

**The Syntax of English Speaking Infants
From 18 - 36 Months**

نحو وصرف اللغة الإنجليزية التي يتحدث بها الاطفال
من عمر 18 - 36 شهراً

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**A Thesis Submitted in Partial Fulfilment of the Requirements
for the Master's Degree in English Language and Literature**

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Authorization

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This thesis titled “**The Syntax of English Speaking Infants from 18 _ 36 Months**” was successfully defended and approved on 12/8/2018

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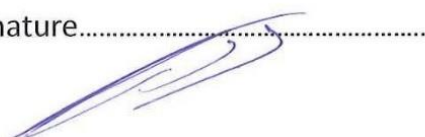
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Dedication

I dedicate this humble work to

My mother: Hamedra Hussien

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The Syntax of English Speaking Infants from 18 - 36 months**By****Maiada Hasn Ali****Supervised by****Prof. Zakaria Abu Hamdia****Abstract**

The study aims at examining and describing the syntactic structures and the classes of words that toddlers use between 18 and 36 months of age. The researcher presents a descriptive analysis of transcripts of 12 videos from YouTube for English speaking toddlers between 18 and 36 months for instance the researcher found that toddlers at 24 months begin to produce bound morphemes such as present progressive-ing .in order to compare literature findings and data from the videos.

Keywords: English Toddlers, Syntactic structure, classes of words.

نحو وصرف اللغة الإنجليزية التي يتحدث بها الاطفال من عمر 18 - 36 شهرا

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الملخص

تسلط هذه الدراسة الضوء على التراكيب النحوية واقسام الكلام التي يستخدمها الاطفال من عمر 18 الى 36 شهرا. لتحقيق اهداف الدراسة قام الباحث بأخذ عينه مكونه من 12 فيديو من اليوتيوب لأطفال تتراوح اعمارهم من 18 الى 36 شهرا وتم اخذ البيانات ووصف كل ما يقوله الطفل في الفيديو. وقام الباحث باستخدام اداه التحليل الوصفي لتحليل الحوارات في الفيديوهات بعد ان تم تدوينها كتابيا من قبل الباحث.

وبعد ذلك ناقشت الباحثة وفسرت نتائج الدراسة في ضوء نتائج الادب النظري والتطبيقي.

الكلمات المفتاحية: الاطفال الإنكليزية، التراكيب النحوية، اقسام الكلام.

Chapter One

1.0 Background of the Study

Language acquisition is a universal aspect of life. Children from birth up to five years of age develop their language at a very rapid pace and pass through a number of stages of language developments, which accompany cognitive, social –emotional and motor developments. Sternberg (2005) For instance says that infants from six to eight weeks start gurgling and cooing, which comprise mostly vowel sounds.

According to Williams (2003), an infant's cooing is regular and repetitive with the velar vowel sound /u/. He adds that infants from 6 to 8 months can produce both vowel and consonant sounds. This stage is called the babbling stage. The infant vocalizations are characterized by the reduplication of syllables such as *ba-ba-ba\ ma-ma-ma*. Infants in this stage imitate playful sounds and respond to their names with head turn, eye contact and a smile. This stage is called pre-verbal stage.

Dusaleev (2017) reports that at the age of 12 months, infants begin to produce their own attempts of single words like *mama*. Then they produce and add new words each month.

Anonymous (2009) says that infants at 12 months can follow one step commands and combine vocalization and gesture to obtain a desired object, identify, point to body parts and give objects if asked to do so. From the age of 12 to 15 months, toddlers begin to recognize the names of their family members, continue to understand and follow one-step directions, gestures and say *no*. Then from age 15 to 18 months the source above adds that toddlers use 10 to 20 phonetically intelligible rough words, mostly nouns, some phonetically complete words, and understand such concepts as up-down-hot-off.

He also adds that most toddlers from the age of 18 to 24 months begin to follow two step related commands like *pick up the ball and bring it to daddy*. In addition, by 18 months they use 100 meaningful words. Toddlers begin to use question intonation to ask yes/no questions without inversion or an auxiliary, understand the question beginning with *where?* Moreover, *what is that?* At the age of two years, they use 200 words, come to understand that there is a word for almost everything around them, and ask questions in two phonetically rough words.

According to Anonymous (2009), Ashford and Lecroy (2013), toddlers from 18 to 24 months of age put two words together to form adult like simple phrases or sentences.

Ashford and Lecroy (2013) add that because some of these sentences are abbreviated like the message in SMS (Telegrams of the past); these utterances are referred to as telegraphic speech. In this stage, infants use nouns, verbs, and adjectives. They do not use auxiliary verbs, prepositions, articles or pronouns. Toward the end of the third year, they produce three to five word sentences and use the past tense and plural morphemes.

Because infants everywhere in the world go through nearly a similar sequence of first language acquisition regardless of place and language, the capacity for language seems to be based on a pre-born genetic brain wiring. However, this innate capacity needs to be triggered off and sustained through a loving human, interactive, caring and verbal environment. This proceeds through exposure to their environments, listening to adults talk to them and through listening to each other.

In this study, we investigate the language of toddlers from the age of 18 to 36 months with a focus on the syntactic structure of their utterances, and the structure of words. Then we compare these literature propositions and the actual production by infants in video recordings. That is, we try to relate specific actual infants syntax to the general statements made in published research.

1.1 Statement of the problem

In their verbal activity, infants communicate with the people around them in forms that eventually develop from incomplete to complete forms for instance toddlers at 18 months begin to produce simple utterances without using grammatical elements but at 36 months of age they use most of grammatical elements in their utterances such as articles, conjunctions, present progressive –ing. Dylan at 30 months said *I coloring this* without using auxiliary verb

These forms are expressed in structures that adults around them, especially the mother, consider meaningful. What is the order of elements in the utterances? This is what this research set out to investigate, using data from English speaking infants on video and comparing this to what is reported in the literature.

1.2 Objectives of the study

The objects of this study are analyzing the syntactic structure of toddlers' speech on video, though it is not phonetically a perfect image of the verbal output by adults. The researcher will try to identify how toddlers arrange forms into adult-like structural units.

1.3 Questions of the study

- 1- What are the syntactic structures that the infants in video recordings use between the ages of 18 months and 36 months?
- 2- What classes of words are used in the utterances in each stage?

1.4 Significance of the study

There are many studies on the development of the language of English speaking infants. From these studies, we will try to identify the specific word order used by toddlers at every age turn from 18 to 36 months as reported in the literature. This is the general framework. Then, this study will analyze video recording of infants as its empirical focus.

1.5 Delimitation of the study

The findings of this study cannot be generalized to all English-speaking infants but only to those on video. Furthermore, the data are limited to videos of normal infants, toddlers at the age from 18 to 36 months without problems that require treatment.

1.6 Limitation of the study

This study was conducted in a short period, the second semester of the academic year 2017-2018 at the Middle East University.

1.7 Definition of terms

- 1- Infant: A baby at the age from birth to one year.
- 2- Toddler: A child who has already developed the physical ability to walk from one year to three years.
- 3- Syntax: The rules that govern the combination of words to form phrases, sentences and clauses.
- 4- Morphology: The study of the structure of words.
- 5- Language acquisition: The process by which humans acquire the capacity to perceive and comprehend language and to produce and use words and sentences to communicate. Data elements for this study come from videos recordings of infants over the age of 18 to 36 months.

Chapter Two

Review of Literature

2.0 Introduction

In this chapter, we reports some theoretical and empirical studies that deal with first language acquisition and how toddlers acquire and develop their language as they go through different stages in the acquisition.

2.1 Review of Theoretical Literature

According to Clark (2016), language acquisition is the process by which children acquire their language. All normal children without exception physical or mental disabilities have an innate capacity to acquire language without intervention.

Infants do not need explicit instruction to learn their first language but rather seem to pick up language in the same way they learn to roll over, crawl and walk.

Clark adds that as infants learn to talk, they pass through a series of vocalization stages beginning with gurgling, then cooing, then babbling by seven to ten months. Then they produce their first meaningful word at about their first birthday. Within

few months, they start to combine words together and produce complex and adult like utterances, as they become active participants in conversation. Comprehension tends to be far ahead of production; children understand many words long before they can produce them.

According to Barner and others (2007), Brown (1973) says infants go through five stages of syntactic development and they develop syntactic rules without explicit instruction by listening to adult talk around them and they process the verbal input in their minds to form a set of generalizations that account for the received data from the environment. Brown suggests that toddlers from 12 to 18 months begin to use words to communicate. They develop the ability to produce single words for complete ideas. This stage is called the holophrastic stage in which a single word represents what adults put in a phrase or clause. For instance, *go -dog -milk*. Within few months, after uttering their first words, toddlers make syntactic progress. Shortly they use two single words to produce simple utterances like *daddy go* utterances that consist of *nouns and verbs*. Their utterances do not include grammatical elements, like auxiliary verbs, and bound morpheme plural-s. As toddlers go through later stages of syntactic development, they begin to produce long utterances with grammatical elements. For Brown, most toddlers acquire English grammatical elements in the same order.

According to Thuresson (2011), Crystal (1997) says infants develop their language at a very rapid pace and they pass through various stages of language developments from birth until preschool ages.

The first stage is called pre-language stage that begins where infants make cooing and babbling from 8 weeks to 10 months. Infants start cooing at 8 weeks and they begin babbling at the age around six months. The second stage of language development is the one word or holophrastic stage at about their first birthday, 12 months. They produce single utterance *milk, and daddy*. Thuresson also adds that the second stage continues to 18 months. In term of word classes, toddler's utterances consist of 60% nouns, 20% verbs, adverbs and adjectives. Infants at this period know the names of objects around them, and it is first step to produce comprehensible meaningful words that convey meanings.

The author adds that around 18 months, toddlers begin to put two single content words together and produce simple utterances like *mommy cookie* and *daddy go, more milk* with a rising or falling intonation for a question or a statement respectively. This is referred to as the telegraphic stage. Then they begin to produce more complex and longer utterances of about three or four words. They also begin to use some grammatical elements like present progressive *-ing*, plural *-s* and also the *prepositions in and on*. Toddler's utterances come close to adult like sentences but they cannot be considered sentences yet because toddlers may not use all grammatical elements like adults.

According to Berk (2015) and Hoff (2014) and Niparko (2009), we can study the grammatical development of children who acquire English as first language after they begin to combine two words between 16 to 18 months. In this period toddler's utterances seem to be missing function words and bound morphemes e.g., plural-s, and possessive, tense.

Berk (2015) adds that in this stage toddlers use the same construction to express different propositions. For example, they say *mommy cookie* when they see their mothers eat cookie or when they want to get some cookie but caregivers understand what they say through the tone of the utterance. He adds that toddlers at this stage seem to have developed some knowledge about grammar in comprehension more than in production. Toddlers from 18 to 24 months old, listen to grammatical sentences in which the article *the* precedes a noun, and three types of un- grammatical sentences in which the article *the* is replaced by a nonsense word *el _ and, as in, can you see the /el/ and ball?* Toddlers attention was directed toward the correct object following the grammatical sentences with *the*.

According to Niparko (2009) and Hoff (2014), at 18 months toddlers start to produce two word utterances as in *more milk* and *eat cookie*. At 24 months, they begin to produce sentences that consist of three or four words and include grammatical elements.

According to Davis and D'Amato (2011), toddlers at 24 months of age begin to combine words and producing such forms according to their emerging syntax. Their syntax begins to include the use of bound morphemes.

The authors say that Brown (1973) points to stages of the development of acquisition for 14 grammatical morphemes. Brown's stages of development are still used when we need to measure syntactic and morphological development.

Brown developed the scale of the mean length of utterance (MLU) that captures the length of a child's sentences. MLU is calculated through counting the total number of morphemes in sentences spoken by toddlers. So the number of morphemes is summed and divided by the total number of sentences. In *daddy likes cats*, there are five morphemes: three free morphemes *daddy*, *like*, *cat*, and there are two bound morphemes: -s on the verb for tense and -s on the noun for plurality.

Niparko (2009) adds that by 30 months some toddlers may produce telegraphic sentences as in *this my dress*, without the functional words and word endings as in *I colour this* but the utterances are understood by caregivers and (experienced) adults. He adds that between 20 and 37 months, they begin to regularize irregular word forms as in *she falled*, *foots*. At 36 months, the grammatical words appear in the speech of normal children, who also hear and comprehend very well.

Toddler's first word combination are limited in the range of relational meaning expressed (the term relation refers to the relation between the referent of the words in a word combination. For example *my teddy* the word *my*, refers to the speaker and *teddy* refers to a stuffed of animals, the relation meaning is that of possession.

Brown (1973), points out to eight relational meaning that toddlers express at the two-word stage.

Meaning	examples
1-Agent + action	daddy sit
2- Action + object	drive car
3- Agent + object	mommy sock
4- Agent + location	sit chair
5- Entity + location	toy floor
6- Possessor + possession	my teddy
7- Entity + attribute	crayon big
8- Demonstrative + entity	this telephone

Hoff (2014) says that, infants acquire the use of auxiliary verbs late although question and negative sentences require auxiliary verbs but they do not wait until they acquire it to form question and negative sentences, rather the means of expressing negation and question change. For instance some infants begin to produce negation statements by adding a negative free morpheme (word) *no / not* to the beginning or end of sentences as in *I no want go in there, no ...wipe finger*. Other infants make negation non-linguistically by shaking their heads.

Hoff remarks that infant's first sentences form are simple structure involving a single verb. Imperative sentences (commands) tend to be the most frequent forms at first. Declaratives become the most frequent by 30 months, and questions are the least frequent category but they become more frequent as children get older.

There are two types of question forms yes/no question beginning with an auxiliary and Wh- question beginnings with wh- words such as *who, what*. Infant's first yes/no questions are typically marked by intonation. At this stage WH – questions are typically affirmative statements with a Wh- word at the beginning such as *what that is*. Next auxiliary verbs appear in questions. In yes/no, questions auxiliaries are added to the beginning of the utterances, which suffices to construct a grammatical yes/no question such as *will it fit in there*.

By 30 months, infant's Wh- questions are still not adult like because children do not invert the subject and auxiliary such as *what a doctor can do?* Once subject-auxiliary inversion has been acquired, Wh-questions are adult like in form.

Toddlers get comprehensible data from the environment around them especially their parents. They follow the scientific linguistic procedure to form principles or generalizations about syntactic structure. Toddlers are considered small scientists because they do not just imitate what has been said around them but they analyse and process the inputs then produce utterances based on the principles.

According to Clark (1977), Brown (1976) examined the frequency of the fourteen grammatical morphemes in parent's speech on the tape – recordings of their children's speech. According to Clark, Brown found that the three different sets of parents were very consistent with each other, and all the three used the fourteen morphemes with approximately the same relative frequencies. However, when the children's order of acquisition is compared with the parental frequencies, Brown found there was no total correspondence in the order of frequency. For instance, the articles *the*, *a*, were the most frequent morphemes for all the parents but they were produced seventh in the order out of fourteen by the children.

This is an important finding because most imitation and reinforcement theories of learning assume that frequency of exposure to any behavior is a critical factor in learning that behavior. That is the more frequently children hear a word the sooner they should learn it. But he found this was not the case. Such a mismatch shows that infants do not simply imitate what they hear but are semi-independent of the input order.

In agreement, Anonymous (n.d.) suggests that toddlers aged 20 to 36 months acquire grammatical morphemes from their parents but there are no relations in the order of production. For instance, the present progressive-ing is the first morpheme infants acquire although it is the second in frequency in their parents speech.

The function words *a*, *the*, *they* are the most frequent words for all parents but they were produced fifth infants. These findings are summarized in the tables below.

Table 1

Typical development sequences for normal 20-36 months in English by Brown

1 present progressive	-ing
2 preposition	in, on
3 regular plural	-s
4 possessive	-‘s
5 articles	The, A
6 past tense -ed	-ed
7 third person singular	

Table 2**Typical relative frequency morpheme in parental speech by Brown**

1 articles	The, a
2 present progressive	-ing
3 regular plural	-s
4 preposition	In , on
5 possessive	-‘s
6 regular past tens	-ed
7 third person singular	-s

During the acquisition of the fourteen grammatical morphemes, infants go through several stages in constructing rules for the use of each morpheme.

We can see how infants construct their rules with past tense-ed that is added to regular and irregular verbs alike or the plural-s on all nouns. Later on, they refine these overgeneral rules until they match those used by adults. For instance the past tense of most verbs is formed by the addition of the suffix –ed, e.g. *Jump* becomes *jumped* but there are irregular verbs where this suffix –ed e.g., *bring* becomes *brought*.

In the beginning stages, infants acquire commonly used irregular past tense forms like *went* and *brought*. Then at the third stage infants add the regular past tense suffix –ed to all regular and irregular past tense verbs like *goed, buyed, and breaked*. Such over regularization suggests that infants form the hypothesis that past time is expressed on verbs by suffix –ed. In the final stage, children learn to apply this rule to only regular past form. (Clark.1977)

2.2 Empirical studies

Braine (1976) remarks that , all infants in the two-word stage talk about four grammatical semantic roles of agentive, objective, locative, experience and some of them talk about possessor.

According to Gotzke and Gosse (2007), toddlers at 24 months have 100 words and from 25 to 36 months their expressive vocabulary increases very quickly. At 30 months they produce about 400 words. This explosion in vocabulary enables them to produce long utterances.

When toddlers begin to talk from 18 to 24 months they use few closed class functional words in their sentences. However, in the 25 to 36 months they add some grammatical elements and morphemes to their speech, like *a, the, -ed, -ing* and *auxiliary verbs*. Their utterances begin to be adult like. For instance, toddlers from 13 to 24 months begin to use preposition words *in, on* and from 27 to 30 months they use the preposition correctly. At 26 months, the infant Avery said *hat on* when she put her hat on her teddy toy.

Toddlers at first use *in* when they want to describe the relation between object and the container it is in but they do not use *on* to describe the relation between object and a container until 36 months of age. Around 30 months of age they use *to* as a preposition to indicate *going toward*, Avery said *daddy go to work*. The authors also say that toddlers between 25 and 27 months use the conjunction *and* to combine things together. For instance, 26 months old Avery said *juice and cookie*. By 30 months they use *and* to combine two sentences e.g. *I ate cookie and I played truck*.

They add that toddlers from 13 to 24 months old begin to use subject pronoun like *I, It*. For example, 20 months old Max said *stop it*. They acquire subject pronoun before object pronoun because it does involve change in form. At 19 months toddlers may use the demonstrative pronoun *this, that* like *this cup*. From 27 to 30 months toddlers may use objective pronoun like *my, mine, you, and me* but they tend to use *you* before *my, mine*. In addition, they say *you* in commands at first. At 28 months, Avery said *you do mom*.

The authors add that toddlers acquire auxiliary verbs at different ages. At first they use verbs like *have, do* as auxiliary verbs at 27 months old for instance 28 months Max said *I have got it*. Moreover, 28 months Avery said *she do swimming*. By 30 months, toddlers know that each sentence must have noun and verb phrases and this helps them to understand long utterances. After toddlers combine two words, they begin to produce longer utterances from three to four words. They produce three word combinations in one of two ways, the first one is by adding two word phrases together *baby eat + eat cookie* becomes *baby eat cookie*. The second way is

by adding information to shorter sentences as adding *big* to *eat cookie* becomes *eat big cookie*.

Another way by which toddlers produce long utterances is by using grammatical markers or bound morphemes and includes open-class and close-class words.

After 30 months of age toddlers begin using *can*, *be*, and *will* as auxiliary, for example, Max said *I can drive* and *I is driving*. Some toddlers at 30 months old begin using *not* with auxiliary like *do not push*. Between 31 and 34 months, they start to use *your*, *she*, *he*, *yours*, and *we* in their utterances. For example, 32 months old Avery said *we can sing*. However, we have to mention that the order of the acquisition of pronoun differ among toddlers.

2.2.1 Using Bound morphemes

2.2.1.1 Present progressive

The first bound morpheme that toddlers acquire is the present progressive-ing added to verbs to describe action.

Gotzke and Gosse (2007) point out toddlers begin using –ing with verbs before they are 24 months and some may master the use of present progressive-ing at 19 months, others may master by 24 months. At first toddlers begin using present progressive –ing without auxiliary verb *is, am, are*, they are just putting –ing to the end of the verb. For instance, 20 months old Avery said *mommy drinking* and at 27 month she mastered the use of –ing and said *baby is crying*.

2.2.1.2 Regular plural-s

According to Gotzke and Gosse (2007), the plural form of a noun indicates that there is more than one person or object in the meaning.

The authors say that before infants are 2 years of age they may use number or the word *more*. For example *more cow, two cow* to tell us that there is more than one thing.

The plural form for most nouns creates by add-s at the end of words, regular plural –s. Toddlers may add this morpheme before 24 months but they master it

between 27 and 33 months. At first toddlers mark this morpheme to regular nouns *dogs, cups* but gradually they mark regular plural-s on irregular nouns e.g. *foots*. Then in the final stage they correctly use distinguish the plural on regular and irregular plural forms *mouse, mice*.

2.2.1.3 Irregular past tense

Toddlers from 27 to 30 months begin to use irregular past tense verbs as *fell, ate, and went* but after that they learn to use regular past tense by adding -ed to the end of verbs and add this morpheme-ed to irregular verbs. For instance, Avery at 30 months said *I falled* instead of *I fell* but they master the use of past tense forms between 25 and 46 months.

2.2.1.4 Possessive –'s

Gotzke and Gosse (2007) remarks that, possession is formed by adding-’s such as daddy’s *hat*. The possessive-’s refers to daddy as the owner of the hat. Toddlers at 24 months may show possession by word order and stress for instance Max at 24 months said *daddy hat*. Toddlers begin to add possessive-’s at 27to 30 months and master the use of it between 26 and 40 months.

2.2.1.5 The Article

Toddlers begin to use the indefinite article *a*, and the definite article *the*, from 27 to 30 months and they master the use of these articles between the age of 28 and 46. Avery said *that is a monkey* at 28 months.

2.2.1.6 Third person -s

Toddlers begin to use third person on verbs in the present form at 26 to 46 months by adding –s at the end of the verb as *she runs*.

2.2.2 Tone

Gotzke and Gosse (2007) remarks, Toddlers from 13 to 24 months can make questions or negatives and demands by changing the tone and pitch of their voice. By 30 to 34 months, they learn to use adult like sentence structures to produce questions, negatives and statements. Between 25 and 36 months, toddlers can use tone and pitch with sentences structure to make different forms.

2.2.2.1 Negation

Gotzke and Gosse (2007) point out toddlers from 25 to 36 months go through three levels of development of adult like sentences.

At first from 25 to 28 months, toddlers make negative sentences by adding *no* or *not* at the beginning of the sentences. For example, 26 months Avery said *no house, no cookie*. Toddlers between 28 and 32 months create negative sentences by adding *no* or *not* before verbs like *I no want cookie*. During this time, they use *no*, *not*, *cannot* and *do not*. For example Avery said *Doggie no running, and Bedtime no daddy*. Max says *not swim, and daddy not eating*. Between 32 and 36 months of age, toddlers begin using auxiliary verbs in their negative sentences. E.g. *at 34 months, Avery said mommy is not home*. At 36 months, Max says *I will not play*.

2.2.2.2 Use of auxiliaries

Toddlers begin to use auxiliary verbs between 32 to 36 months and use the auxiliary in their negative utterances. For instance Avery at 34 months said *mommy is no home*.

2.2.3 Question formation

According to Gotzke and Gosse (2007), toddlers pass through three stages in the development of question sentences from 25 to 36 months old.

Between 25 and 28 months, they use a rising tone of voice to indicate that they are asking a yes/no questions. For example at 26 months, Avery said *baby sleepy*.

She used a rising tone of voice. At this stage, also they use *what\where* question to ask about the name of object, action and location. Like *where mommy?* From 26 to 32 months they begin to ask why questions in the same structure without an auxiliary. At these stages, toddlers do not use auxiliary verbs with questions. Max at 30 months when he was asking his dad *where puppy hide?*

Toddlers from 31 to 34 months of age can use an auxiliary with question and produce appropriate word order with wh- questions. For instance, 34 months old Max asks *where did puppy go*.

2.3 Summary

Toddlers from 18 to 20 months of age begin to produce simple utterances without using grammatical elements but as they get older they begin to acquire and add bound morphemes to produce long and more complex utterances that consist of grammatical words.

Chapter Three

Methods and Procedure

3.0 Introduction

This chapter is concerned with methods and procedures, which have been followed in this study. It describes the sample and the method of analysis.

3.1 Research Methodology

This study follows two methods, description and analysis because the objective of this study is to analyze the syntactic structure of toddlers who acquire English as first language from age 18 to 36 months. Some videos from YouTube have been selected according to age and stage of development.

3.2 Description of the sample

Twelve video recordings of infants from 18 to 36 months have been selected for analysis as the goal of actual, empirical analysis. The following is a description of the setting in each of these video recordings.

In the first video under the title Brody talking 18 months by Jeff Hicks, we saw a baby boy at 18 months talking and responding to his mother while he was eating and playing

In the second video, a baby girl, Gracie at 18 months, was talking with herself while she was playing.

Third video's title is Henry 20 months by dream flight 6000. A baby boy whose is Henry at 20 months was talking with his mother. He told her something and made requests.

In video four, also by dream flight 6000 we saw the same toddler Henry talking with his mother at their house.

The fifth video's title is talking 24 months by Sarah. In this video, we watched a baby girl, Kaylee talks with her mother.

In video six, interview with a 2 year old Jalo and Hillary Clinton by Mr. Arturo Terjo. He recorded this video for his son who was 24 months and tried to conduct a make-believe discussion.

The seventh video is an interview with a 24 month old by Daily Davidsons. We see baby boy, Jaiden, making interview.

Video eight is a conversation with a 30 month old by Kimmarie Baranco. A baby girl Dylan talks about yelling at her baby sister when she cries. Dylan was coloring and drawing while talking with her mother.

In video nine, Evan James, at 30 months old by dream flight 6000. In this video we see Evan talks with his mother about his little brother Charley and told her that he will playing with him when he gets older.

In video Ten, London talking 33 months by Anamicba, we see baby boy at 33 months of age was jumping on the sofa and talking with his mother about the couch.

In video eleven, 2 year 10 month old talks to Grandma by Gmprior baby boy. In this video a 34 months infant was making conversation with his grandma about family room while he was drinking he was trying to get family room correct.

In the last one, Conversation with a 3 year old by Dave Haan, A 36 infant boy was drinking milk and sitting with his father at home. They were making conversation on a wide range of topics.

3.3 procedure of the study

To conduct this research the researcher went through the following steps

1. Searched the theoretical and empirical literature.
2. Selected 12 video of toddlers from you tube covering the age development of infants from the age of 18 months to 36 months, the focus period.
3. Got information and data from some videos then describe and analyze them in chapter 4.

Chapter Four

Findings of the study

4.0 Introduction

This chapter presents the findings of the investigation done to answer the questions that were sets forth by the researcher.

1 What are the syntactic structures that English-speaking infants use during the age from 18 months to 36 months?

2 What classes of words are used in the utterances in each stage?

4.1 Data analysis

The researcher has identified the stages of syntactic development and the classes of words presented by previous researchers in Chapter two. In this chapter, the researcher describes and analyses data from the videos on You Tube that are transcribed at the end of the thesis.

4.1.1 Videos analysis

Video 1:

Brody talking 18 month

In this video, we hear a conversation between mother and her son Brody at 18 months, Brody talks in different situation inside and outside his home and through playing time. The syntax of his mother was normal and correct. Video's tome is 6:42 minute.

In this video, we see the toddler, 18 months old, combines two word utterances *miss you*, and *hi dad*, his utterances consist of two words only. Most of the words in his utterances are nouns *game*, *house*, and *dad*. Some of his utterances are verbs *help*. The toddler in this video does not produce or use grammatical morphemes or bound morphemes at all. If we examine the word order in his utterances, we notice that it is noun + noun.

Video 2:

18 month old talking

In this video, we see a baby girl her name is Gracie at 18 months. She was talking with herself through playing at her home and sometimes responds to her mother's question. Her mother's language is very clear and her syntax is correct. Video's time is 1:00 minute.

In this video, the toddler produces two and three word utterances *mommy see* and *have more Cinderella*. We noticed that the toddler produces verb and noun such as *mommy*, *see*, and *have*. There are these grammatical morphemes regular past tense (-ed) *happened*, regular plural-s *bells*, and an articles *a*, *the*. In this video toddler constructed his utterances as (noun + verb), (verb + noun), (noun + noun). In utterances that consist verb the word order is pronoun+ verb *you are funny*, *Donald duck*, verb+ pronoun+ noun *shake your maraca*, noun+ verb+ pronoun *ill open it*.

Video 3:

Henry 20 months

In this video, Henry, at 20 months old, talks non-stop all day long. He says anything and everything. He was talking with his mother at their home. He was talking in different situation through eating, playing and swimming and sitting. The syntax of his mother was good. Video's time is 5:00 minute.

Henry has the ability to produce two, three, and four word utterances *some milk, thank you mommy, watch the farm movie*. He produces nouns *mommy, movie, and farm*, verbs *want, watch*, prepositions *of, to*, adjective *big*, an article *the*, and pronoun *you*. He uses words prepositions *on, up, article* the, and expression regular plural-s *birds, eyes*. Henry at this period arranges his words in the order as verb + noun *watch the farm movie,*

Noun + verb *baby fix,*

Verb + noun + verb + noun *help daddy fix the birds.*

In this video, Henry makes request *watch the farm movie, some milk*, and He makes a statement *thank you mommy and daddy fix the birds.*

Video 4:

22 months old

In this video, we notice Henry at 22 months was talking with his mother at home. Henry's mother asks him some questions and he answers her. In addition, she tries to teach him new things as if when they go to church they will talk about Jesus and pray. She corrects his utterances as if when he says mommy help you he means that he want his mother to help him but he uses you instead of me and she asks him what do you need help with? In addition, when he says some more milk his mother says do you want some milk. Ok. Video's time is 5:54 minute.

The toddler in this video produces two, three word utterances sing songs, more milk please, and four words *turn it back on*. The toddler here produces noun, verb, pronoun, adjective *big car*, preposition, and article *the, a*. Toddler acquired and produced some grammatical morphemes such as regular plural-s *songs*, auxiliary verbs *will, is*, and the article *the*. The toddler in this video constructs his utterances as verb + noun/ noun + noun/ noun + verb + pronoun/ noun + adjective +object/ pronoun + auxiliary + objective.

In addition, he makes questions *where is Grandma Connie?* A request *more milk please* and a negative statement *I do not know*.

Video5:

Talking 24 months

In this video, we notice Kaylee at 24 months talking with her mother about her balloon, Emo, coloring. Kaylee's mother turns to correct her information when Kaylee was looking at magazine thinking that Emo is a victoria secret model. The syntax of mother is very well. Video's time is 5:39 minute.

Kaylee at 24 months produces two, three, four and five word utterances. She produces these classes of words prepositions *on, off, at*, nouns *mommy, chair, Emo...*, verbs *tie, want, lost, look*, an article, *the, this, that* and pronouns *I, you, it, my*. Kaylee produces these grammatical morphemes article *the, a*, irregular past tense and auxiliary verbs *have, am*.

She arranges words in utterances in such constructions noun +verb,

Verb + noun/ noun +verb +object/ noun +adjective/ pronoun +objective/ pronoun +verb +objective/ adjective +noun/ article +noun/ pronoun +verb +objective/ pronoun +verb.

Video 6:

Interview with 2 years old

Mr. Arturo is interviewing his son Jose Luis at 2 years while they were sitting at home. He asks him some question like if you can describe in one word how life has changed. Moreover, where would you see yourself in the next five years? Surely Jose Luis cannot answer these questions correctly but he continues talking and answering his father. Video's time is 3:27 minute.

The toddler here talks two, three and four words these utterances are noun *babies*, verb *let*, adjective *hot*, article *a*, and pronoun *she*. He also used grammatical morphemes as regular plural-*s babies, years*, auxiliary verb *is*.

Video7:

Interview with a two year old

In this video, Jaiden, at 2 years, makes a conversation with his mother. He is sitting and answering her questions like what is your favorite movie?, He says I like cars. Mother's language and syntax is good. Video's time is 3:04 minute.

The toddler talks two, three, four and five word utterances and these words are nouns *cookie, Jaiden*, verbs *travelling*, article *a*, adjective *honeys*, conjunction *and*, and pronoun *I, my*. There are some grammatical morphemes that the toddler uses regular plural-s/ auxiliary/ present progressive -ing / article.

The toddler constructs his utterances as noun + noun/ noun + verb +noun/ noun + verb +adjective/ pronoun +adjective +noun +verb +noun/ pronoun +verb +adjective/ pronoun +verb +objective.

Video8:

A conversation with a two and half year old

In this video, Dylan, at 30 months, talks about yelling at her baby sister when she cries and talks about her letters with her mother while they were sitting at home. Video's time is 3:04 minute.

This girl uses three and four or five and some times more than five word utterances. Her utterances are noun + verb + adjective + article + preposition + pronoun + adverb + conjunction. She had acquired and added grammatical morphemes present progressive -ing / auxiliary / article / irregular past tense / regular plural-s.

She constructs her utterance as, wh- +aux+ noun *where is brown?* \

Preposition+ article+ noun *to the doctor* \ pronoun+ irregular past tense + noun *she go baaaah baby sister* \ pronoun+ verb *I yell sometimes* \ pronoun+ aux+ not+ verb *I do not know* \ pronoun+ auxiliary+ not+ verb+ preposition +noun+ or+ noun *I don't know to Brain or Burble or male* \ pronoun+ verb+ ing *she sleeping* \ no+ noun +auxiliary +not+ article+ noun *no Burble is not a doll* \

Article + auxiliary+ noun +preposition+ noun *this is color of brown*

Verb+ how+ auxiliary+ verb+ ing+ adverb *see how did coloring here* \ but+ pronoun+ auxiliary+ preposition+ be+ adverb *but you have to be quite* \ pronoun+ auxiliary+ verb *she can sleep* \ if+ pronoun+ auxiliary+ not *if he don't* \ pronoun irregular past

tense adverb *you got louder* \ how+ auxiliary+ pronoun+ verb+ pronoun *how can I get them*.

Video 9:

Evan Tames 2.5 years old

We see here Evan at 30 months talking with his mother about his brother Charlie at home and his mother asks him what do you like about Charlie? Evan answers her that he likes playing with him when he gets bigger. Evan's mother asks him some other question she is a native speaker. Video's time is 2:40 minute.

He talks five and more words sentences, his utterances are noun +verb +preposition +pronoun +article +adjective+ adverb + conjunction. Bound morphemes that appear in his utterances are present progressive-ing, third person regular-s, preposition, and article. He constructs his utterances

Noun *Charlie*/ pronoun +verb +noun +conjunction +pronoun *I like playing with him* \ conjunction+ pronoun +verb +adjective when *he gets bigger* \auxiliary+ pronoun+ be+ adverb *can I be driver*\pronoun+ auxiliary+ not+ be+ preposition+ article+ adverb *I cannot be in the back*\ adjective+ noun *big trampoline*\ pronoun + auxiliary+ verb + main verb *I can go swim*

Pronoun+ verb+ noun *I feed grandma's catty*\ preposition+ adverb at school \ pronoun+ auxiliary+ verb+ adverb *we can go farm*.

Video 10:

London Talking 33 months

In this video, Boggy at 33 months jumps on the sofa at his home and his mother records a video and talks with him. She is a native speaker of English. Video's time is 0:45

In this video, Boggy talks three, four, five and more word utterances and his words are nouns, verbs, adverb, article, pronouns, and prepositions. Boggy adds bound morphemes *present progressive-ing, regular past tense -ed, auxiliary, preposition, article*. He constructs his utterances as noun+ verb + adverb *Boggy be scared* noun+ be+ verb+ ing+ preposition+ article+ adverb *Boggy be jumping on the sofa* pronoun+ auxiliary+ verb+ ing+ preposition+ article+ adverb *I'm jumping on the sofa* verb+ ing+ preposition+ article+ adverb *jumping on the sofa*.

Video 11:

2 years / 10 month old talking grandma

In this video, a baby boy at 34 months talks with his grandmother while he was sitting to eat and drink at his grandma's home. He was trying to get family room correct his grandma help him to get it correct. Video's time is 3:31 minute.

A baby boy talks like an adult using four, five and more word utterances, his words are noun+ verb+ pronoun+ preposition +adjective +adverb. He uses and adds bound morphemes regular past tense –ed/ auxiliary is, *am* / preposition at, down / article. He constructs his word utterances as pronoun+ noun +auxiliary+ adjective *my hand is red* \ pronoun+ auxiliary+ verb *I am finished* \

Pronoun+ auxiliary+ not *I cannot*\ verb+ pronoun+ noun *put their eyes* \ preposition+ adverb *at family room* \pronoun+ adverb+ preposition+ verb+ preposition+ adverb *I ready to go to family room* \pronoun+ verb+ preposition+ verb+ preposition+ article+ noun *I want to play down at family room.*

Video 12:

Conversation with 3 years old

In this video, Dietrich at 3 years is sitting at kitchen to drink and talks with his father. He told him that he wants to be a fireman. His father asks him some questions about this job. Video's time is 3:52 minute.

Dietrich uses five and six word utterances. These utterances are pronoun, verb, noun, preposition, adverb and determiner. In addition, he uses grammatical morphemes auxiliary verbs, present progressives-ing, articles. He constructs his utterances as

Pronoun+ auxiliary +verb *I do not know* \ noun + verb + noun + conjunction + verb + article + noun Bob put water and turned the fire

Noun + verb + article + *noun Bob fire the fire truck* \ article + adverb *at church* \ pronoun + verb + preposition + verb to be + article + noun *I want to be a fireman* \ no + pronoun + verb + preposition + verb to be + noun *no I want to be a fireman* \ pronoun + auxiliary + verb + preposition + noun *I will climb up buildings* \ noun *fire truck* \ pronoun + verb + preposition + verb + article + noun *I want to get a hose* \ pronoun + verb + preposition + noun *I climb up slider*.

4.2 Suprasegmentals

Normal children who do not have any problem with hearing or cognitive development pass through the same stages of language acquisition beginning with cooing at about 8 weeks and babbling from 6-8 months old, infants turn to produce their first word at about their first birthday like *mama, cookie, dog, milk, and daddy*.

In this study we watched some videos on YouTube for infants from 6-15 months old , we notice that infants at this period communicate with environment around them and produce utterances even though these utterances consider incomprehensible because at this period they cannot produce correct words but we realize that each baby produce utterance with correct sequence of sounds.

We notice that babies at 6 months old can communicate and respond in correct way since they get comprehensible input and respond to it. So babies from 6-15 months know the correct order of sounds or segment in words but they cannot produce each segment alone and this is referred to supra segmental that means phonological property of more than one sound segment it also regard as musical aspect of speech So babies from 6-15 months old can communicate in correct sequence of sounds.

Then how can we understand their utterances since they cannot produce comprehensible words? Babies from 6 to 15 months tend to use intonation with their utterances (phonological aspects) that is divided into two type rising and falling intonation.

Intonation in general means the sound changes produced by the rise and fall of the voice when speaking especially when this has an effect on the meaning of what is said. The end of sentences that is not a question usually mark by falling intonation and when babies want to ask yes/no question they are using rising intonation in the end of question sentences. We can see that babies have the ability to communicate with others before they turn to 18 months of age and we can approve the point through watching some videos on YouTube for normal babies who acquires English as first language from 6 to 15 months old.

In Morris (2008), his baby at 6 months was playing and communicating with his mother in some topics, he tries to communicate but in incomprehensible utterances.

In La femina (2008), he has a video for his daughter at 9 months. She was just talking while she was playing. He tends to ask her and she responds to him and communicates with using intonation. Therefore, any baby can communicate before they reach 18 months.

In Allisonbrody 9510(2013) Tori is a baby girl at 11 months and she had a story and try to discuss it with her aunt. She may be talk in a topic in her mind but we identified that she knows how to talk but in incomprehensible word.

In Zyczynska (2015), a baby girl Anna is at 15 months tries to discuss a topic with her father. We do not understand any word but we note that she knows the correct word order in sentences.

In Trejo (2011), Arturo has a son his name is Jose at 12 months Arturo makes a conversation with Jose and asks him some questions about life at home and

nighttime problem. We notice that Jose did not understand some questions because he did not know any information about them but he responds and continues to communicate with his father and try to talk even though he changes topics and talk about something else in his mind.

Chapter Five

Discussion, Conclusion, and Recommendations

5.0 Introduction

This chapter discusses the findings of the study in the light of the reviewed literature and in contrast with the findings of previous researches. It also suggests some possible reasons regarding the differences. Finally, some recommendations are proposed for further research.

5.1 Discussion of the Findings

This section discusses the findings regarding the two questions that were set forth by the researcher.

1- What are the syntactic structures that infant on video use between the ages of 18 months to 36 months?

2- What classes of words are used in the utterances in each stage?

5.1.1 The Syntax of 18 month toddlers

The findings regarding the syntactic structures in the videos are in line with the finding of Hoff (2014) where toddlers at 18 month old can combine two words but their utterances lack bound morphemes and function words like tense, plural-s... because at this period they only use noun and verb and sometimes an article. The finding regarding the emergence of syntax disagrees with Davis and D'Amato (2011) who say that toddlers at 24 months begin to combine words and produce their utterances.

5.1.2 The Syntax of 20 month toddlers

Toddlers at 20 months of age produce four word utterances by adding some grammatical morphemes to their utterances and this supports Hoff (2014) but disagree with Niparko (2009) because he supposed that toddlers begin to produce four word utterances at 24 months. The finding that regarding classes of words that toddler uses at 20 months of age are noun, verb, adjective, pronoun, preposition, and article.

At 20 months, the toddler in our videos adds regular plural-s to nouns to make plural form, for instance *help daddy fix the birds, eyes*. This goes along with what is reported by Gotzke and Gosse (2007) that toddlers can use regular plural-s before 24 months of age. Also we found that they use tone to make imperative sentences, demand and request. In our videos toddler at 20 months say *some milk* by using tone to make a request and this is similar to the position in Gotzke and Gosse (2007) that

toddlers between 18 to 30 months of age use tone to make imperative sentences for instance Max at 25 months says *go yard* when he want to go outside.

5.1.3 The Syntax of 22 month toddlers

In this study toddler at 22 months, produce four word utterances that consist of noun, verb, pronoun, adjective, and the article.

The finding of this study regarding the syntactic structure of toddlers at this age disagrees with reports by Gotzke and Gosse (2007) that toddlers change the tone from 13 to 24 months. But we found that toddlers at 22 month could ask yes\ no questions by using auxiliary verbs such as *do find big car*. Meaning *did you find a big car?* This also disagree with Gotzke and Gosse (2007) statement that toddler from 31 to 34 months uses auxiliary in questions and produces appropriate word order with wh-questions. Furthermore, a toddler at 22 months makes negative sentences by adding not next to auxiliary verbs, as *I do not know*. Nevertheless, toddlers from 25 to 28 months put no\not at the beginning or end of the sentences to make negative form by Gotzke and Gosse (2007)

Toddlers at 22 months add possessive-'s to nouns, in our videos toddler at 22 months of age says *grandma's Connie* and this disagrees with Gotzke and Gosse (2007) where toddlers from 27 to 30 months begin to add possessive-'s for instance Max at 24 months says *daddy hat*.

5.1.4 The Syntax of 24 month toddlers

Toddlers at 24 months produce noun, verb, pronoun, article, preposition, conjunction, and adverb, adjective.

Toddlers from 27 to 30 months begin to use irregular past tense verbs according to Gotzke and Gosse (2007). Toddlers, according to Brown (1973) from 36 to 42 months acquire irregular past tense but toddler in our videos begins to use irregular past tense at 24 months old. For instance at 24 months Kaylee says *I lost it* and *I got it*. The findings regarding the use of the coordinating conjunction *and*, *so*, *but* and subordinating conjunction *if*, *when* to combine two things together support the study by Gotzke and Gosse (2007). We found that at 24 months, toddlers use the conjunction (and) to combine two things like *money and wife* and at 30 months toddlers in our video use *if*, *but*, *when*. Dylan at 30 months of age says *if he do not, and how can I*. Evan at 30 months says *when he gets bigger*.

5.1.5 The Syntax of 30 month infants

An infant in the video of this study makes wh-questions in the correct form at 30 months, Dylan at 30 months says *where is brown?*, but the study by Gotzke and Gosse (2007) suggests that toddlers make wh-questions with auxiliary verb from 31 to 34 months of age.

The finding regarding the uses of conjunction by toddlers at 30 months old to combine between two sentences, Dylan at 30 months says yeah but you have *to be quiet so she can sleep*. This goes side by side with the study by Gotzke and Gosse (2007).

5.1.6 The Syntax of 33 month infants

The finding regarding classes of words toddlers use at this period these classes: noun, verb, adverb, preposition, an article, and pronoun. We also find that toddler at 33 months put present progressive-ing next to the verb that is preceded by an auxiliary verb. Boggy at 33 months say *I am jumping*. This is consistent with the position of Gotzke and Gosse (2007) that toddlers master the use of present progressive at 27 months old.

5.1.7 The Syntax of 34 month infants

Toddlers learn the use of past tense between 25 and 46 months according to Gotzke and Gosse (2007). Nevertheless our toddlers at 34 months use regular past tense form by adding -ed to verbs. In this period, toddlers use most classes of words and make questions, negatives and statements in their correct form. In addition, they use most of bound morphemes and grammatical words.

5.2 Conclusion

This study attempts to find out the syntactic structures and the classes of words that toddlers use between 18 and 36 months of age.

In the selected sample, toddlers at 18 months of age begin to combine two content words to produce simple utterances without using grammatical words or bound morphemes and most of their utterances are nouns. As infants get older, they begin to add bound morphemes to increase their utterances length, as in videos infant at 20 months adds plural-s to their utterances. As infants begin to produce long utterances, they add grammatical words and use different classes of words such as preposition, article, and conjunctions. Infants acquire these morphemes at the same order but some of them produce them more than others do.

In this study, we found that infants communicate before they reach 18 months of age by using intonation and we noticed that their sequences of words are correct even though they cannot produce complete utterances because they are just babies but they use tone and their parents understand them from intonation.

5.3 Recommendations for Future Research

According to the results of the study, the researcher suggests the following:

- 1 To detect the syntactic structure of toddlers between 18 to 36 months more accurately, the study can be replicated for contrast of findings.
- 2 It is also recommended for other researchers to examine how toddlers construct rules for the use of each morpheme.

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Appendix A

Video 1

Video's title (Brody talking 18 months)

Date published online: Jan 20, 2016

Brody: Mom, Dad

Mother: Where is dad?

Brody: House

Mother: Say, Love you

Brody: Love you

Mother: yah Brody

Mother: What do you want to do in the boss house?

Brody: Play

Mother: Who else in the boss house you want play?

Brody: Grandma

Mother: Grandma and who else?

Brody: Daddy

Father: What did you do with mom?

Brody: Practice.

Appendix B

Video 2

Video's title (18 month talking)

Date published online: Jan10, 2017

Grace: Hi mommy. Mommy see

Mother: What is your favourite colour?

Grace: Red

Grace: Night night, kitty cat, have more Cinderella, Address, oh a sip, Jungle bells
jungle bells, Jungle all the way

Grace: Oh, no, what happened?

Grace: you are funny, Donald duck, duck, shake your maraca, pink

Grace: Bye bye.

Appendix C

Video 3

Video's title (Henry 20 months)

Date published online (Nov 19, 2010)

Henry: Some milk, Ok (with falling tone to make a request)

Mother: you want some milk?

Henry: Thank you mommy

Mother: you are welcome

Henry: Watch the farm movie? (Request)

Mother: Watch the farm movie ok, sit down

Henry: Sit big boy chair

Henry: Sleeves up

Mother: Help me please

Henry: Please

Mother: What happened to the chair?

Henry: Broke off

Mother: When you went to grandma's house what did grandma show you in the farm?

Henry: Baby pigs

Mother: How many did you see?

Henry: GrandmaConnie

Henry: Help daddy fix the birds

Henry: Air plane

Mother: Air plane, eyes

Mother: Can you close your eyes?

Henry: Eyes

Henry: Oh mommy, A meal

Appendix D

Video 4

Video's title "22 months old"

Date published online: Jan 15, 2011

Henry: See you

Mother: I will see you

Henry: See you

Mother: Who is that?

Henry: Henry

Mother: yeah

Mother: Church talk about? (Henry and his mother were sitting at home and talk about church. She asks Henry the church talk about what?)

Henry: They talk Jesus (they talk about Jesus)

Mother: Jesus yes, When we go to the church we put our hands and we...?

Henry: Sing Songs

Mother: Sing song

Henry: Mommy help you. (He needs help) make a request with tone.

Mother: What do you need help with?

Mother: Do you want some milk?

Henry: ok

Mother: Say I want more milk please

Henry: More milk please

Mother: Ok, I will get you some. You need to ask nicely\ No yelling

Henry: its ok \ its ok

Mother: you don't yelling mommy\ you say please and thank you\ and no hiding \say sorry mommy

Henry: Sorry mommy

Mother: It's ok

Henry: Do find big car?

Mother: Do you find a big car?

Henry: More circle

Mother: How did daddy go work, he rides the...

Henry: Train

Mother: He rides the train\ good

Henry: It's broken, Daddy will tape it \ Daddy will tape book

Mother: Daddy will tape the book, yeah

Henry: Listen, Hear a big airplane

Mother: Big airplane

Henry: Do see it

Mother: I see it

Henry: The book

Mother: Where we get the book?

Henry: Go library

Mother: yes we got it at the library

Mother: Henry, where we are going tomorrow?

Henry: Grandma's house

Mother: What they can show you?

Henry: Ride grandma \Grandpa's tractor

Henry: Where is Connie? (Search about his grandma)

Mother: I don't know, find her

Henry: Grandma's Connie, I don't know

Grandpa: Where she go?

Henry: She goes? (Rising tone makes a question)

Grandpa: yes she is.

Appendix E

Video 5

Video's title (talking 24 months)

Date published online: Jan 19, 2011

Kaylee: Mommy, want my bracelet on ok? , mommy yeah

Kaylee: Mommy look, I tie it that.... This way (talking about her balloon)

Kaylee: Mommy I want my balloon off

Mother: You got it

Kaylee: I got it (she got her balloon)

Kaylee: You got it mommy

Mother: I get it, get it

Kaylee: I use my chair, ok mommy? (Kaylee's balloon go away and she asks her mother to get it)

Mother: What? Ok

Kaylee: Here mama, here mama

Kaylee: Use my chair, oh cool

Kaylee: Emo (Emo is family's friend)

Mother: That is not Emo hahaha

Kaylee: Emo, a book, I want to see Emo

Mother: What? Emo is at home

Kaylee: I lost my balloon

Kaylee: I colour my Elmo book

Mother: What is that?

Kaylee: Elmo

Mother: What colour is that?

Kaylee: yellow

Mother: No

Kaylee: Orange

Mother: Good girl, Orange

Kaylee: I have pink

Mother: Oh you want pink?

Kaylee: My baby doll right there

Mother: She is right there

Kaylee: She fall (this is present verb without -s)

Mother: Say I'm sorry

Kaylee: I'm sorry

Kaylee: Baby go nap, here mama

Mother: Oh did you want me to make a chair?

Kaylee: Yeah mom, watch out, here mama

Kaylee: Sit down, sit down mama

Mother: Thank you.

Appendix F

Video 6

Video's title "interview with 2 -year –old"

Date published online (Jul 21, 2011)

Mr Arturo: If you can describe in one word how life has changed?

Jose: Babies

Mr Arturo: Babies? Like hot or ugly?

Jose: Hot

Mr Arturo: How hot?

Jose: Hot hot like (blows), I guess

Mr Arturo: Are you joking? How can be hot?

Jose: She is hot

Mr Arturo: You want this one? Ok

Mr Arturo: Where would you see me in the next five years?

Jose: Dead

Jose: Let us make a wager?

Mr Arturo: Ok, if I lose I have to be servant for next 12 months

Jose: 12 years

Appendix G

Video seven

Video's title "interview with a two year old"

date published online: Jan16, 2014

Mother: What is your name? (Jaiden's mother makes interview with her son and asks him some questions)

Jaiden: Jaiden

Mother: How old are you?

Jaiden: Two

Mother: What is your favourite snack?

Jaiden: Chocolate cookie

Mother: Sit down

Jaiden: Chesseeee (he is joking with her)

Mother: Do you like to go home with mom?

Jaiden: yeah yeah

Mother: Do you have a girl friend?

Jaiden: A girlfriend..... (He was thinking before he answered)

Jaiden: My honey name is Ashley huff

Mother: How old is your girlfriend?

Jaiden: Two

Mother: What is your favourite colour?

Jaiden: Blue (he has a yellow car)

Mother: But that is yellow

Jaiden: Yellow, yeah, it's fine

Mother: What your favourite movie?

Jaiden: Movie? (He thinks), yeah movie,

Mother: What is your favourite movie?

Jaiden: I like cars

Mother: Where would you see yourself next five years?

Jaiden: Five years.... Travelling, Money and wife

Mother: Do you like snow?

Jaiden" No, noooooo

Mother: Why not?

Jaiden: It's cold, I don't know

Appendix H

Video 8

Video's title" a conversation with a two and half year old"

Date published online: Oct 30, 2009

Dylan: Where is brown?

Mother: Where was Braine, when you are napping? \Where dose she gone?

Dylan: To the doctor

Mother: Why did she go to the doctor?

Dylan: Shut

Mother: can you say louder?

Dylan: shut

Mother: How did she feel?

Dylan: Sad

Mother: What happened when your baby sister cried?

Dylan: She got bhhhhhh baby sister

Mother: What do you do when she cries?

Dylan: I yell sometimes

Mother: You too, what do you do other times?

Dylan: I don't know, I don't know to Rain or burble, or Mali, she sleeping

Mother: your doll

Dylan: yeah..., but you have to be quiet, so, she can sleep, if he don't, you got louder and how, then how can I get them?(Dylan tries to tell her mother that she has to be quiet to let her sister sleep)

Mother: Ok, so we have to be quiet for your doll

Dylan: yeah, no, burble is not a doll

Mother: She is not?

Dylan: No, but that is Mali

Mother: Mali is a doll?

Dylan: yeah, but not burble

Dylan: This is colour of brown

Mother: What are you colouring?

Dylan: A pony, see how did colouring care (pointing on his colouring picture)

Mother: yeah

Dylan: I colouring this

Mother: So how do you feel about being a big sister? , do you like being a big sister

Dylan?

Dylan: Dad in triangle

Mother: Very good

Dylan: I try main do name

Mother: Can you spell your name?

Dylan: a, b, y

Mother: Your name begins with D

Dylan: D....

Mother: Can you spell rain?

Dylan: I cannot, see is too hard.

Appendix I

Video 9

Video's title" Evan James 2.5 years old"

Date published online: Apr 12, 2014

Mother: What is your baby brother's name?

Evan: Charlie

Mother: Charlie, do you like Charlie?

Evan: Yeah

Mother: What do you like about him?

Evan: I like playing with him

Mother: You like playing with him? (Using tone to make a question)

Evan: Yeah when he gets bigger

Mother: When he gets bigger, so where we are going today?

Evan: Farm

Evan: Can I be driver?

Mother: Yeah, you can be driver

Evan: I can't be in the back

Mother: You can't be in the back, what else you can do? Are you jumping in the trampoline?

Evan: Yeah, big trampoline

Evan: And I can go.....

Mother: Swim

Evan: Yeah, I can do swim

Mother: What else? What about animals you have to see and feed?

Evan: I feed grandma's catty

Mother: Where is Henry right now?

Evan: At school

Mother: He is at school, after he returns from school

Evan: We can go farm

Mother: We can go to the farm

Appendix J

Video 10

Video's title" London talking 33 months"

Date published: Jul 27, 2007

Boggy: Boggy be scared

Mother: Boggy will be scared yeah what else?(Boggy was jumping on the sofa and talks with his mother that he was scared).

Boggy: Boggy be jumping on the sofa

Mother: Was Boggy jumping on the sofa?

Mother: Did you hurt yourself?

Boggy: I'm jumping on the sofa

Mother: No, no jumping on the sofa, so tell baby jumping on the sofa

Boggy: Jumping on the sofa

Mother: No

Appendix K

Video 11

Video's title" 2 yr 10 month old talking to Gramma"

Date published online: sep7, 2009

Grandma: Say thank you (Grandma give him Juice)

Boy: Thank you

Grandma: What are you doing?

Boy: My hand is red (show her his hand)

Grandma: How did your hand get red?

Boy: I finished (he finished his juice)

Grandma: Are you all finished?

Boy: yeah

Grandma: You can play one game then I have to take you home.

Boy: yeah I can, don't put their eyes.....

Grandma: Where is it?

Boy: Falamily room (he cannot get family correctly)

Grandma: No say family

Boy: Falamily room

Grandma: No say family

Boy: Easter at family room

Grandma: Good job

Grandma: Henry likes when you come to eat? (A question with rising tone)

Boy: Yeah, I ready to go to falamilyroom; I'm ready to go to play, at falamily room.

Granma: It is not falamily, it is family room

Boy: I play family room yeah

Boy: I want to play down at the family room.

Appendix L

Video 12

Video's title" conversation with a 3 year old"

Date published online: Nov 19, 2009

Father: What did you do? Where did you go?

Boy: I don't know

Father: Yes, you do, did you go to church?

Boy: Yes, bob put water and turned the fire truck

Father: Really, and what happened?

Boy: Bob fire, the fire truck

Father: Bob fire the fire truck?

Boy: Yes

Father: Wow, Where did you see that?

Boy: At church

Father: At church, there is a fire truck at church?

Boy: I want to be a fireman

Father: You want to be a fireman?

Boy: yeah

Father: You said that you want to be a doctor

Boy: No I want to be a fireman

Father: Where do you want drive a fireman?

Boy: Fire truck

Father: Do you want being who...., climbs of the fire bladder?

Boy: Yes, I want to get a hose

Father: What can you do with hose? , why?

Boy: I'm...., I will...., climb up, a building

Father: You will climb up building

Boy: Yes

Father: Will that be scary?

Boy: No, Not

Boy: I climb up slider

Father: Cool.