

Acquisition of Participial Construction in Typically Developing Children

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Abstract

This work presents describes the acquisition of participial construction in typically developing children. Participle clauses are shortened dependent clauses that use a present or past participle. Participles are verbal adjectives. They have some features of verbs and some of adjectives. But they are most basically a type of adjective. As adjectives, participles can modify nouns or pronouns. This study focuses on participle constructions in Malayalam, a language of the Dravidian family of languages spoken in South India and in many countries around the world. In Malayalam, mainly we use two voices such as ‘karthariprayogam’(Active voice) and ‘karmaniprayogam’(passive voice). Sentence is said to

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be in active voice, when the subjects does something. Most of the sentences are active (Active subject + Verb + Object). For example, Cat eats fish. Passive voice is used when focus is on action. It is not important that who or what is performing. Eg: Fishes are eaten by cat. Other adjectival participles are perachamand vinayacham. Peracham use with subjects whereas vinayacham use with verbs. Ten typically developing Malayalam speaking school going children in the age range of 12-14yrs with good academics as per with school records participated in the present study. A list of participle construction tasks in both Malayalam and English were selected on the basis of familiarity of use and from their textbooks. The children were asked to replace the relative clause by a participial construction. The prepared list of participial construction tasks (English and Malayalam) was presented to the children and their responses were recorded for detailed analysis. The result of the present study indicates better performance in English past participial construction compared to present participial construction and actives than passives. In Malayalam, there is a significant difference between active and passive participial constructions indicating that children mostly use active participles rather than passive participles.

While comparing both languages (Malayalam and English), a highly significant difference was noted in the acquisition of active and passive participial constructions. Children are more familiar with active participial construction than with passives. But there is no significant difference found in present and past participial constructions.

Key words: acquisition of participle clauses, Malayalam, English, comparison of acquisition of participle clauses, typically developing children.

INTRODUCTION

Communication

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver (U.S. Army, 1983). Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit.

<http://www.nwlink.com/~donclark/leader/lead.com.html>

<http://www.nwlink.com/~donclark/leader/lead.com.html>

Language

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

Syntax

Syntax is a central component of human language. It governs how morphemes and words are correctly combined. The term 'syntax' is from the Ancient Greek *syntaxis*, a verbal noun which literally means 'arrangement' or 'setting out together'. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence. By learning the finite number of rules for connecting words it possible to create an infinite number of sentences, all of which are meaningful to a person who knows syntax. Thus, it is possible to construct many sentences that the speaker never heard before.

Morpho-syntax

Morpho-syntax is the study of the morphological and syntactic properties of linguistic or grammatical units and concerns itself with inflection and paradigms but not with word formation or compounding. Brown (1973) serves as a foundation for the work on English monolingual morpho-syntactic language development. He has done a longitudinal study of three children acquiring English as their native language and developed the sequence of 14 morphemes. According to Brown, there are five stages which depict the development in children's language. During the first stage of development, the child starts to combine words and semantic roles in linear simple sentences. And later, the utterances will be coordinated, combining the sentences into one.

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Participle Clauses

Participle clauses are shortened dependent clauses that use a present or past participle. Participles are verbal adjectives. They have some features of verbs and some of adjectives. But they are most basically a type of adjective. As adjectives, participles can modify nouns or pronouns. In this way, we can include a lot of information in a sentence without making it too long or complicated. In the present participial construction (ing-form), we show that both actions are taking place the same time and with the passive participle and with past participle, we can shorten a passive clause. We use the perfect participle to indicate that the action in the participle clause took place before the action in the main clause. In English, the perfect participle can express actions in both the active and the passive voice. Other English participles are created periphrastically to imitate the richer array of classical participles, but they often seem formal or even awkward.

<https://scholar.google.co.in/scholar?hl=en&q=acquisition+of+participles+in+English&btnG=>
)

Children's Grammatical Development

Relatively little research has been conducted on children's grammatical development in Indian context. Roopa (1981) studied syntax in 4 to 5 years old Hindi speaking typically developing children. She found that basic sentence structure used by children is similar to that used by adult and developmentally 5 year old children were found to use more structure than 4 years old children.

Lakshman (2000) investigated the acquisition of relative clause in 27 Tamil speaking children (2-6yrs). The findings indicated that the younger children produced a significantly greater number of pragmatically inappropriate responses than the older children. But the younger children are not inferior to the older children with respect to their grammatical competence.

Dabrowska and Street (2014) provide experimental evidence for the role of lexically specific representations in the processing of passive sentences and considerable education related differences in comprehension of the passive construction. They measured response time and decision accuracy of participants with high and low academic attainment. The results suggest that all participants have verb specific as well as verb general representations,

but the latter are not as entrenched in the participants with low academic attainment, resulting in less reliable performance

Jia and Fuse (2007) studied the acquisition of English grammatical morphology by native Mandarin-speaking children and adolescents and age related differences. The results indicated that acquisition of some grammatical morphemes by school ages immigrants takes several years to complete. As second 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 Malayalam Acquisition

Malayalam is a Dravidian language spoken in India. The language has basic Subject-Object-Verb word order. The interesting fact about Malayalam is that, instead of adjectives, it makes elaborate use of relative clause like structures for nominal modification. Relatively little research has been conducted on children's grammatical development in Malayalam context, especially in the area of Participle construction. The present study emphasize the need for obtaining a normative data for the acquisition of Malayalam and English participle construction in typically developing Malayalam speaking children in the age range of 12-14yrs enabling speech language pathologist in the tasks of assessment and management of language disordered population.

Review of Literature

Communication is a process of exchange of ideas between sender and receiver. It involves message transmission and response or feedback (Beebe and Raymond, 1996).

Language is defined as "A code whereby ideas about the world are represented by a conventional system of signals for communication" (Bloom and Lahey, 1978). According to Owens (1996), language is a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule- governed combinations of these symbols.

It has become an essential part of children's successful carrier to speak or understand more than one language. Children may become more in the second language as they progress through the school years. Since much of the academic education and new concepts are

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presented in the second language while not using the first language or using it only for social rather than academic purposes. Vocabulary, morphology and syntax may become more advanced in the language used in the school than the language used at home for social communication.

One may say that modern linguistics started with Chomsky's (1959) seminal refutation of Skinner's (1957) long standing proposal that language was simply another form of behavior conditioned by positive and negative reinforcement. The existence of a Universal Grammar, an innate language faculty equipped with abstract principles of grammar and parameters, was offered as a possible answer for how do we acquire the knowledge of particular language. This is known as parameter setting theory (Chomsky, 1981).

The parameters are designed to capture a syntactic, phonological, lexical or morphological difference between languages. They represent the range of variation that can be found in natural languages and are thus flexible enough to account for a great linguistic diversity. On the other hand, they are also sufficiently restricted to account for the relative ease of first language acquisition. The ideal parameter assumed to be a "standard" parameter—something in between a micro-parameter and a macro-parameter. Ideally, syntactic parameters subsume a cluster of at least three properties.

Early studies (e.g., Goldsmith, 1975; Halle and Vergnaud, 1987; Prince and Liberman, 1977; Prince, 1983) have shown that a principles and parameters approach is particularly suited to the study of phonology because phonological systems, far from being arbitrary, obey universal constraints and processes. A typical phonological parameter is a binary microparameter.

Syntax is basically the structure of sentences. Sentences have to follow certain structural rules in order to make sense. Syntactic language such as, English uses word order to indicate word relationships.

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 (1973). According to Brown, there are five stages which depict the development in children's language. 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.

Rank	Mastery month	Morpheme	Example
1	27- 30	Present progressive inflection	He eating.
2	27- 30	Preposition in	Juice in cup.
3	27- 30	Preposition on	Sleep on bed.
4	27- 30	Regular plural inflection	My toys.
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.
9	41- 46	Regular past tense	He walked fast.
10	41- 46	Regular third person singular	She bakes cakes.
11	41- 46	Irregular third person singular	He has some. She does, too.
12	41- 46	Uncontractible auxiliary	Is she eating? 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?

Participial Modifiers

Participial modifiers have received a considerable amount of attention in traditional grammar and generative syntax alike; yet, due to their mixed nominal and verbal properties. Participles are best defined as verbal adjectives, i.e. words that behave like adjectives with respect to morphology and external syntax, but are regularly derived from verbs. It is used in sentence to modify a noun or noun phrase. Participles may correspond to "passive voice" (passive participles), where the modified noun represents the 'patient' (undergoer) of the action or may correspond to "active voice" (active participles) where the modified noun denotes 'agent' of action.

Traditionally we use two types of participles in English;

- a. Present participle
- b. Past participle

In present participles, 'ing' forms are used to make continuous tense forms. Present participles are often confused with gerunds. Although both gerunds and present participles look alike, they have totally different grammatical properties. Gerunds serve the same purpose as nouns. They can be subject or object of a verb or preposition (e.g. Smoking is injurious to health, here the gerund smoking act as subject). Present participles, on the other hand, are mainly used to form continuous tense forms. They can also act as adjectives.

Examples:

- 'They are waiting for us'. (Here the present participle waiting goes after the verb be and forms the present continuous verb are waiting.)
- 'It has been raining since morning'. (Here the present participle raining helps in the formation of the present perfect continuous tense.)

The past participle forms are used to form perfect tenses and passive verb forms. Some verbs have the same past simple and past participle forms (E.g., Want / wanted / wanted, Cry / cried / cried). In the case of some other verbs, the past participle form is different from the past simple form. E.g., Break / broke / broken, Begin / began / begun).

Participial phrases appear the beginning of a sentence, but they can appear anywhere else. For example, "The bird, singing softly in its nest at dawn, brought joy to my heart." Here the participial phrase can be moved to the middle of the sentence. A participial phrase may appear at the end of the sentence as well: "I heard the bird singing softly in its nest at dawn."

Most maturational accounts for passive participle acquisition claim that the passives seen in early child speech are not adult-like verbal passives, but rather an syntactic (s-)homophone, an adjectival construction with a simpler syntax (Babyonyshev, 2001). It has long been observed that English-speaking children have difficulties in comprehension and production of the verbal passive construction (Horgan, 1978).

Clause-Linking

In most, if not all, languages of Europe a type of clause-linking is found that results in construction. The link between participle construction and main clause is typically an asyndetic one. This means that the exact interpretation of the logical relationship established by this linking between main clause and subordinate clause is vague and unspecific. The exact semantic relationship is largely determined by semantic properties of the two clauses as well as by pragmatic principles (Stump, 1985). The passive participle construction is formed analytically by means of an auxiliary verb (often 'be' or 'become') and passive participle, as in (a). While much has been written on the syntax of such passive constructions, it has not so often been emphasized that passive participles of this kind occur not only as constituent, but also as non-infinite adjective –like attributive modifiers of nouns, as in (b).

a. The money was stolen by the banker.

b. The stolen money was found yesterday.

A transformational approach would, of course, allow a derivation of attributive participle 'stolen' in (b) from a finite passive construction as in (a). but in real languages the reverse happens: Speakers quite generally use non-finite forms like participles, infinitives and converbs (Haspelmath, 1990).

Malayalam

Malayalam is a Dravidian language with about 38 million people speakers spoken mainly in the west side of India, predominantly in the state of Kerala. Malayalam along with Tamil, Kota, Kodagu and Kannada, belongs to the south Dravidian family of languages. Malayalam is a Dravidian language spoken in the state of Kerala.

In Malayalam, mainly we use two voices such as 'karthariprayogam' (Active voice) and 'karmaniprayogam' (passive voice). Sentence is said to be in active voice, when the subject does something. Most of the sentences are active (Active subject + Verb + Object). Eg.: Cat eats fish. Passive voice is used when focus is on action. It is not important that who or what is performing. Eg: Fishes are eaten by cat. Other adjectival participles are perachamand vinayacham. Peracham use with subjects whereas vinayacham use with verbs.

Western Studies

Turner and Ronmetveit (1967) tested primary grade children for their ability to imitate, comprehend and produce active and passive sentences and reversible and non reversible sentences. The result showed that children are able to respond correctly on the imitation task before the comprehension task and to respond correctly on the comprehension task before the production task. Active voice sentences were correctly responded than passive voice sentences; nonreversible sentences responded more frequently than reversible sentences. The effect of sentence voice was found to be stronger than the effect of sentence reversibility. The actual order of difficulty of sentence type was: Nonreversible active less than reversible active less than non-reversible passive less than reversible passive.

Stromswold and Karin (2002) conducted two experiments on the use and combination of three cues that differentiate active from passive verbs: a form of the auxiliary "be" the morphology of the passive participle of the verb, and the case-making preposition "by". In the first experiment, 59 children aged 2.9 to 5.10 years were asked to interpret sentences with one, two, three, or no passive participle cues. The children were familiarized first with intransitive practice sentences and then with the test sentences. The second experiment used college graduates and an almost identical procedure to determine whether the more mature children were interpreting the sentences as adults would. Results suggest that even when children interpret passive sentences correctly, they may not be processing them the way adults do.

Israel, Johnson and Brooks (1999) examined the development of passive participles in the spontaneous speech of seven English speaking children. The data reveals a regular progression from early adjectival uses to true verbal passives, in which the participle itself denotes a dynamic event. This process follows a consistent pattern, whereby children gradually extend the use of participles to equivocal contexts that are compatible with either a stative or an eventive reading. All seven children regularly used participles in equivocal contexts before they begin to master true verbal passives.

Arce and Yang (2003) explored the use of constructions that have been called passive in diverse languages. They look at periphrastic passive in Spanish and English, comparing the passive constructions to what they claim to be active-voice/ middle-diathesis counterparts.

Babby (2002) did an analysis of the deep structure and transformations involved in the syntactic derivation of long and short forms of adjectives and participles in Russian. It is demonstrated that the active participle in modern Russian is a deeper verb transformationally introduced into the constituency of an NP; thus active participles will occur in Russian whenever a [... V...]NP configuration occurs in the surface structure.

Heather and Lely (2013) studied the acquisition and underlying syntactic representation of passive sentences in a subgroup of 15 Grammatical specifically language impaired (SLI) children and 36 younger normally developing language ability (LA) control children. In particular, the paper is concerned with the differences between a verbal and adjectival passive interpretation of the passive participle in short passive sentences. The study reveals that grammatical SLI children were significantly worse at interpreting transitive verbal passive sentences than the younger LA controls. The SLI children, and occasionally the younger LA controls, may interpret an unambiguously verbal passive sentence as an adjectival-stative passive. The data indicate that the grammatical SLI children and young children may have problem deriving the syntactic representation underlying a verbal passive sentence but not the less complex adjectival –stative passive.

Indian Studies on Language Acquisition

Indian studies on language acquisition are very limited. Most of the studies mainly include master's dissertation with few doctorial and post doctorial research studies (Vijayalakshmi (1981), Karanth (1984) and Subbarao (1995)).

Vijayalakshmi (1981) tested children between ages of 1 to 5 yrs with the Test of Acquisition of Syntax in Kannada (TASK). She reported that children use case, tense, gender, plural, number and person markers as well as positions, determiners, adverbs and adjectives. All of which improves with increase in age (Vijayalakshmi, 1981 cited in Deepak, 2001).

Sudha (1981) has developed a syntax screening test in Tamil for children in the age range 2-5rs. The test was administered to 56 normal children, divided into 6 groups and 3 language disordered children (6-15yrs). The results showed an increase in the overall performance on all the 10 grammatical categories like negations, tenses, plurals, 'Wh' questions that were observed as a function of age.

Kathyayani (1984) studied the development of morphological categories in Kannada in children between 6 to 8 yrs of age. He reported that they used genders, plurals and tenses correctly.

Rukmani (1994) has developed Malayalam Language Test for children in the age range of 4-7 yrs. The test has two parts- semantics and syntax. Each part has 11 subsections with 5 items each for expression and reception except semantic discrimination. The test administered to 90 Malayalam speaking children in the age range of 4-7 yrs, 5-6 yrs and 6-7 yrs. The results indicated that the scores increased with increasing age. Children performed better in the reception task than the expression task. Also they performed better on syntactic tasks than semantic tasks.

Need for the Present Study

In Malayalam, mainly we use two participles, namely 'karthariprayogam' (Active voice) and 'karmaniprayogam' (passive voice). Most of the sentences are active. Relatively little research has been conducted on children's grammatical development in Malayalam context, especially in the area of Participle construction. The present study emphasizes the need for obtaining a normative data for the acquisition of Malayalam and English participle construction in typically developing Malayalam speaking children in the age range of 12-14 yrs enabling speech language pathologist in the tasks of assessment and management of language disordered population.

Aim of the Study

The aim of the study was to analyze the acquisition of the participle construction in typically developing children in the age range of 12-14 yrs with following objectives.

1. To find the children's acquisition of participial construction (12-14 yrs).
2. To find whether there is difference in the acquisition of participial construction in both languages (Malayalam and English).

METHODOLOGY

Participants

Ten typically developing Malayalam speaking school going children in the age range of 12-14 yrs with good academics as per with school records participated in the present study.

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Inclusion Criteria

- Attending English medium school since kinder garden.
- English as second language.

Exclusion Criteria

- Children with history of speech and language problem and neurological problems.
- Children with history of middle ear infections.
- Children who have Learning Disability.

Instruments

Stimuli

A list of participle construction tasks in both Malayalam and English were selected on the basis of familiarity of use and from their text books. The children were asked to replace the relative clause by a participial construction. The list is given below.

Language: English

Type of Participial Construction	Stimuli
Present	<ul style="list-style-type: none">• The Boy who was waiting in the hall expected a phone call.• The picture that shows the image of a person is a portrait.
Past	<ul style="list-style-type: none">• The girl who was picked up by her brother was very nice.• She stood at the corner and talked to her friends.
Active	<ul style="list-style-type: none">• He was hit on the bed; he was taken to the doctor.• The problem was explained, we understood it clearly.
Passive	<ul style="list-style-type: none">• Nobody has been cheated by her• A telegram has been received by me

Language: Malayalam

	Stimuli
Present	<ul style="list-style-type: none">• /sure:sh/ /su:radzine:ka:lum/ /valuta:nu/• /pensilo:/ /pe:najo:/ /ta:/
Past	<ul style="list-style-type: none">• /ente/ /anudzante/ /kutikal/ /vanu/• /krishi/ /krishika:ran/ /cheyunu/
Active	<ul style="list-style-type: none">• /Ra:ju/ ama:vante/ /vi:til/ /po:ji/• /pambine/ /kandatum/ /avan/ /ammayude/ /adutheku/ /o:di/
Passive	<ul style="list-style-type: none">• /ra:muvum/ /sja:muvum/ /ku:de/ /sku:lil/ /po:kapetu/• /ra:javu/ /njayavidhi/ /kayinju/ /aya:le/ /to:kiletan/ /vidhichu/

Procedure

The prepared list of participial construction tasks (English and Malayalam) was presented to the children and their responses were recorded for detailed analysis.

The data was collected from each child at his or her school in a quiet situation with one-one interaction between child and tester. The language of instruction was in native language (Malayalam). The subjects were asked to listen carefully to the instruction and perform. Instructions were repeated whenever required. Each child was familiarized the exercise by an example before the test. The responses were marked on a worksheet for each subject separately and Wilcoxon sign rank list was used to find the significant difference.

RESULTS AND DISCUSSION

The aim of the present study was to evaluate the acquisition of participial construction in typically developing children in the age range of 12-14 years.

Score obtained for participle construction in English is compared with score obtained for Malayalam for knowing the developmental differences. Statistical results are discussed below.

Language: English

Category	No		Standard Deviation (S.D)	Mean Difference	S.D of difference	Wilcoxon signed rank list	P	
Present Participle (%)	10	58.33	22.57	13.33	13.15	2.271	.023	Sig
Past Participle (%)	10	71.67	11.25					
Active Participle (%)	10	54.00	23.19	30.00	25.39	2.461	.014	Sig
Passive Participle (%)	10	24.00	20.66					

Table- 1: Showing the mean and standard deviation (S.D) of present & past participial construction and active & passive participial construction in English.

The scores obtained from English language were subjected to statistical analysis using Wilcoxon signed rank test ($p < 0.05$) to find the significant difference between the present & past participial construction and between active & passive participial construction. Results showed a significant difference in the acquisition of participles such as present & past participles ($p = .023$) and active and passive participles ($p = .014$), indicating that better performance in past participial construction compared to present participles and actives than passives.

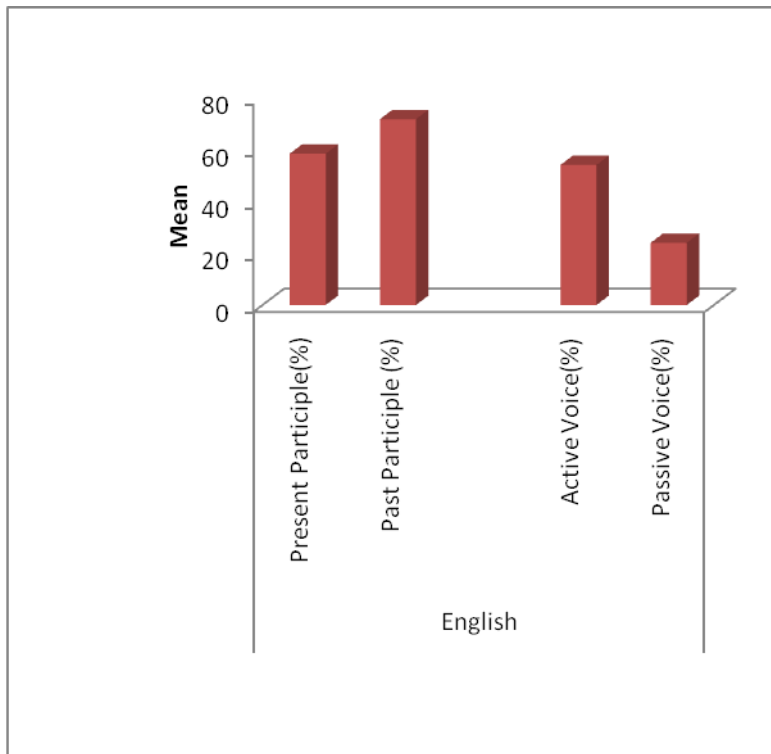


Figure 1: Showing the mean of the present, past, active and passive participial construction in English.

The above figure 1 showing that there is a significant difference among the use of participle construction. Children showed better performance in present, past and active participial construction as compared to passive participles, indicating that children are less familiar with passive participial construction.

Language: Malayalam

Category	N	Mean	Std Deviation	Mean Difference	S.D of Difference	Wilcoxon signed rank test Z	P	
Present Participle (%)	10	67.50	14.41	8.33	11.11	1.859	.063	NS
Past Participle (%)	10	59.17	14.93					
Active Voice (%)	10	64.00	22.71	24.00	30.98	2.064	.039	Sig
Passive Voice (%)	10	40.00	24.94					

Table 2: Showing the mean and standard deviation (S.D) of present, past, active & passive participial construction in Malayalam.

The participial construction scores obtained from Malayalam were subjected to statistical analysis using Wilcoxon signed rank test ($p < 0.05$) to find the significant difference between the present & past participial construction and active & passive participial construction. The results reveals that there is no significant difference in the acquisition of participial construction such as present & past participial construction ($p = .063$) and showed significant difference among active and passive participial construction ($p = .039$).

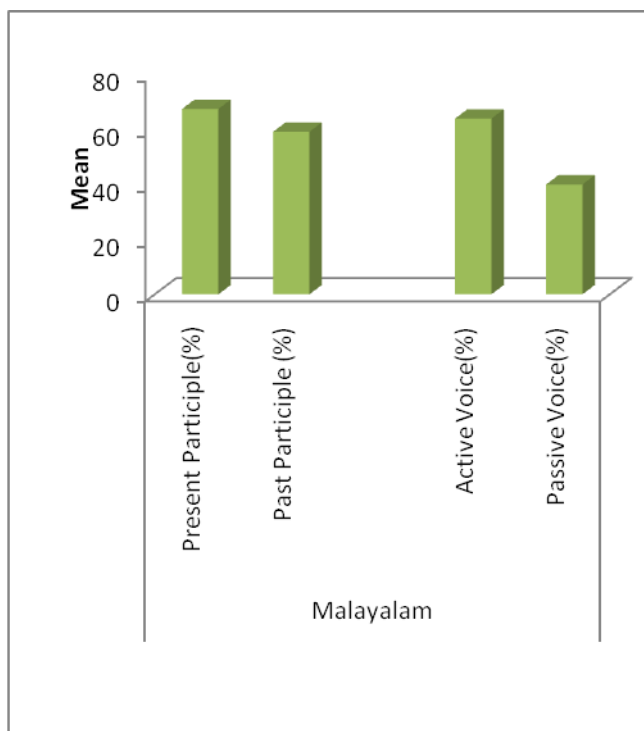


Figure 2: showing the mean of present, past, active and passive participial construction in Malayalam.

The above figure 2 shows that there is a no significant difference among the use of present and past participle construction indicating that children are almost equally familiar with these participles. There is a significant difference between active and passive participial construction indicating that children mostly use active participles rather than passive participles.

Group: Total

Category	N	Mean	Std Deviation	Mean Difference	S.D of Difference	Wilcoxon signed rank test Z	P	
Present Participle (%)	20	62.92	19.02	2.50	16.24	.806	.420	NS
Past Participle	20	65.42	14.38					
Active Voice (%)	20	59.00	22.92	27.00	27.74	3.221	.001	HS
Passive Voice (%)	20	32.00	23.75					

Table 3: showing the mean and mean standard deviation of present, past, active and passive participial construction between languages.

Table 3 compares the performance of children between the languages. Both languages used all four participles (present, past, active and passive). The acquisition of participial construction in English was compared to Malayalam. There is no significant difference ($p = .420$) among the use of present and past participial construction between two languages. However there is a highly significant difference ($p = .001$) among active and passive participial construction indicating that children are more able to use active participial construction rather than passive in both languages.

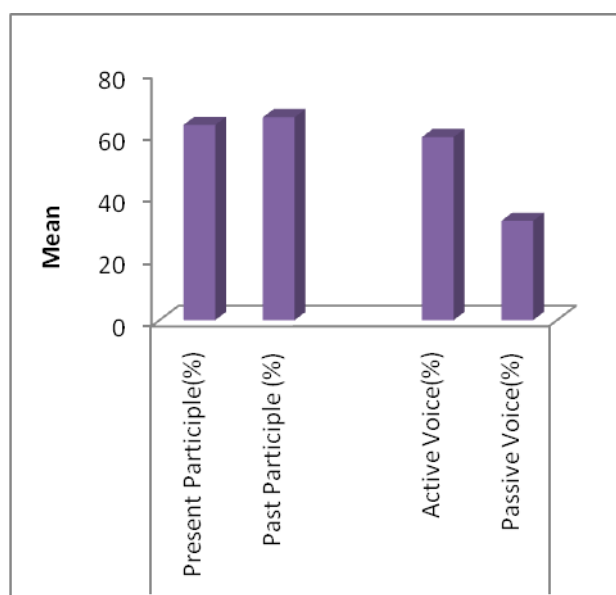


Figure 3: showing mean of present, past, active and passive participial construction in both languages.

The Figure 3 reveals that there is no significant difference in the acquisition of present and past participial acquisition while comparing the languages (Malayalam and English). Even though there is a highly significant difference in the acquisition of active and passive participial construction.

Discussion

The present study aimed at evaluating the acquisition of participle construction in typically developing Malayalam speaking children in Malayalam and English languages and also comparing their difference in acquisition between two languages.

The result of the present study indicates better performance in English past participial construction compared to present participial construction and actives than passives. In Malayalam, there is a significant difference between active and passive participial constructions indicating that children mostly use active participles rather than passive participles.

While comparing both languages (Malayalam and English), a highly significant difference was noted in the acquisition of active and passive participial constructions. Children are more familiar with active participial construction than with passives. But there is no significant difference found in present and past participial constructions.

SUMMARY AND CONCLUSION

In recent years, language behaviors of normal children have become an important area of research. A description of language behavior in normal population is essential for detailed assessment and effective intervention programming for clinical population.

Present study was designed to analyze the ability to use participle construction in normal bilingual children whose native language is Malayalam and also to check whether there is any difference in the ability to perform/use participle construction between languages.

10 Malayalam speaking typically developing children age ranges between 12-14 yrs participated in the present study.

Group-1, Group-2, where each group consists of 10 subjects, age ranges between 12-14yrs. Participles such as present, past, active and passive participles were tested for their

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ability to use in sentences. The response of the subjects showing the ability to use each participle was calculated. The summary of the major findings of study is given below:

- Comparing the present and past participles in English, it was found that children show more ability to use past participles than present participles and active participles more than passive participles in both languages.
- Comparison of the two languages (Malayalam and English) in the same children shows that the children are more familiar with present, past and active participles and less with passive participles.

So the study states that the children are almost equally able to perform participle construction in both languages. But compared to passive participles, children are more familiar with present, past and active participles.

It can be concluded that the present study gives detailed information about bilingual children's ability to use participle construction in Malayalam as well as English.

Limitations

- Since there are no published research works on any aspect of Malayalam development in normal or abnormal population, external validity of the data couldn't be established.
- Other geographical or socioeconomic groups couldn't be included.
- Couldn't compare between other age groups and genders.

Further Recommendation

- Can include other age ranges.
- Can take more number of subjects.
- Can include other participles also.
- It can also be administered to monolingual children and compare the difference in the performance between bilingual and monolingual children.
- Can compare the ability to use participle construction between ages and genders.

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