Later Grammatical Development

Auxiliaries; Passives; Relative Clauses

**Auxiliaries**
Property of English
Forms between Subjects and Verbs
Tense “I did go”; Modals, e.g. “may, can, will”; Progressive, e.g. “I am going”
Perfect, e.g. “I have walked
Invert in questions, e.g. “What are you doing?”
Affix hopping & Do Support
e.g. “I walked” “I did walk”

**How do children acquire Auxiliaries?**
Bellugi Study (Adam, Eve, Sarah)
No auxiliaries, e.g. “what that?” “Where daddy go?”
Slow sporadic use
Inversion only in yes/no questions
“can he ride?”; “what he can ride in?”

**Auxiliaries in Questions**
Ingram & Tyack
21 children, 2;0-3;11, 225 questions each
% Auxiliaries % Inversion
Yes/No WH Yes/No WH
Stage B 68% 70% 81% 91%
Stage C 89% 88% 91% 96%
Conclusion: Uninverted questions not as common as expected

**Other Studies**
Inversion may vary from one question word to another, e.g. ‘what’ vs ‘where’ vs. ‘why’
Summary: auxiliary acquisition is a complex process; Individual auxiliaries and question words acquired item by item

**Passives**
Passives: “the cat was chased by the dog”
Invert subject and object
Add the preposition “by” to subject
Add ‘be’ to auxiliary

**Passives**
Reversibility: when subject and object can be reversed, e.g.
‘the cat ate the bone’ vs. ‘the bone ate the cat’
Truncation: deletion of subject ‘by’ phrase
“the lamp was broken”
Frequency: very infrequent in spoken language

**De Villiers study**
Give children sentences to act out, e.g.
“Make the cat… bite the dog”, …be bitten by the dog”
Results: Children did one of 4 things:
Correct; Reversed Nouns; Child as Agent; Refusal

<table>
<thead>
<tr>
<th>Response</th>
<th>Early I</th>
<th>Late I</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Active</td>
<td>Passive</td>
</tr>
<tr>
<td>Correct</td>
<td>31%</td>
<td>29%</td>
</tr>
<tr>
<td>Reversed</td>
<td>21%</td>
<td>26%</td>
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<tr>
<td>Child Agent</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Refusal</td>
<td>14%</td>
<td>14%</td>
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*Other Studies*
Acquisition continues for years; Acquired on a verb by verb basis
More Frequent for Action verbs, e.g. ‘find’ vs ‘see’

<table>
<thead>
<tr>
<th>Action verbs</th>
<th>Nonactional verbs</th>
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<tbody>
<tr>
<td>4;0</td>
<td>68%</td>
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<tr>
<td>5;0</td>
<td>66%</td>
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*Relative Clauses*
Relative Clauses: a sentence that modifies a noun, e.g.
“the cat that I saw was on the table”; the cat [I saw the cat] was on the table
“that’ can be deleted for objects, “the cat (that) I saw”
BUT “the cat *(that) chased the dog jumped the fence”
‘that’ not needed for participles, “the cat running down the street jumped the fence”
Children show first ones around age 2;6
Acquired over several years
Not easy to study (comprehension studies, spontaneous samples)

*Ingram Study of Children’s Stories*
Stories start with relative clauses,
e.g. “There was an old lady who lived in a shoe”
360 stories from 210 children, 2;0 to 5;0
Three Types of Introductions:
Juxtaposition, “A bus. He went up a hill.”
Conjunction, “Once there was a little boy and he went up a hill”
Relative Clause: “Once there was a kitty named Cindy”

<table>
<thead>
<tr>
<th>Age</th>
<th>Juxtaposition</th>
<th>Conjunction</th>
<th>Rel. Clause</th>
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<tbody>
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<td>22%</td>
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<tr>
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<td>40%</td>
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<tr>
<td>4;0</td>
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<td>23%</td>
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<tr>
<td>5;0</td>
<td>25%</td>
<td>40%</td>
<td>35%</td>
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Acquired Between 4;0 and up

*Summary*
Complex forms of grammar acquired over several years
Evidence of Item by Item acquisition
Semantics influences use of patterns
Comprehension studies commonly used