AN EXAMINATION OF NOUN AND VERB BIAS IN TURKISH PRESCHOOL STORY BOOKS

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Abstract

The aim of this study is to examine the frequency of nouns and verbs in preschool storybooks designed for children acquiring Turkish, to determine the dominance of word types. For this research, four different storybooks from a publishing house were randomly selected. These selected books were analyzed in detail using corpus content analysis detect the frequency of word types. During the analysis process, all words in the storybooks were categorized, and the frequencies of these categories were calculated. The frequency analyses revealed that nouns were used more frequently than verbs in each of the four books. When these four books are evaluated collectively, it becomes evident that the usage of nouns is significantly higher than that of verbs. The results are consistent with the literature suggesting that nouns are acquired earlier and more frequently than verbs in the language acquisition process of children. Furthermore, it is indicated that nouns play a more significant role in language development, as reflected in the design of educational materials used in the preschool period. These results provide important data to consider in the fields of language development and pedagogical material design, offering valuable insights into the role of word types in children's language learning processes.

Keywords: Noun/verb dominance, Language acquisition, Context.

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TÜRKÇE OKUL ÖNCESİ HİKÂYE KİTAPLARINDA AD VEYA EYLEM YANLILIĞIN İNCELEMESİ

Öz

Bu çalışmanın amacı, Türkçe öğrenen çocuklar için hazırlanmış okul öncesi hikâye kitaplarında ad ve eylem kullanım sıklığını inceleyerek, bu sözcük türlerinin baskınlığını tespit etmektir. Araştırma kapsamında, bir yayınevine ait dört farklı hikâye kitabı rastgele seçilmiştir. Seçilen bu kitaplar, sözcük türlerinin sıklığını belirlemek amacıyla derlem içerik analizi yöntemi kullanılarak detaylı bir şekilde incelenmiştir. Analiz sürecinde, hikâye kitaplarındaki tüm sözcükler kategorilere ayrılmış ve bu kategorilerdeki sözcüklerin frekansları hesaplanmıştır. Yapılan sıklık analizleri sonucunda, her bir kitapta adların eylemlere kıyasla daha fazla kullanıldığı tespit edilmiştir. Bu dört kitap bir bütün olarak değerlendirildiğinde de adların kullanımının eylemlerden belirgin şekilde daha yüksek olduğu ortaya çıkmıştır. Sonuçlar, çocukların dil edinimi sürecinde adların eylemlere göre daha erken ve sık öğrenildiği yönündeki literatürle uyum göstermektedir. Ayrıca, bu bulgular okul öncesi dönemde kullanılan eğitim materyallerinin tasarımında isimlerin dil gelişimine katkısının daha fazla olduğunu göstermektedir. Bu sonuçlar, dil gelişimi ve pedagojik materyal tasarımında dikkate alınması gereken önemli veriler sunmaktadır ve çocukların dil öğrenme sürecinde sözcük türlerinin rolü hakkında önemli bilgiler sağlamaktadır.

Anahtar Kelimeler: Ad/eylem baskınlığı, Dil edinimi, Bağlam.

Introduction

As children undergo language acquisition, they typically begin to produce their first meaningful words around the age of one, and by eighteen months, they are estimated to use an average of fifty words. Following this period, a significant surge in their word usage is observed. These words encompass various types, such as nouns, verbs, and adjectives. This diversity has spurred interest in identifying which word type prevails in usage. Accordingly, this study seeks to investigate this question within defined parameters. This investigation is critical for understanding the nuances of early language development and how children categorize and prioritize different word types in their vocabularies. By analyzing the frequency and context of word usage in preschool storybooks, we can gain insights into the cognitive processes that underlie language acquisition. Additionally, understanding the dominance of certain word types can inform educational strategies and the creation of learning materials that support language development in young children. This study aims to contribute to the broader field of linguistics by providing empirical data on the early stages of vocabulary acquisition in Turkish-speaking children.

Early research on the dominance of nouns versus verbs in language acquisition was fundamentally shaped by the pioneering work of Katherine Nelson in 1974. Nelson's studies were instrumental in establishing the understanding that children comprehend object concepts before they begin speaking, which in turn leads to the earlier acquisition of nouns. Her work also underscored the importance of individual differences in learners' referentiality, categorizing children based on their usage of nouns relative to other word types. Those who used nouns in over fifty percent of their initial words were classified as referential, while those with fewer noun references were termed expressive. Nelson's contributions laid the groundwork for subsequent investigations into the cognitive and linguistic mechanisms underlying early language development. Moreover, Nelson attributed the distinctions between referential and expressive learners to the socio-cultural and socio-economic contexts of their families. Her research indicated that children from middle-class backgrounds were more likely to be referential learners, characterized by a higher proportion of noun usage. In contrast, children from working-class backgrounds were more frequently expressive learners, exhibiting a broader use of various word types. These findings suggest that socio-economic factors play a significant role in shaping early language acquisition patterns, influencing the predominance of nouns or a more diverse vocabulary in young children's speech.

Building on Nelson's (1974) research, significant advancements in understanding word category acquisition were made by Gentner (1981, 1982). His studies on noun-verb dominance provided crucial

insights into early language development. In his 1982 study, Gentner analyzed children's early vocabularies across six languages -English, German, Japanese, Kaluli, Mandarin Chinese, and Turkish- arguing for the universality of noun dominance. This claim is grounded in the natural partition hypothesis, which suggests that nouns are acquired earlier because they naturally serve to label objects in a child's environment. Cognitive and perceptual factors drive this preference for nouns. Gentner's work distinguishes between verbs and nouns through the relational concepts and object reference. Verbs, categorized as relational concepts, are inherently more complex and demand different cognitive processes, resulting in their later acquisition compared to nouns, which are object referential. This perspective aligns with the notion that children's early vocabularies are biased towards nouns, supporting the idea that nouns are dominant in early word development. Furthermore, this approach integrates various viewpoints, suggesting that nouns are acquired earlier than other word types, occupy a larger portion of children's vocabularies, and predominantly refer to objects, thus facilitating word development. These insights have guided subsequent studies, as highlighted by Kauschke and Hofmeister (2002, 745).

In the literature, the notion that nouns are acquired earlier than verbs, as posited by Gentner, is supported by numerous studies across various languages. One of the most significant studies is by Bates et al. (1994), which examined 1803 children aged between 8 months and 2 years and 6 months. This study analyzed changes in the percentages of common nouns, verbs, and other functional words based on the number of words produced by the children. The common nouns category included names of animals, vehicles, foods, clothing, household items, toys, and furniture. The results revealed that nouns made up 41.2% of the words produced, while verbs comprised 15.2%. Noun dominance was most evident (55.2%) during the phase when children produced between 100-200 words, whereas verb usage showed a gradual but steady increase. This study illustrates that the most notable increase in word categories during the early stages of word production and the word spurt period is in nouns.

Caselli et al. (1995) carried out a study based on parental reports, involving 659 English-speaking and 195 Italian-speaking children aged between 8 and 16 months. The study found that nouns were more dominant than verbs. Although there are significant structural differences between English and Italian that could influence the order of noun and verb acquisition, no differences were found in the initial production of these word categories or in early word development between the two languages. Additionally, the use of verbs, adjectives, and other functional words was observed to be quite rare before children reached the 100-word stage.

Bassano (2000) explored the semantic and grammatical development of nouns and verbs in French-learning children aged between the ages of 1;2 and 2;6, from the perspective of semantic and grammatical development. The study discovered that nouns were more prevalent than verbs up until 1 year and 8 months. While concrete object nouns and concrete action verbs were the most frequently used categories, they were not the initial words produced by the children. There were notable asymmetries in the distribution of nouns and verbs, with verbs trailing behind nouns due to their grammatical complexities. The study highlighted that both grammatical and conceptual factors play crucial roles in the development of nouns and verbs.

In a study by Bornstein et al. (2004), researchers analyzed checklists provided by the mothers of 269 two-year-old children who were learning Spanish, Dutch, French, Hebrew, Italian, Korean, and American English. The analysis focused on the language being acquired, the number of words produced (ranging from 0-50, 51-100, to 101-200), and four-word categories: nouns, verbs, adjectives, and others. The study found that nouns were more frequently used than other word categories across all languages. As the children's vocabularies grew, the frequency of different word categories also changed. Notably, even children with smaller vocabularies used nouns more often than adjectives or other word types, and there was no significant difference between the use of nouns and verbs.

Kim and McGregor (2000) examined the early word development of 8 Korean children (average age 1.6-1.9 years) and 8 English children (average age 1.4-1.8 years) across three dimensions: semantics, morphology-syntax, and pragmatics. The study utilized mothers' diaries and checklists to understand if there was a parallel between the caregivers' input in terms of semantic, morphological-syntactic, and pragmatic features and the children's early word development. It was observed that both Korean and English

children used nouns more frequently than verbs in their initial 50-word production. However, Korean children learned verbs more easily compared to their English counterparts, attributed to the linguistic and socio-pragmatic characteristics of the input. Additionally, Korean mothers produced more action-oriented utterances, i.e., verbs, compared to English mothers. The study concluded that both general and language-specific features influence children's vocabulary development.

Contrary to the view in the literature that nouns are acquired earlier and are more dominant than verbs in children's vocabularies, there have been studies suggesting that this notion is not universal across all languages. These studies indicate that the typological features of the input language can influence the dominance of nouns or verbs (Choi and Gopnik, 1990; 1995; 2000; Tardif, 1996; 1997; 1999). Gopnik and Choi (1990) investigated whether variations in language could influence cognitive processes by studying children learning Korean, French, and English. They found that Korean children used more verbs than French and English children, and that naming, and categorization appeared later in Korean children. The prominence of verbs over nouns in Korean was seen as a key factor. The researchers emphasized that linguistic differences between language groups could have an impact on cognitive processes. These findings underscore the crucial role of linguistic input in cognitive development. The structural emphasis on verbs in Korean, for instance, might lead to different cognitive processing patterns compared to languages where nouns take precedence. This highlights how cognitive processes in language acquisition are shaped not only by universal factors but also by the specific linguistic environment a child is exposed to.

Tardif (1996) examined data from the natural speech environments of 10 Mandarin-speaking children, aged 22 months, and discovered that verbs dominated in 9 of them. The results from this study indicate that noun dominance in early vocabulary development is not a universal phenomenon. Consequently, explanations for noun dominance should extend beyond universal perceptual or cognitive mechanisms, considering linguistic input and various sociocultural factors.

Choi and Gopnik (1995) conducted a comparative study with children acquiring English and Korean, evaluating early word development and caregiver input in these two languages. The word development of Korean children was assessed monthly from the age of 1 year and 2 months to 1 year and 10 months through visits by researchers and reports from mothers. This data was compared with longitudinal data from a previous study on children acquiring English. The findings revealed that by the age of 1 year and 3 months, Korean children were using verbs with appropriate inflections, and 7 out of 9 children experienced a vocabulary spurt between 1 year and 7 months. Furthermore, six of these children exhibited a verb spurt before a noun spurt. In contrast, no verb spurt was observed in the English data, and both nouns and verbs were equally dominant in the initial word phase for Korean children. In terms of caregiver input, Korean mothers were found to use more action verbs and fewer object nouns compared to American mothers. Contextually, Korean mothers' discourse was more action oriented. The study supports the notion that cognitive processes may differ among speakers of different languages, suggesting that access to verbs can be as immediate as access to nouns. This early acquisition of verbs may be influenced by language-specific input differences.

Tardif et al. (1997) argue that input factors are significant determinants of noun dominance in early vocabulary. In their study involving 6 English caregivers and children, 6 Italian mothers and children, and 10 Mandarin-speaking children and caregivers, they explored how the structural differences in English, Italian, and Mandarin (such as the pro-drop parameter) are reflected in child-directed speech and how these differences influence the proportions of nouns and verbs in children's vocabularies across the three languages. The study evaluated nouns and verbs in three languages based on four factors: "1) Frequency, 2) Position of nouns and verbs in utterances, 3) Morphological transparency, and 4) Pragmatic language". When examining the frequency of use, caregivers in all three languages were found to use verbs more frequently than nouns. Comparatively, Mandarin-speaking caregivers used fewer nouns than Italian-speaking ones and more verbs than both English and Italian-speaking mothers. Regarding the position of nouns and verbs in utterances, verbs appeared more frequently at the beginning of utterances in Mandarin, while nouns appeared more frequently at the beginning of utterances in English. Italian showed a balanced distribution of nouns and verbs at the beginning of utterances. In terms of morphological changes, verbs in both English and Italian exhibited more morphological changes than nouns, whereas, unexpectedly, nouns

in Mandarin underwent more morphological changes. From a pragmatic perspective, Italian-speaking mothers asked fewer questions compared to English and Mandarin-speaking mothers. The questions posed by Italian-speaking mothers were mainly test questions aimed at confirming information already known by the caregiver, whereas English and Mandarin-speaking caregivers asked more real questions to gain new information. The study emphasized that the key issue is not merely whether nouns dominate in children's vocabularies or how input affects noun dominance. Instead, the focus should be on how children integrate both internal and external factors in early word acquisition. This study provides valuable insights by comparing caregiver input across different contexts.

Kauschke and Hofmeister (2002) conducted a longitudinal study on early word development in German, collecting data from 32 children aged between 1 year and 1 month and 3 years in their natural speaking environments. The study found that while verbs, adjectives, pronouns, and function words showed a linear increasing trend, nouns did not follow a linear pattern. The highest frequency of noun usage was observed around the age of 1 year and 9 months. These results did not strongly support the noun dominance hypothesis.

In a study by Kauschke et al. (2007), a naming test was administered to 240 Korean, 240 German, and 60 Turkish children. Additionally, 233 German and 99 Korean children participated in a word comprehension test. The study employed 36 nouns and verbs, ensuring the equivalence of their meanings across languages by consulting adults. The findings revealed that naming proficiency improved with age in all three languages, with no significant difference in verb acquisition. German children excelled in naming nouns, whereas Korean children outperformed their peers in naming verbs. There was no significant difference between Turkish and German children in naming verbs. The study concluded that both cognitive and language-specific factors play a crucial role in shaping children's naming abilities.

Choi (2000) examined the structural and contextual characteristics of caregiver input related to the acquisition of nouns and verbs during early word development. The study collected data from the interactions of 20 English-speaking and 20 Korean-speaking mothers with their children while reading books and playing with toys. English-speaking mothers used more nouns than verbs, focusing more on objects rather than actions. In contrast, Korean-speaking mothers used nouns and verbs more evenly, focusing similarly on both actions and objects. The study, which hypothesized that context might be a significant factor, found that English-speaking mothers used nouns more frequently in both contexts. However, Korean-speaking mothers used nouns more often while reading books and verbs more frequently while playing with toys.

Tardif, Gelman, and Xu (1999) examined the frequency of noun and verb usage among 24 Mandarin-speaking and English-speaking mothers and their children using three different methods: controlled observations during book reading and toy playing, word checklists, and reports from mothers on their children's first words. The data from all methods indicated that Mandarin-speaking children used more verbs compared to their English-speaking counterparts. It is concluded that context alone is an important factor in determining the proportion of nouns or verbs in children's vocabularies. Regardless of the language spoken, nouns were found to be the more dominant word type in the context of book reading.

Several studies have compared noun and verb acquisition in Turkish, significantly contributing to the literature. Küntay and Slobin (1996) examined mothers' speech directed at children through variation sets. Considering Turkish's rich inflectional morphology, flexible word order, and the ability to omit nouns or noun-like words from sentences, variation sets were defined as: "1) word omission, 2) addition or deletion of referential words, and 3) reordering of elements". Analyzing these variation sets revealed potential differences in the acquisition of nouns and verbs. When considering the parallelism between mothers' and children's speech, a shift towards verbs was noted.

Ketrez and Aksu-Koç (2003) addressed methodological issues in previous studies and used data from natural speech environments rather than control lists provided by mothers. In their longitudinal study of a Turkish child, they aimed to determine whether nouns or verbs were acquired first. Instead of looking at the frequency of noun or verb usage, they investigated which word type was acquired first based on the inflections applied to nouns or verbs. The study found that the words produced in the initial stage of

language development did not have categorical properties, and the suffixes attached to nouns and verbs appeared simultaneously between the ages of 1.5 to 1.7 years. Thus, there was no priority in the acquisition of either word type; both nouns and verbs emerged simultaneously and in parallel.

Sofu and Küntay (2004) investigated whether nouns or verbs were more dominant in the vocabularies of children acquiring Turkish as their native language and examined the relationship between this dominance and the frequency of their mothers' language use. The researchers collected data from five children and their mothers, calculating the mean length of utterances using the CLAN program over four periods: 1-1.25, 1.25-1.75, 1.75-2.25, and 2.25-2.75 years. The findings revealed that mothers used verbs more frequently than nouns, whereas children initially used more nouns in the first period, followed by an increased use of verbs in subsequent periods. In three out of five cases, the children's noun and verb usage mirrored their mothers' patterns, while the remaining two children exhibited asymmetries. This study contradicts Gentner's (1982) assertion of noun dominance, demonstrating that language-specific factors can influence the use of nouns and verbs.

A study examined the vocabulary of children aged 1-2 years to determine whether five Turkish children acquired and used nouns or verbs more frequently, and whether their production mirrored the input from their mothers. The longitudinal research revealed that the notion of nouns being acquired before verbs did not apply to Turkish. Despite Turkish exhibiting similarities to languages with verb dominance, no such dominance was found in the children's vocabulary. The study found that the use of nouns and verbs was nearly equal among the children. Additionally, there was no dominance of nouns or verbs in the mothers' speech, suggesting a parallel between the linguistic patterns of the mothers and their children (Türkay, 2005:27).

Gökmen (2005) explored noun dominance by analyzing the speech of children aged 2.5-4.0 years and discovered that verbs were used more frequently than nouns. In a subsequent study conducted in 2007, Gökmen further investigated the usage of nouns and verbs in children aged 4.0-6.0 years, utilizing data from the natural speech environments of 12 children. The data, collected from contexts such as mealtime, playtime, and activity settings, revealed that children aged 4.0, 5.0, and 6.0 years consistently used verbs more frequently than nouns.

Dhillon (2010) investigated early vocabulary tendencies in children learning English, Mandarin, and Spanish by utilizing data from the CHILDES[1] database. The subjects were assessed across three age ranges: 1.7-2.0, 2.1-2.5, and 2.6-2.11. The study found that in all age groups, children acquiring English and Spanish exhibited a noun bias, whereas children acquiring Mandarin showed no significant difference in the frequency of noun and verb usage in the first two age groups. However, in the third age range, Mandarin-learning children displayed a greater tendency towards verbs. These findings suggest that noun bias is not a universal phenomenon. Although caregiver input varied according to the language characteristics, no correlation was found between caregiver input and children's vocabulary production. The study concludes that the structure of the language plays a more crucial role than input in determining noun bias in early vocabulary development.

In a study by Altınkamış et al. (2014), the language patterns of 20 French and 20 Turkish mothers were analyzed in two distinct contexts—book reading and playing with toys—to examine the impact of context on noun and verb usage. The comparison between French and Turkish aimed to determine if typological differences between these languages affect noun and verb usage. The results indicated that mothers used more nouns while reading books, and the linguistic differences between the two languages did not significantly affect noun/verb usage. Contextually, both French and Turkish mothers produced more object-focused utterances during book reading and more action-focused utterances during toy play. The findings suggest that noun and verb usage is more influenced by context than by language-specific differences.

Considering all this information, two primary perspectives emerge in the literature. The first perspective posits that the noun category is universally acquired first, suggesting that children's

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[1] https://childes.talkbank.org/.

vocabularies predominantly consist of nouns representing concrete objects, while verbs are acquired later due to their reliance on more complex cognitive processes. The second perspective highlights that the syntactic or morphological features of the input language are as significant as cognitive factors in the acquisition of word types. Additionally, numerous studies in the literature demonstrate that context also influences the use of nouns or verbs. Written materials used in the context of book reading are among the crucial resources that support the language acquisition process. Sever (2003) underscores the importance of language use in literary works for native language acquisition: "A literary-quality children's book is, above all, a tool that instills sensitivity in the child and introduces the vocabulary of their native language." Considering these insights, this study will investigate the dominance of nouns and verbs in storybooks, which are vital resources in the language acquisition process. By analyzing these storybooks, we aim to understand better how they contribute to early language development and the balance between noun and verb usage in children's literature.

Building on this perspective, the study will examine which word type is more frequently used in preschool storybooks prepared for children acquiring Turkish and whether there is a significant difference in the use of nouns or verbs.

Method

The study involves both quantitative and qualitative observations, leading to a twofold evaluation. The observations of the data set will aim to answer the following questions:

1. Which word type is more frequently used in the storybooks?

2. Is there a significant difference in the use of nouns or verbs?

To achieve these objectives, four story books published by Yapı Kredi Publications are examined: "Üç Kedi Bir Dilek", "Meyveleri Kim Yemiş", "Baloncu Dede ve Üç Küçük Yaramaz" and "Arkadaşım Papi". The selection of books written specifically for preschool children and the exclusion of translated versions of books constitute the study's limitations. The 2301 words in these books have been listed in Excel. The data obtained has been evaluated in terms of frequency results, and the usage frequencies of word types have been presented. Words that can fall under multiple categories have been coded according to their function in the sentence. While analyzing the works, words are coded under seven categories: noun, verb, adjective, adverb, conjunction, preposition, pronoun, and interjection. Proper nouns were excluded from the study. Existential words (e.g., "var," "yok") and words of affirmation and negation (e.g., "evet," "hayır," "değil") were not included in the coding and were not subject to any evaluation.

Findings

Within the scope of the study, the 2301 words in the database and their distribution across the books are as follows:
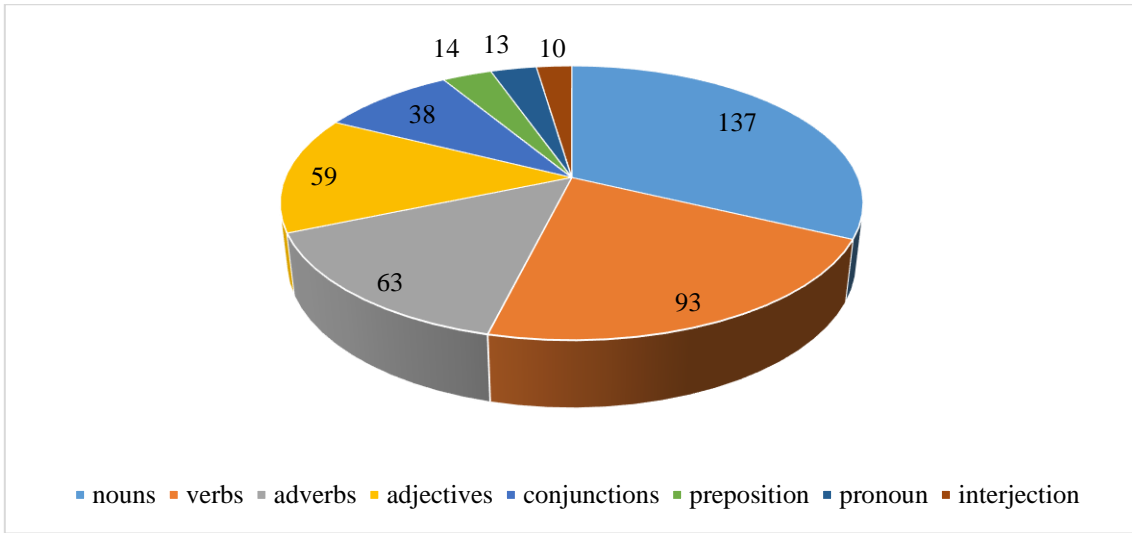
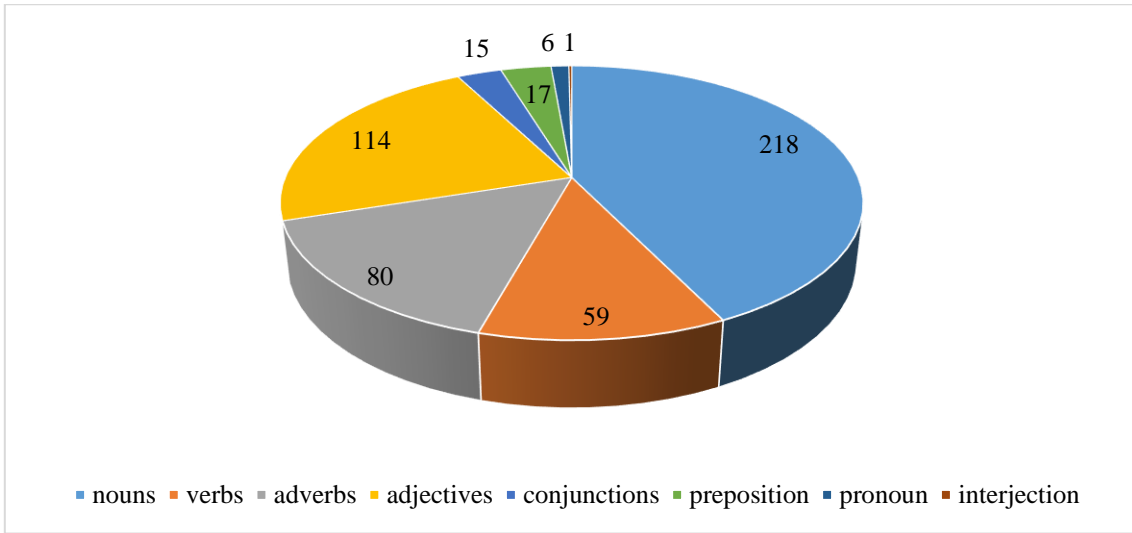**Graph 1:** The distribution of word types in "Üç Kedi Bir Dilek".

In Graph 1, the distribution of word types in the book "Üç Kedi Bir Dilek" is illustrated. This book comprises a total of 458 words. The analysis reveals that nouns constitute the most frequently employed word category, with a count of 137 instances. Verbs follow as the second most prevalent word type, with a frequency of 93 occurrences. The usage frequency of adverbs is noted to be comparable to that of adjectives. Additionally, the frequencies of pronouns, prepositions, and interjections are observed to be relatively similar to one another.
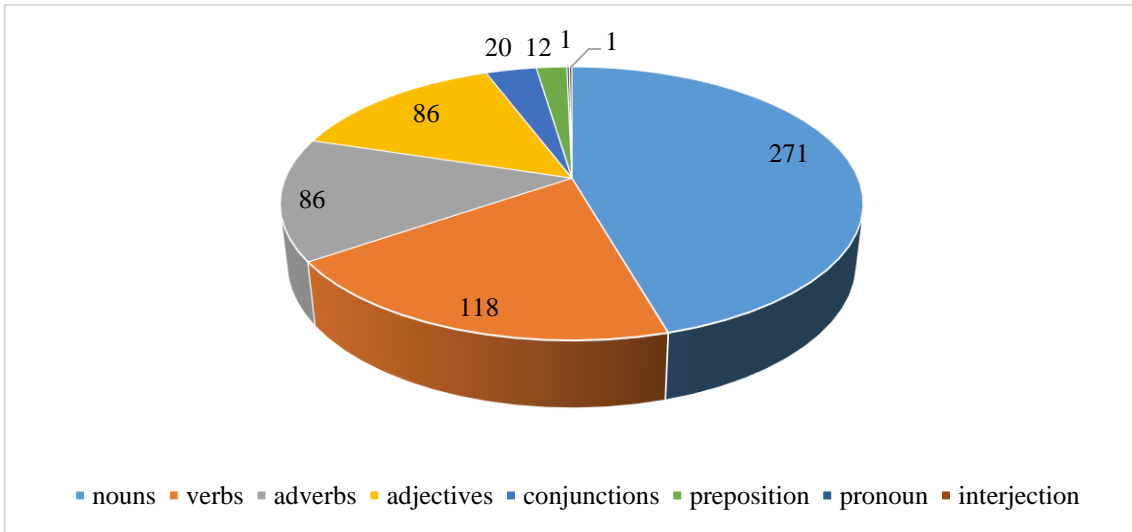
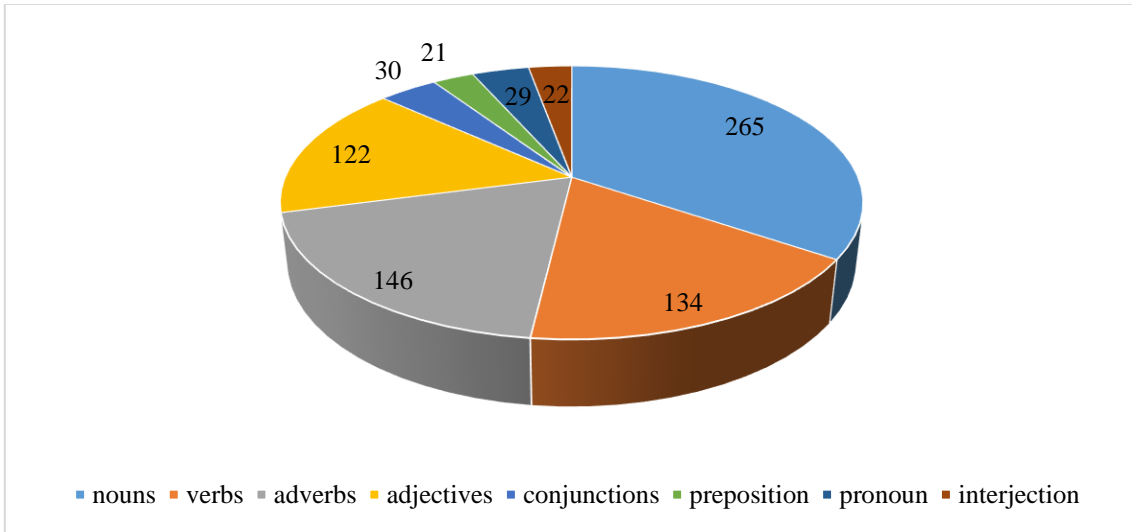**Graph 2:** The distribution of word types in "Meyveleri Kim Yemiş?".

In Graph 2, the distribution of word types in the story "Meyveleri Kim Yemiş?" is presented. The total word count for this story is 588. The analysis indicates that nouns are the most frequently utilized word category, with a frequency of 271 instances. Verbs emerge as the second most frequently used word type, with a total frequency of 118. A notable disparity is observed between the usage frequencies of nouns and verbs in this book. The frequencies of adjectives and adverbs are found to be equal. Both pronouns and interjections are used sparingly, with each occurring only once.
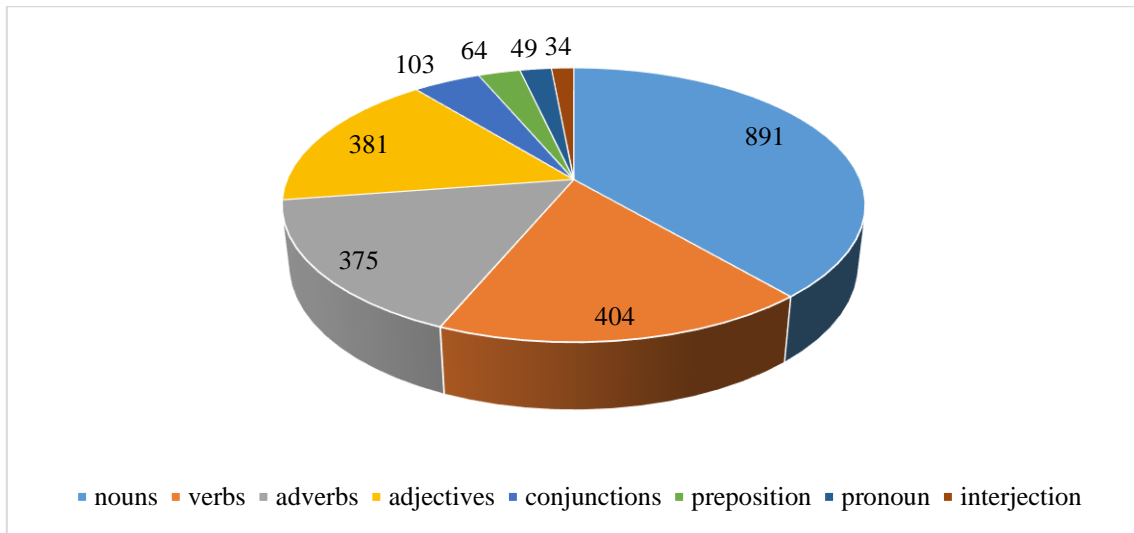
Graph 3: The distribution of word types in "Baloncu Dede ve Üç Küçük Yaramaz".

In Graph 3, the word type frequencies in the book "Baloncu Dede ve Üç. Küçük Yaramaz" are illustrated. This book has a total of 513 words. There is a significant difference in the frequency of nouns compared to verbs in this book. Following nouns, adjectives are the second most frequently used word category. The count of adverbs is notably high, with 80 instances. Upon reviewing the data, it was found that this high frequency is due to the common formation of adverbs from verb roots.

Graph 4: The distribution of word types in "Arkadaşım Papi".

In Graph 4, the word type frequencies in the book "Arkadaşım Papi" are illustrated. This book comprises a total of 806 words. Nouns are the most frequently used word category, with 265 occurrences. Following nouns, adverbs (146), verbs (134), and adjectives (122) are the next most frequently used categories, respectively. The frequencies of conjunctions, prepositions, pronouns, and interjections are observed to be quite similar in distribution.

Graph 5: Total distribution of word types.

In Graph 5, the overall distribution of word types is depicted. The dataset comprises a total of 2301 words. As illustrated in the graph, nouns are the most frequently used word type, with a frequency of 891. Verbs follow with a frequency of 404, indicating a significant difference from the frequency of nouns. The usage frequencies of adjectives and adverbs are relatively close. One factor influencing the high frequency of adjectives and adverbs is the extensive derivation of these word types from verb roots. Conjunctions appear with a frequency of 103, while prepositions are used 64 times. The frequencies of pronouns and interjections are also similar. The relatively low frequency of pronouns can be attributed to the fact that Turkish is a pro-drop language.

Conclusion

The aim of this study is to examine which word type is more frequently used in preschool storybooks prepared for children acquiring Turkish, based on the idea that literary children's books are tools that introduce the vocabulary of the native language. In this context, 2301 words from four different books are coded according to their categories and their usage frequencies were analyzed. Our research has found out that nouns are the most frequently used word category. Verbs were the second most frequently used word type, but there was a significant difference in the frequency of noun and verb usage. Following verbs, the most frequently used word types were adjectives, adverbs, conjunctions, prepositions, pronouns, and interjections, respectively.

If we consider the results of the study within the scope of the discussion on noun or verb dominance in the literature, it supports Gentner's (1981, 1982) view that nouns are more dominant in early vocabulary. In the literature, studies showing that context affects input have observed that mothers produce more object-oriented utterances (i.e., use nouns more frequently) in the context of book reading, and more action-oriented utterances during play (Choi, 2000; Altınkamış et al, 2014). The results obtained from the analysis of the literary sources used in the study are consistent with the preferred word categories in the book reading context in the literature.

It is also necessary to interpret the results within the context of studies examining the use of nouns and verbs in the early vocabulary of children acquiring Turkish. Some studies have found that the use of nouns and verbs is equal (Ketrez and Aksu-Koç,2003, Türkay, 2005), while other studies have found that verbs are used more frequently than nouns (Küntay and Slobin, 1996; Gökmen, 2005). The results of this research do not align with those previous findings. However, the outcomes highlight the significant role of children's books in language acquisition. As children expand their vocabulary through books, they also learn the structure and use of language. Therefore, the variety and balance of word types in children's books

are crucial for the language development process. It is particularly important that literary resources provided to children in the preschool period contain a balanced representation of different components of language, which can help children develop their language skills more comprehensively. In this context, authors and educators should pay attention to the diversity of word types when selecting and preparing children's books.

In conclusion, this research highlights the importance of preschool children's books in language acquisition and provides significant findings on the distribution of word types in the linguistic input that children are exposed to at an early age. Further studies can be conducted to analyze different age groups and a broader range of books to obtain more comprehensive and generalizable results regarding the language acquisition process. Such studies would contribute to a better understanding of the role of children's books in language education and development and how to utilize these resources more effectively.

Conflict of Interest Statement

There is no conflict of interest with any institution or person within the scope of the article.

Ethics Statement

It is declared that scientific and ethical principles were complied with during the preparation of this study and all the studies utilized are indicated in the bibliography. Regarding Ethics Committee permission, the author and reviewers of the study that constitutes the subject of this article have declared that Ethics Committee Permission is not required.

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