

The structure of very early multiword utterances

Qihui Xu, Martin Chodorow, Virginia Valian

Contact: qxu@gradcenter.cuny.edu

Introduction

Children seem to combine words at a very early age

- Ethan's speech¹ at 15 months:



“bottle rolling” “key open door”
“blue car broken down”

How early do children produce multi-word utterances?

- Most research has claimed that they appear around age 20 months², but with **little empirical evidence**.

Are early multi-word utterances syntactically structured?

- Important for language acquisition theories: e.g., nature² vs. nurture³

Methods

Data

- Primary: 7 children's multi-word utterances from longitudinal corpora^{1, 4, 5, 6} in CHILDES⁷
- Secondary: 12 children's multi-word utterances from Manchester⁸, CHILDES⁷

Child	Age (months)	Word types by 20 / total word types	Utterances by 20 / total utterances
Ethan ¹	11-35	813 / 1827	4471 / 9803
Naima ¹	12-46	1141 / 2855	6874 / 24304
L ⁴	15-84	615 / 2040	5708 / 21345
Ross ⁸	1-92	204 / 416	1033 / 1747
Cameron ⁵	6-34	404 / 759	2130 / 4280
Rebecca ⁵	3-20	687 / 739	13430 / 14474
June ⁶	15-21	180 / 261	1840 / 2458

Analyses

Both the aggregated data of all children and individual children's data were analyzed.

- Study 1: the distribution of 1-5+ utterances by age
- Study 2: the proportion of structured vs. unstructured 3-word utterances by age

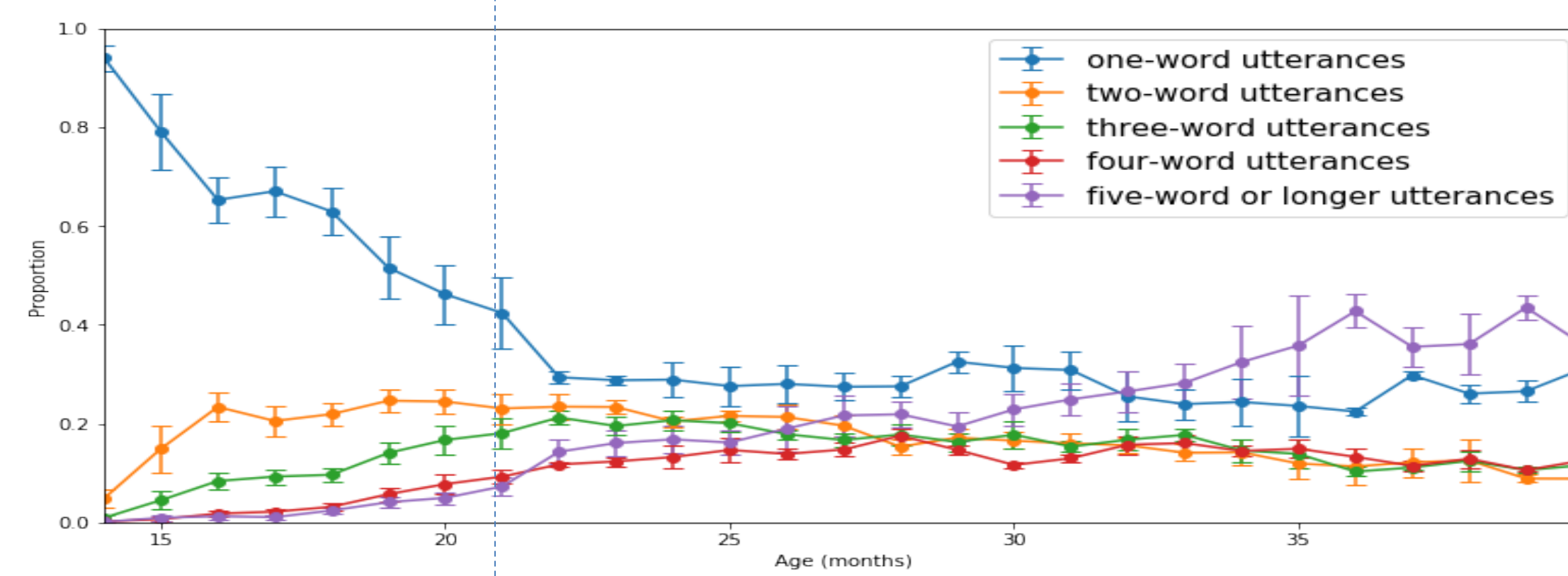
Classifier

- Task: classify structured vs. unstructured utterances
- Structured utterances have either:
 - a) phrasal structure (e.g., PP, Det P, VP) **OR**
 - b) subject-predicate or predicate-object structure

Results

Study 1: How early do children produce multi-word utterances? **By 15 months**

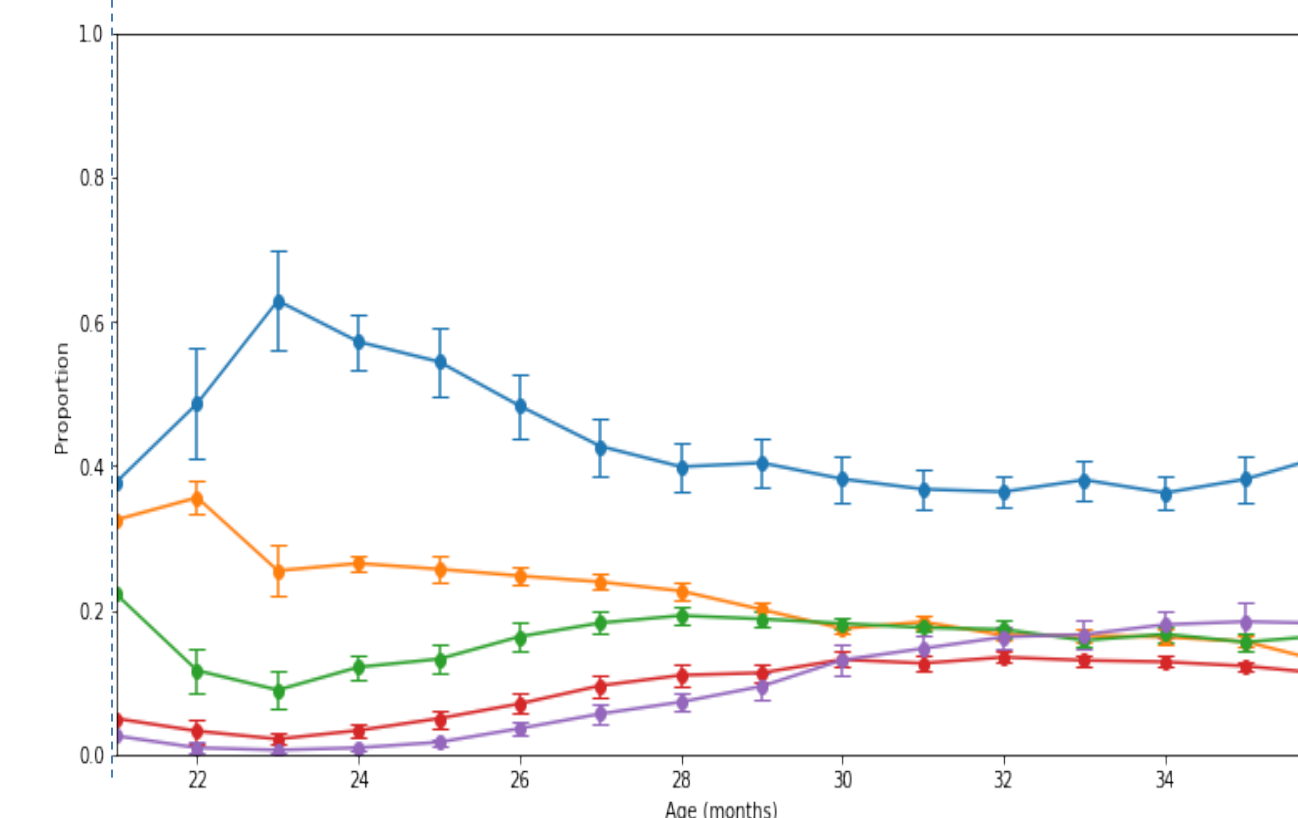
Early three-word utterances



15 months—545 (n=7) utterances (16%)
20 months—2829 (n=6) utterances (57%)

5/7 children follow the overall pattern

Manchester



21 months – 61%
23 months – 40%

9/12 children follow the overall pattern

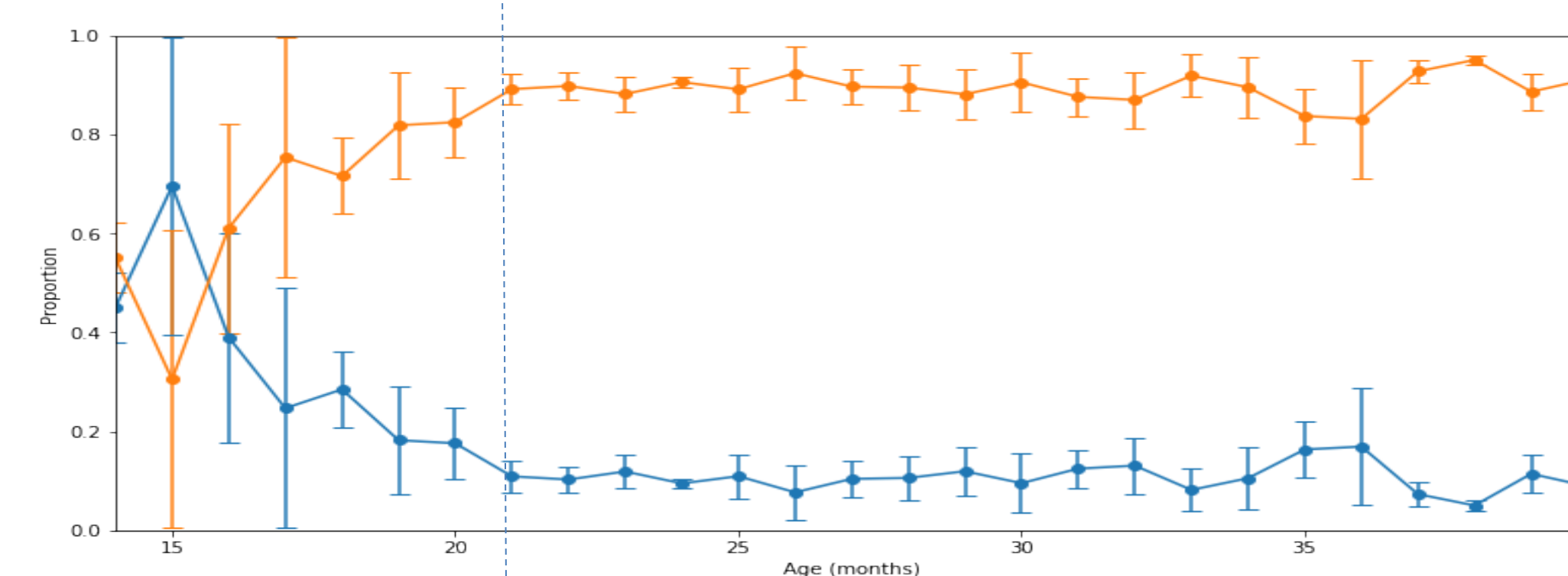
Study 2: Are early multi-word utterances syntactically structured? **Yes**

Classifier evaluation

- 10 random samples from child utterances
- Each sample – 50 vs. 50 utterances
- Evaluated by hand

	Structured	Unstructured
Structured	49.00 (0.71)	31.80 (4.44)
Unstructured	1.00 (0.71)	18.20 (4.44)

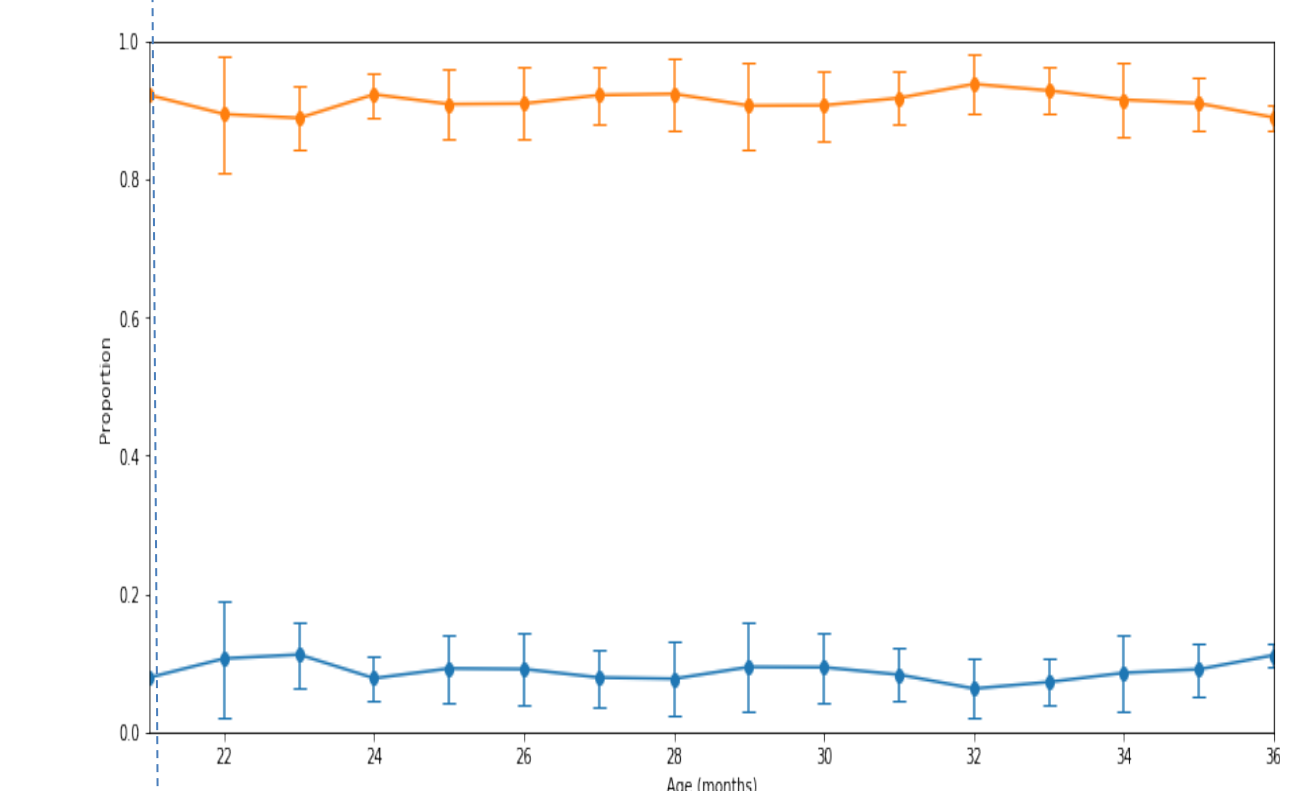
Early three-word utterances



15 months—18 (n=7) 3-word utterances (35%)
20 months—486 (n=6) 3-word utterances (85%)

6/7 children follow the overall pattern

Manchester



21 months – 96%

All children follow the overall pattern

Discussion

How early do children produce early multiword utterances?

- Children produce a **sizable** number of multiword utterances before 20 months

Are early multi-word utterances structured?

- Yes.** The proportion of 'structured' utterances dominates 'unstructured' ones as of 16 months of age, although the classifier tends to underestimate the proportion of structured utterances.

Future research

Do the structured utterances reflect children's abstract syntactic knowledge or merely imitations from adult input?

References

- Evans, K., & Demuth, K. (2012). Individual differences in pronoun Reversal: Evidence from two longitudinal case studies. *Journal of Child Language*, 39, 162-191.
- Yang, C. (2013). Ontogeny and phylogeny of language. *Proceedings of the National Academy of Sciences*, 110(16), 6324-6327.
- Bannard, C., & Lieven, E. (2012). Formulaic language in L1 acquisition. *Annual Review of Applied Linguistics*, 32, 3-16.
- Braunwald, S. R. (1978). Context, word and meaning: Toward a communicational analysis of lexical acquisition. In A. Lock (Ed.), *Action, gesture and symbol: The emergence of language*. London: Academic Press, pp. 485-527.
- Davis, B. L., MacNeilage, P. F., & Matyear, C.L. (2002). Acquisition of serial complexity in speech production: A comparison of phonetic and phonological approaches to first Word Production. *Phonetica*, 59, 75-107.
- Higginson, R. P. (1985). Fixing-assimilation in language acquisition. Unpublished doctoral dissertation. Washington State University.
- MacWhinney, B. (2000). *The CHILDES project: Tools for analyzing talk, 3rd Edition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Theakston, A.L., Lieven, E. V. M., Pine, J. M., & Rowland, C. F. (2001). The role of performance limitations in the acquisition of verb-argument structure: an alternative account. *Journal of Child Language*, 28, 127-152.