			Monkey			Litchi		
Dustbin			Lion			Apricot		
Chop board			Elephant			Kafal		
Spatula			Rabbit			Almond		
Ladle			Fox			Cashew		
Gagri			Wolf			Papaya		
Tumber			Giraffe			Grapefruit		
Utensil spoon			Squirrel			Beal		
Peel			Bear			Plum		
Table pan			Deer			Pear		
Masala box			Fish					
Oven			Snake					

Sieve			Leopard					
Kerosene			Kangaroo					
Rice cooker								
Pan								
Belan								
Fire								
Fridge								
Grinder								
Bowl								
Lid								
Mixer								
Filter								
Fork								
Others…			Others….			Others….		

G. VEGETABLES	COMPRE-HENSION	EXPRE-SSION	**H.INSECTS**	COMPRE-HENSION	EXPRE-SSION	**I. VEHICLES**	COMPRE-HENSION	EXPRE-SSION
Onion			Cockroach			Car		
Potato			Ant			Bus		
Tomato			Mosquito			Scooter		
Bringer			Butterfly			Motorcycle		
Beans			Bedbug			Tempo		
Ladies finger			Spider			Rickshaw		
Chilly			Earthworm			Aero plane		
Cabbage			Grasshopper			Tractor		
Cauliflower			Caterpillar			Helicopter		
Cucumber			Millipedes			Bicycle		
Carrot			Honeybee			Rocket		

Garlic			Leech			Microbus		
Lemon			Louse			Train		
Coriander			Silkworm			GeeP		
Spinach						Ship		
Pumpkin						Boat		
Ginger						Truck		
Radish						Ambulance		
Pea						Van		
Soybean								
Others…			Others…			Others…		

J.SCHOOL ITEMS	COMPRE-HENSION	EXPRES S-ION	**K.BIRDS**	COMPRE-HENSION	EXPRES S-ION	**L.FLOWER**	COMPRE-HENSION	EXPRESS-ION
Bag			Crow			Rose		
Pencil			Pigeon			Dahlia		
Pen			Sparrow			Sunflower		
Copy			Hen			Lotus		
Book			Parrot			Jasmine		
Ruler			Duck			Marigold		
Eraser			Owl			Hibiscus		
Sharpener			Eagle					
Pencil box			Bat					
Paper			Cock					

Crayon			Peacock					
Pen cap								
Chalk								
Slate								
Uniform								
Duster								
Ink								
Exam								
Test								
Holiday								
Time table								
Marks								
Class								
Desk								
Bench								
Blackboard								
Glue								
Book cover								
others….			others….			others….		

M.BODY PARTS	COMPRE-HENSION	EXPRE-SSION	**N.FAMILY MEMBERS**	COMPRE-HENSION	EXPRE-SSION	**2.PRONOUNS**	COMPRE-HENSION	EXPRE-SSION
Head			Father			I		
Foot			Mother			Me		
Palm			Sister			My		
Lips			Brother			Mine		
Knee			Grandfather			We		

Waist			Grandmother			Our		
Skin			Uncle			Ours		
Tooth			Aunty			You		
Nails			Big brother			Your		
Ankle			Big father			Yours		
Neck			Cousin			They		
Leg			Friend			Them		
Chest			Niece			Theirs		
Stomach			Nephew			He		
Backbone			Brother in law			Him		
Face			Sister in law			His		
Eyes			Father in law			She		
Nose			Mother in law			Her		
Ears			Son			It		
Mouth			Daughter			Its		
Tongue			Maternal uncle					
Cheek			Maternal aunty					
Chin								
Forehead								
Hair								
Finger								
Hands								
Wrist								
Forearm								
Thigh								

Toes								
Eyebrow								
Others..			Others…			Others…		

3.**CONNECTING WORDS**	COMPRE-HENION	EXPRE-SSION	**4.NOUN MODIFIER**	COMPRE-HENSION	EXPRE-SSION	**5.VERB-MODIFIER**	COMPRE-HENSION	EXPRESSION
And			Big			In		
Also			Small			On		
Because			Tall			Under		
Nut			Short			Through		
So			Thin			Between		
Either-or			Fat			Beside		
Neither-nor			Near			Fast		
Later			Far			Slow		
Unless-until			Happy			Now		
Or			Sad			There		
Then			Good			Here		
If			Bad			After		
Even though			Long			Before		
			Short			In front of		
			Clean			Behind		
			Dirty			Up		
			Up			Among		
			Down			Later		
						According		
						Around		
						Together		
						With		
						Instead of		
						Without		
others..			others..			others..		

6.ACTION VERBS	COMPREHENSION	EXPRESSION	**7.OTHERS**	COMPREHENSION	EXPRESSION
Walking			Pillow		
Sleeping			Camera		
Standing			Photos		
Picking			Iron box		
Cleaning			Videos		
Going			Computer		
Coming			Watch		
Jumping			Curtain		
Singing			Wind		
Crying			Petrol		
Dancing			Diesel		
Pulling			Spectacles		
Pushing			Carpet		
Combing			Window		
Dropping			Door		
Running			Calendar		
Sitting			Comb		
Walking			Cosmetic items		
Hitting			Cassettes		
Brushing			Bed sheet		
Talking			Blanket		
Playing			T.V		
Fighting			Bed		
Reading			Radio		
Throwing			Light		
Cutting			Bulb		
Cooking			Tube light		
Listening			Fan		
Watching			Switch		
			Tape		

			recorder		
			Towel		
			Toys		
			House		
			Bathroom		
			Bedroom		
			Soap		
			Shampoo		
			Clip		
			Rubber		
			Ribbon		
			shower		
Others…			Others…		

NOTE: The selected common words were written in Nepali language and given to the parents.

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