Brown's Morphological Skills in Typically Developing Bilingual (Kannada-English) Speaking Children

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Abstract

In this study, we identify some of the aspects of English morphological development in Kannada-English bilinguals. Speech-language pathologists need to understand typical English second language acquisition in India and how it differs from monolingual English in order to accurately assess and effectively identify potential language disorders as early as possible. Studies have revealed emergent use of Brown's 14 grammatical morphemes, although mastery generally was not seen at the same ages as those expected for SAE speakers. They found that the English morphological structures produced by bilingual children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children as outlined by Brown (1973).

The present study aimed to find which morphological structures were achieved by 5-6 years Kannada-English speaking children. 30 typically developing children who were further divided into two groups of 15 each in the age range of 5-6 (7 boys &8 girls) and 6-7 years (6 boys & 9 girls) participated in the present study. The present study reveals that out of 14 morphemes only 6 morphemes were present which is in accordance with Bland-Stewart, 2001. He hypothesized that English morphological structures produced by bilingual (Hispanic – English) children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children.

Key words: Bilingual language development, English-Kannada typically developing bilingual children, Brown's 14 grammatical morphemes.

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Introduction

Language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication. Contemporary views of human language holds that: Language evolves within specific historical, social and cultural context; language, is rule governed behavior, described by at least five parameters phonologic, morphologic, syntactic, semantic, and pragmatic; language learning and use are determined by interaction of biological ,cognitive , psychological ,environmental factors; Effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation, and sociocultural roles (American Speech and Hearing Association,1982).

An individual is exposed to more than one language, with increasing mobility or globalization. Hence an individual must or should know more than one language i.e. be bilingual or multilingual to be an efficient communicator. Bilingualism means a person who knows more than one language (Mackey, 1962).

Tucker (1998) reported that majority of children across the globe grow up speaking more than one language. Generally it is accepted that there are two different pattern of bilingual language development i.e. Simultaneous and sequential (Bloomfield, 1933).

India's Multilingualism

India with its history of exposure to English language and current demand for English medium Education joins global trend of multilingualism. English is generally learnt as second language in school system from the age of 3 or 4 years. English language development hence, forms an important Educational issue in India. Since, English as spoken in India (Indian English) is currently treated as one of the official languages in India, Speech Language Pathologist are also interested in it.

Of all aspects of language development syntax has attracted maximum attention.

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Language Development in Bilinguals

One needs to understand the various aspects of language development in bilinguals because it has become an essential part of children successful carrier to speak or understand more than one language e.g. various migrating children, children compelled to learn English. Children may become more proficient in the second language as they progress through the school years. Since much of academic education and new concepts are presented in the second language the child may develop advanced proficiency in second language while not using the first language or using it only for social rather than academic proposes. Vocabulary, morphology, and syntax may become more advanced in the language used in the school than in the language used at home for social communication. Most of the studies have done in monolinguals. Brown (1973) serves as the foundation for the work on English monolingual morpho-syntactic language development. After conducting a longitudinal study of three children acquiring English as their native language he develop the sequence of 14 morphemes.

Children's English Grammatical Development in Bilinguals

Relatively little research has been conducted on children's English grammatical development in bilinguals. Bland-Stewart and Fitzgerald (2001) studied Standard American English (SAE) morphological development in bilingual Hispanic preschoolers. Analysis of the data revealed emergent use of Brown's 14 grammatical morphemes, although mastery generally was not seen at the same ages as those expected for SAE speakers. They found that the English morphological structures produced by bilingual children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children as outlined by Brown (1973).

In the current study, we take a small step toward the area of English morphological development in Kannada-English bilinguals. Speech-language pathologists need to understand typical English second language acquisition and how it differs from monolingual English in order to accurately assess and effectively identify potential language disorders as early as possible.

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Review of Literature

Language is the main vehicle for communication. Language is the core of an effective communicative process. Children in the process of language development go through the variety of universally sequential stages of development with amazing case unless on interference due to any motor or sensory deficits occurs.

The study of language particularly how it is acquired, what is acquired and the time frame in which it is acquired has intrigued the scholars for centuries. Learning to communicate through language is one of the early challenges that children face. The task complicated by the major linguistic aspects of language includes grammar (its structure), semantics (its meaning) and pragmatics (its social use) (Bloom, 1978 as cited in Mc Laughlin, 1998).

One of the most striking discoveries in the study of language acquisition by Brown (1973) and his collaborators was the fixed order in which 14 grammatical morphemes (e.g., plural –s, progressive –ing, articles, etc.) were acquired by monolingual English-speaking children. Brown was able to write down the acquisition order of a significant subset of these grammatical morphemes in terms of partial orders. This still stands as a major result in the study of language acquisition. Brown used the idea of a complexity ordering to lend an underlying paradigm to his order-of-acquisition data. Different grammatical constructions are ranked on a scale of increasing complexity; the more complex the construction, the longer it takes to learn. Brown considered two complexity orderings, one based on syntax, the other based on semantics (Nicholl, David & Wilkins, 1991).

However, differences in syntactic language development may be observed when considering children learning two languages. Under the assumptions of a usage-based theory of language acquisition (Tomasello, 2003), language input and age have important role for children's syntactic language development.

Grammatical Development

Western Studies

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Soon after their first 50 words, at approximately 18 months of age ,toddlers begin to combine words into two –word phrases. Between 2 and 5 years of age , preschoolers will develop the ability to use grammatical morphemes , produce basic grammatical sentence types and combine those into even more advanced grammatical constructions. This is done by modulating or 'fine tuning' their utterances though grammatical segments (Brown,1973 as cited in McLaughlin,1998). The emergence of these grammatical morphemes begins early in the preschool years. Although other important aspects of language are also developing, as these grammatical morphemes gradually emerge, the preschooler's language takes on a more mature, adult like texture.

According to Brown, there are five stages which depict the development in children's language. They are characterized as the following:

Stage 1: Individual words and semantic roles combined in linear simple sentences.

Stage 2: Modulation of meanings (specifically, the grammatical morphemes) emerges.

Stage 3: Simple sentences are rearranged into different sentence modalities such as questions, imperatives and negatives.

Stage 4: Begins to embed the elements of one sentence within another.

Stage 5: Utterances are coordinated, combining the content of two sentences into   one.

Brown's 14 Grammatical Morphemes

The appearance and mastery of the 14 grammatical morphemes in relation to the stages of development was focused in Brown's research. Each of the morphemes appears in stage 2.These morphemes generally convey meanings that could only be implied through the simple word orders exhibited in stage 1. They were then mastered at various stages as the child's language developed.

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Present Progressive Inflection

The first grammatical morpheme to be mastered ,the present progressive verb inflection (-ing), indicates that an action that is ongoing.eg:- Boy is runn*ing*. Brown's preschoolers evidenced appropriate production of the present progressive inflection during stage II.

Prepositions *In* and *On*

The second and the third grammatical morphemes mastered were the earliest occurring prepositions, *in* and *on*. These prepositions are semantically simpler because they are related to spatial locations that are determined directly. For the most part, to be *in* something, an item must simply be contained (*in* a box, *in* a can etc) and to be *on* something an item must be positioned on a horizontal surface (*on* the shelf, *on* the desk etc). These structures evidence mastery during stage II.

Regular Plural Inflection

The fourth grammatical morpheme to be mastered is the regular plural inflection. In general, most items in the world occur in either a singular state (as one) or in a plural state (as more than one). Nouns can be marked for plurality in either of two ways. The vast majority of English nouns are marked through a bound morpheme; that is, the regular plural inflection –*s,* as in *I found two coats*. A significantly small number of plurals are marked lexically , through words such as men, women and children , they are called irregular plurals.

In English, the regular plural inflection takes three different forms /-s/ (eg: *hats), /-z/ (eg:cans)* and */-Iz/ (eg: busses).* The regular plural inflection is mastered during stage II.

Irregular Past Tense Verbs

Irregular Past Tense Verbs were the fifth grammatical morpheme mastered in Brown's study. Past tense may expressed lexically through words such as *ate, sat and ran* which is called as Irregular Past Tense Verbs. Brown found that the more common irregular past tense verb forms to be initially mastered in stage II.

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Possessive Inflection

This is the sixth structure mastered in Brown's study, includes the same three phonological based allomorphs as the regular plural inflection, /-s/ (eg: *Pat's car*), /-z/ (eg; *The man's coat*) and /-Iz/ (eg: *The dish's design*). The possessive inflection is mastered by stage III.

Uncontractible Copula

The Uncontractible Copula was the seventh form . Copula serves as the main verb: it is not related to another verb. The copula serves grammatically as a linking verbs because it joins the subject to the predicate in a sentence. The copula occurs in expressing identity (*I am John*), membership in class (*She is a nurse*), possession of an attribute (*He was very polite*), or a location (*We are in Disneyland*). Children will not fully master any of the copula until stage V or later.

Articles

The eighth form to be mastered among the grammatical morphemes included the articles, *a* and *the*. These appear in stage II. *The* and *a* referred to grammatically as definite and nondefinite.

The nondefinite article *a*, is used to introduce an item by first referring to its entire class eg: *I saw a car run this stoplight today.*

Third Person Present Tense Singular Inflection

Regular third person present tense singular verb inflection */-s/* and its irregular counterpart were ranked as the tenth and eleventh grammatical morphemes mastered. The regular 3ppts inflection includes 3 allomorphs /-s/ (eg: she shops) ,/-z/ (eg: He runs) and /-Iz/(eg: she washes. The irregular forms are limited to verbs such as do/does and have/has.

Uncontractible Auxiliary

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The Uncontractible Auxiliary in the form "to be" verbs (*am, is, are, was, were*)was the twelfth form to be mastered. The auxiliary is the helping verb in a sentence with another main verb, as in *He is painting a picture.*

Contractible Copula and Auxiliary

The thirteenth and fourteenth morphemes mastered by Brown's subjects is contractibility. Contractible means it would be permissible to contract a form. Whether the copula actually is contracted or not does not change its category. In both *Tommy is a nice guy* and *Tommy's a nice guy*, the copula is contractible.

Brown's Ranked Order of Mastery of Grammatical Morphemes
Order of Acquisition in Brown's 14 Grammatical Morphemes

Rank	Mastery Months	Morpheme	Example
1	27-30	Present progressive inflection	He eat*ing*
2	27-30	Proposition *in*	Juice *in* cup
3	27-30	Proposition *on*	Sleep *on* bed
4	27-30	Regular plural inflection	My toy*s*
5	27-30	Past irregular	I *ate* cookie
6	31-34	Possessive inflection	Mummy'*s* shoe
7	31-34	Uncontractible copula	Here it *is*! They *were* nice.
8	31-34	Articles	A boy took *the* ball.

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9	41-46	Regular past tense	He walk*ed* fast.
10	41-46	Regular third person singular	She bak*es* cakes
11	41-46	Irregular third person singular	He *has* some. She *does*,too.
12	41-46	Uncontractible auxiliary	*Is* she reading? You *were* reading.
13	41-46	Contractible copula	Tommy'*s* tall! They *are* all tall?
14	41-46	Contractible auxiliary	She'*s* reading. They *are* reading

De Villiers & de Villiers,1972 studied the acquisition of grammatical morphemes in 16–40 months speech. Presence or absence of 14 grammatical morphemes in linguistic and nonlinguistic obligatory contexts was scored. Order of acquisition of the morphemes was determined using two different criteria. The rank-orderings obtained correlated very highly with a previously determined order of acquisition for three children studied longitudinally. Age did not add to the predictiveness of mean length of utterance alone for grammatical development in terms of which morphemes were correctly used. The approximately invariant order of acquisition for the fourteen morphemes is discussed in terms of three possible determinants of this order. Frequency of use in parental speech showed no correlation with order of acquisition, but grammatical and semantic complexity both correlated highly with acquisition order.

Davison & Hammer (2012) studied the development of 14 English grammatical morphemes in Spanish–English preschoolers The goals were to determine (a) whether there are differences in children's productions of English grammatical morphemes based on timing of

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English exposure and (b) which morphological structures met mastery, emerging and early emerging levels of production by bilingual children. Comparisons were made between Spanish-speaking children who were exposed to English at home from birth (home English communication (HEC) and Spanish-speaking children who were not expected to communicate in English until their entry into Head Start (school English communication (SEC). Results indicated that children in the HEC group mastered more morphemes earlier than the children in the SEC group; however, by the end of children's second year in Head Start both groups had mastered a similar number of morphemes. Additionally, the children in both groups differed in which morphemes were mastered at the end of Head Start when compared to monolingual English-speaking children.

In Paul & Alforde (1993), the production of the grammatical morphemes studied by Brown and his colleagues was examined in free speech samples from a cohort of 4-year-olds with a history of slow expressive language development (SELD) and a control group of normal speakers. Results suggest that children with SELD acquire morphemes in an order very similar to that shown in previous acquisition research. Children who were slow to begin talking at age 2 and who continued to evidence delayed expressive language development by age 4 showed mastery of the four earliest acquired grammatical morphemes, as expected, based on their MLUs, which fell at Early Stage IV. Four-year-olds with normal language histories produced all but one of the grammatical morphemes with more than 90% accuracy, as would be expected based on their late Stage V MLUs. Children who were slow to acquire expressive language as toddlers, but who "caught up" in terms of sentence length by age 4 did not differ in MLU from their peers with normal language histories. However, they had acquired fewer of the grammatical morphemes.

Khan & James (2008) the order and rate of acquisition of Brown's (1973) 14 grammatical morphemes were investigated in three children with language disorders periodic spontaneous language samples were analyzed for correct and incorrect use of the morphemes in obligatory contexts. Results indicated that the groups order of acquisition was similar to that reported by Brown (1973) and de Villiers and de Villiers (1973) for normal children but that there were individual variations in the children's acquisition orders. Also, the language disordered children

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demonstrated a much slower rate of acquisition than that reported for normally developing children.

Bland-Stewart & Fitzgerald (2001) investigated Standard American English (SAE) morphological development for 15 bilingual Hispanic preschoolers who were attending a bilingual day care center. Thirty-minute spontaneous language samples were obtained, yielding 100 utterances for mean length of utterance (MLU) and morphological analysis according to Miller's (1981) criteria. Analysis of the data revealed emergent use of Brown's (1973) 14 grammatical morphemes, although mastery generally was not seen at the same ages as those expected for SAE speakers.

Steckol & Leonard (1979) studied the grammatical morpheme usage of normal children and language-impaired children matched at two different levels of mean utterance length. The language-impaired children displayed less grammatical morpheme usage than the normal children with equivalent mean utterance length.

A longitudinal study conducted by Jia and Fuse, (2007) investigated the acquisition of 6 grammatical morphemes (i.e., regular and irregular past tense, 3rd person singular, progressive aspect –ing ,copula '-be', and axillary '-do') by 10 Mandarin speaking children and adolescents in the United States who arrived in the United States between 5and 16 years of age). The goals were to chart and compare the acquisition trajectories and levels of mastery across the morphemes, identify when age related differences emerged and which forms they took. Morphological proficiency was measured by the accuracy of these morphemes in obligatory contexts during spontaneous speech. Results showed that the morphemes were mastered by different number of participants and showed different growth trajectories. Performance variance was partially predicated by Age of Arrival (AoAr) in the United States, with early arrivals achieving greater proficiency than late arrivals. However, such AoAr effects took several years to occur and only existed for 2 of the 6 morphemes (i.e., 3rd person singular and regular past tense). Growth curve analysis revealed that language environment was a stronger predictor of individual differences than AoAr. Finally authors concluded that the finding supported an

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environmental account rather than age related differences in 2nd language (L2) morphological acquisition. Results also indicate that the acquisition of some grammatical morphemes by school aged immigrants take several years to complete. As L2 learners exhibit some error types and difficulties similar to monolingual children with specific language impairment, caution needs to be taken when interpreting and using morphological errors as indicators of speech/language learning problems in this population.

Studies in Indian Population

Indian studies on language development are limited. Most of the studies mainly include master's dissertation with a few doctoral and post-doctoral research studies (Vijayalakshmi, 1981, Karanth, 1984 & Subbarao,1995). Few attempts to study morphemes in India are noted. Karanth (1980) when developing the linguistic profile test in Kannada has noted few number of morpheme modifications generally noted in Kannada. LPT has been developed into Hindi (Karanth, Pandit & Gandhi, 1986) & Malayalam (Chandra, 1998) (as cited in Reddy,1999) languages where morpho-phonemics changes have been listed. Linguistic Profile Test is also known as LPT was designed with the objective of evaluating and analyzing the phonology, syntax and semantics section levels. This test is so designed that it can be easily made in any languages. This test is very extensively used in clinical populations both in adults and children and has been found useful clinically. This test is found to be very useful in rehabilitating the communicatively impaired (Karanth, 1980). The LPT has 3 major sections including phonology, syntax and semantics respectively, with discourse forming the tail end of the third section. There are various tasks such as pointing, repetitions, naming, indication of grammatical and semantic acceptability, listing of lexical categories, sentence completion, matching synonyms & antonyms, etc. (Karanth, 1980).

In Subramaniyah (1978) (as cited in Kathyayani, 1994), a test was constructed in Kannada using non-sense words. The study was conducted in construction of non-sense words and selection of non-sense pictures. The test used to identify the development and usage of morophological rules consisted of picture cards of animals and human being with a sentence which depicted the picture. 32 children of 2 age groups (6-7 years and 7-8 years) and 16 adults

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were tested to identify the development and usage of morophological rules in Kannada language. Children served as the experimental group and the adults as control group. Results of the study revealed that in case of plural allomorphs /*galu*/ was predominately used by the children. In case of gender allomorphs /-*i*/ and /*alu*/ were predominately used by the children. In case of tense allomorphs children showed the ability to use future and past tense allomorphs. The rules for tense allomorphs seemed to be more difficult to acquire than the allomorphs of number and gender.

Need of the Study

Relatively little research has been conducted on children's English grammatical development. All the studies include children using Indian language as L1, English as L2. If the order of morpheme acquisition is relatively invariant, when collecting a language sample from a child with a given Mean Length of Utterance (MLU), one should be able to predict which morphemes will meet criterion and which will not. Speech-language pathologists need to understand typical English second language acquisition and how it differs from monolingual English in order to accurately assess and effectively identify potential language disorders as early as possible.

Aim of the Study

The present study aimed to find which morphological structures were achieved by 5-6 years Kannada-English speaking children.

Methodology

The present study aimed to find which morphological structures were achieved by 5-6 years Kannada-English speaking children.

Subjects

30 typically developing children who were further divided into two groups of 15 each in the age range of 5-6 (7 boys &8 girls) and 6-7 years (6 boys & 9 girls)   participated in the present study.

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Inclusion Criteria

- Kannada as native language.

- English as second language.

- Attends an English medium school since kindergarten.

Exclusion Criteria

- No history of speech, language and hearing problem

- No history of middle ear infections

- No neurological deficit

Stimulus Preparation

Based on the 5 experienced SLP's view, four color picture cards depicting the activities of school, home, playground and market were chosen for picture description task.

Equipment

Picture description samples were recorded using external microphone of Tech com SSD – HP -201 into the laptop Toshiba C600. PRAAT voice recording and analysis software 5.1.37 version (Boersma & Weenink, 2009) was used to collect the speech samples.

Test Environment

The most noise free room of the school was chosen for the recording of data. At a time one child was taken for the recording. Child was asked to sit in a chair and four picture cards were given to him, one after the other which he had to describe the activities happened in the picture card.

Instructions

The instruction by the clinician was given in English individually to every child as " I am going to show picture cards of places like school, market etc. You have to describe the activities

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seen in the picture in full and meaningful sentence." Instruction was repeated if the child did not follow in the first attempt. An example was provided for the picture card used first.

Procedure & Analysis

Each child was made to describe the picture presented to him or her. If participants were not able to say in complete sentence, semantic cues were given only once. A score of one for presence of morphemes and zero for absence was obtained. The recorded sample was transcribe into IPA 5 and the scores were crossed checked by another SLP. This data is statistically analyzed using Kruskalwalli's test to find the absence or presence of the various morphemes as well as the pattern of the morphemic development to have a general idea about the bilingual Kannada- English speaker's English morphemic development like one tabulated by Brown (1973).

Results and Discussion

The aim of the present study is to determine which English morphemes were produced by 5-7 years typically developing bilingual (Kannada –English) children. Each subjects utterances were analyzed separately for the acquisition of 14 Brown's morophological skills.

	N	Minimum	Maximum	Mean	Std. Deviation	Median	Kruskal Walli's test	p value
Ing	30	10	25	17.37	3.74	18.00	361.650	.000 HS
In	30	1	5	2.23	1.04	2.00		
On	30	0	4	2.80	.96	3.00		
's'	30	1	7	2.90	1.54	3.00		
Past	30	.00	.00	.00	.00	.00		
Possessive	30	.00	.00	.00	.00	.00		

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uncontractible copula	30	.00	.00	.00	.00	.00
Articles	30	0	11	5.93	2.60	6.00
contractible auxiliary	30	0	7	.90	1.71	.00
Regular third person	30	.00	.00	.00	.00	.00
Irregular third person	30	.00	.00	.00	.00	.00
uncontractible auxiliary	30	.00	.00	.00	.00	.00
contractible copula	30	.00	.00	.00	.00	.00
'ed'	30	.00	.00	.00	.00	.00

Table 1 : showing the mean and standard deviation of evaluated Brown 14 morphemes.

The above table reveals the 14 Brown's morphemes. Out of the 14 grammatical morphemes only six morphemes are present in 5-7 years typically developing bilingual (Kannada –English) children namely present progressive 'ing' (17.37), article (5.93), Plural (2.90), prepositions like 'on' (2.80) 'in' (2.23), and contractible auxillary (0.90) .
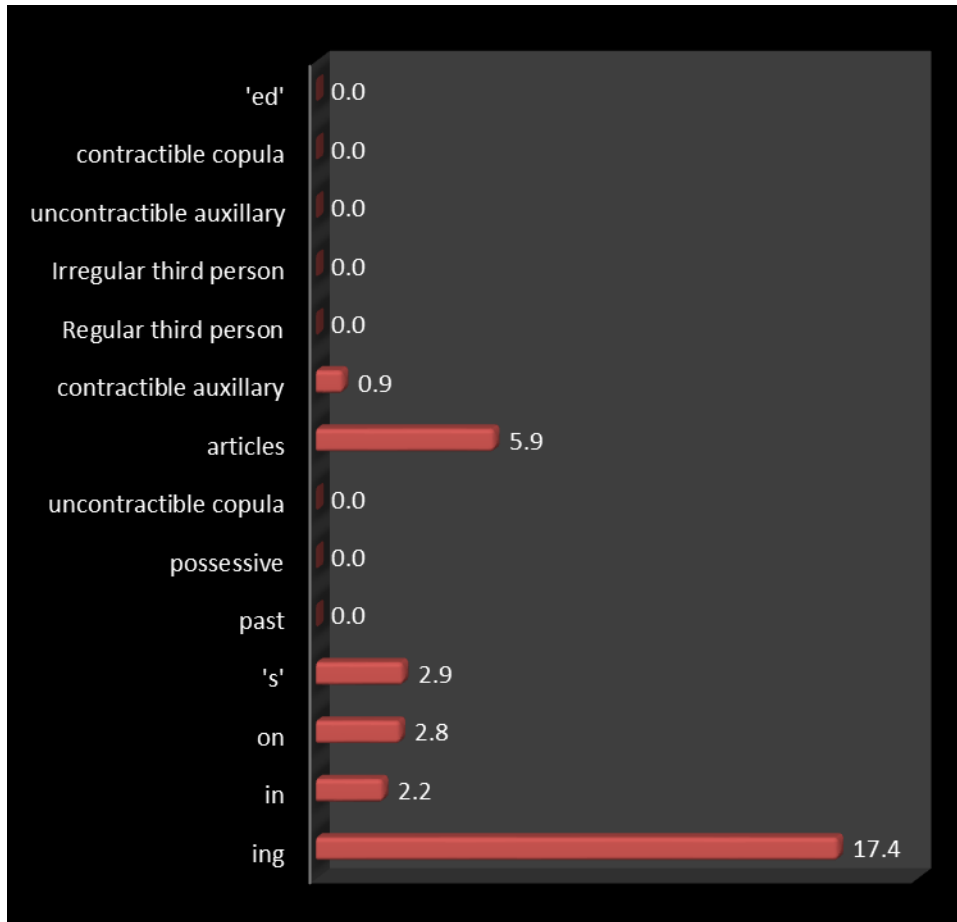
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Figure 1: showing the mean of evaluated Brown 14 morphemes.

Present Progressive –*ing*

Present progressive –*ing* was observed to be an early developing morpheme, with 17.4% children producing the same when compared to the other six morphemes.

Articles

Articles were found to be the second most common morpheme used after present progressives. Approximately 5.9 % by the children had mastered the usage of *a* and *the* articles.

Prepositions *in* and *on*

Prepositions *on* and *in* was produced by 2.8 and 2.2% by the children respectively.

Plural –*s*

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In close relation the plural-*s* was used by 2.9% by the children.

Contractible auxiliary

Out of the six used morphemes contractible auxiliary was the least used, by approximately 0.9% of the children.

Table 2: showing the summary of presence and absence of 14 morphemes.

Present	Absent
Present progressive inflection	Possessive
Proposition *in*	Irregular past
Proposition *on*	Uncontractible copula
Regular plural inflection	Regular third person
Articles	Irregular third person
Contractible auxiliary	Regular past tense
	Contractible copula
	Uncontractible auxiliary

Discussion

The present study investigated which morphological structures achieved by 5-6 years bilingual (Kannada-English) children. More specifically, accuracy in production of Brown's (1973) 14 grammatical morphemes were compared between Kannada-English speaking children, who were not expected to communicate in English until they began kindergarten and they had been expected only to communicate in Kannada at home before entering kindergarten .

The present study reveals that out of 14 morphemes only 6 morphemes were present which is in accordance with Bland-Stewart, 2001. He hypothesized that English morphological structures produced by bilingual (Hispanic – English) children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children.

Summary & Conclusion

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Language is the systematic and conventional use of sounds for the purpose of communication or self- expression (Crystal, 1995). In recent years language behavior of children has become an important area. The description of language acquisition in children is basic to providing data on normal language acquisition and all language groups need to be studied. Relatively little research has been conducted on children's English grammatical development in bilinguals. Bland-Stewart and Fitzgerald (2001) studied Standard American English (SAE) morphological development for bilingual Hispanic preschoolers. The current study was carried out with the aim to find which morphological structures achieved by 5-6 years Kannada-English speaking children.

30 typically developing children who were further divided into two groups of 15 each in the age range of 5-6 (7 boys &8 girls) and 6-7 years (6 boys & 9 girls)   participated in the present study. Participants were native speakers of Kannada and English as second language since their Kindergarten.

Picture description task was used as language sample. Four color picture cards depicting the activities of school, home, playground and market were chosen for picture description task. Each child was made to describe the picture presented to him or her. A score of one for presence of morphemes and zero for absence. Based on their responses, it was noted the absence or presence of the various morphemes as well as the pattern of the morphemic development were study to have a general idea about the bilingual Kannada- English speaker's English morphemic development tabulated by Brown (1972).

The results reveal that out of the 14 grammatical morphemes only six morphemes were present in 5-7 years typically developing Kannada –English speaking children namely present progressive ('ing'), article (a, the), Plural ('-s') , prepositions like 'on' , 'in' , and contractible auxiliary . The other 8 morphemes such as irregular past tense, possessive, uncontractible copula, regular third person, irregular third person, regular past tense, contractible copula, uncontractible auxiliary were not achieved by any of the children.

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The present study is in accordance with Bland-Stewart, 2001. He hypothesized that English morphological structures produced by bilingual (Hispanic – English) children followed a different developmental pattern when compared to the order of acquisition of typically-developing monolingual English children.

Clinical Implications

This data will be useful for Speech-language pathologists to understand typical English second language acquisition and how it differs from monolingual English in order to accurately assess and effectively identify potential language disorders as early as possible. Also the results can be used to compare with language disordered group.

Limitations

- Methodology is limited to one task, ie. Picture description.
- A wider age range would have yielded a more reliable result.

Future Recommendations

- Methodology can be carried out in other tasks such as general conversation, monologue.
- The study can be carried out across various Indian languages.
- Also the study can be carried across different language impaired population.

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