

THE DEVELOPMENT OF NOUN, VERB AND ADJECTIVE DEFINITIONAL AWARENESS IN GREEK PRESCHOOLERS

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Abstract: The present study empirically investigated the definitions as well as the definitional types chosen by Greek younger and older preschoolers. A definitional task consisting of 16 items (4 concrete nouns, 4 abstract nouns, 4 adjectives and 4 verbs) was used. The aim was to check the ability of Greek preschoolers to provide definitions, to investigate how nouns (concrete vs. abstract), verbs and adjectives compare in definitional style and finally to compare the definitional ability of younger and older preschoolers. Results showed a better performance of both younger and older preschoolers on concrete noun and adjective definitions as well as a clear preference for functional definitions.