The analysis of syntactic knowledge and Persian-speaking kids morphology of the age 3 to 6 years old

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Abstract: This study investigates the analysis of syntactic knowledge and Persian-speaking kid's morphology of the age 3 to 6 years old. This survey tries to investigate whether the kids in various age range have syntactic and morpheme differences of not ; and whether the syntactic knowledge and morphology are different among female and male kids or not; to conduct this study 108 subjects (40 male and female kids of the ago 5 to 6 years, 34 male and female kids of age 4 to 5 years, and 34 male female kids of age 3 to 4 years; all native Persian –speakers were selected randomly and they were assessed by utilizing their particular story book of A,B age rages. Kids, explanations of the book are recorded and then, they were written on the paper. After performing this test, all the recorded data were analyzed by SPSS software. The following results were gained through using parametric and nonparametric tests. There is no significant difference among the female and male kids regarding the syntactic knowledge and morphology. There s significant difference among the female and male kids regarding syntactic knowledge and morphology only in various age range groups. Kids produce simple structures first and then move to complex ones in acquiring syntactic and morpheme forms.

Keywords: first language acquisition, acquiring morpheme structures, acquiring syntactic structures, psycholinguistics.

1.Introduction

The most significant stage of growth and evaluation in childhood is the emergence of language. The child was naturally born with the potentiality of speech. The analysis kid's language acquiring particularly in the half of 20th century has led to emergence of various hypothesis each of which has special view toward language learning (moshkat-aldini, 2010). Noticing the Childs language learning process is the most important issue in linguistics. It's crucial for the lesson planners and the experts of language harms to know which statistical structure and morphemes have been used averagely by the child in any age ranges. In the language learning process, the main issue is that how the child acquires the language; means how to me noise words, elements and grammatical strictures and how to create the wonted sentences simply.

But regarding the importance of the Childs first language acquisition, there is no criterion test in Persian to assess this skill. The performed studies among the Persian-speaking children were often case studies and assess the language knowledge in a long-term period. Thus, this study is significant in a way that assesses syntactic knowledge and morphology of many children in pre-school age range. Theoretical goal of this study is to investigate the process of first language acquisition and the amount of syntactic Persian-speaking children of to 6 age range through the given questions and knowledge and morphology of exams; finally the researcher analyses the findings by spas software.

2.Review of literature

Many scholars in and out of Iran study the Childs first language acquisition.

Mackay 8 Fledge (2004) has discussed the effects of Childs age on first and second language acquisition.

Piaget (2002) discussed whether there's special tie between language and mind of the child or not; then, he considered whether the Childs mind and thought in fluency his language or not; and then, whether the language is formed under the influence of thought or not.

Becker (1994) investigated that 210 invented words by an American boy in the age of 2 years and 4 months to 5 years and claimed that his findings are

the same as Clark in the book "word learning "Lauffer (1992) assessed the point that how much lexis is necessary for the Childs comprehension, and how many words children know in any age.

Nagy, Herman .Anderson. (1985) concluded in their study that in lexical learning, most of the first language words were acquired randomly through wide reading and listening.

Clark 8 Hecht (1982) asked 48 children of age 3 to 6 to home the worker and tools. Lets observed that bevy small children use '–er' or compound process to perform the tasks. The older children often use 'er' and other older children from bigger age group always use –'er'.

Clark (1998) expressed in a paper filed "lexis invention: how a child creates new words" that lexis productive process in language, is the first rule in morphology by which the child creates new words and the path that a child follows to produce his words is a predictable track which can lead to creation principles of new words . Jalilevand (2002) investigates the syntactic features of Persian-speaking kids speech of 5 to 6 years. His aim is to determine the average use of noun, verb and adjective among the children.

oskoyee (2002) discussed syntactic growth of children below 6 years old which was case study and the theoretical framework of the thesis consists of various views in the children syntactic language acquisition of productive grammar.

Nourbakhsh (2001) discussed first language acquisition among Persian-speaking children of age 36 to 50 months in the fields of morphology and syntax. In this study, the conversations of the child were notes naturally for 14 months and then analyzed.

Meshkataldini (1998) investigated the Features of Childs mind in regard to the start of language growth based on three main hypotheses: skins hypothesis as the conditioning of language behavior, Paige's hypothesis as the language acquisition and cognition, and Chomsky's hypothesis as the intrinsic of language.

3.Research method

This research performed in order to amylase syntactic knowledge and morphology among the Persian-speaking children of 3 to 6 years. The subjects are 108 children of 3 to6 age ranges and are in variation. Among the 108 subjects are 40 female and male kids of 5 to 6 years, 34 female and male of 4 to 5 years, 34 female and male of 3 to 4 years. All the subjects were selected from 6 kindergartens in the first region of educational ministry of Isfahan. All these selections were performed randomly.

All the data were selected environmentally.

The criteria of entrance to this research are: not having slip of the tongue, and the problems of hearing. This present paper consists of two quantitive variables which are gender, age of the children. Independent variables in this paper are morphology and syntax in which syntactic knowledge of the child is presented as the independent variable.

The control variables are the relation between the in intelligence and advancement of Childs grammar rules. In the statistical ways, the data were analyzed with SPSS software into two parts of descriptive and deductive sections. In the descriptive statistics, the data are explained by using frequencies, minimum and maximum range, average and standard variation. In the deductive statistics, T-Test and one-way ANOVAs were used and in the parametric statistics: yoman-vitni and crascal valic-Alice tests in nonparametric statistic were used to test the hypotheses.

4.Data Analysis

In the data analysis, in the descriptive statistics part, age and gender of the subjects and mentioned structures of children were analyzed regarding syntactic and morphology features.

Analyzing gender and age features of children this distribution shows 50% of then is boy and the other 50% is girls.

Analyzing syntactic features of children's speech, boys and girls in various age groups the number of mentioned sentences used by children is at least 8 to maximum 36 sentences and the average used sentences were 20.8 sentences. morphological analysis of children's speech in various age group. This analysis indicates that used words by children were at least 11 to maximum 57 words. The average of used words was 29-95 and the most used words were simple words and the least one were words with prefixes. In data analysis of deductive statistics, research hypotheses were assessed. In this part the influence of children's gender and age on statistical features were assessed.

5.First hypothesis

There's significant difference between the amount of usage of simple and complex sentences among the girls and boys. Due to parametric hypothesis, T-Test is used. The gained resects of this hypothesis indicate that the average percent of simple mentioned sentences by boys are 79%. Which is 9% more than the average of simple used sentences of girls. But this difference regarding the amount T-Test is not significant and this result is not generalizable to the whole statistical community. Thus, the research hypothesis is rejected. About the complex sentences, the gained results of the T-Test indicate that the studied girls use more complex sentences but the

amount of obtained T-Test is not significant and the result is not generalizable to the whole statistical community and the null-hypothesis is accepted and the research hypothesis is rejected.

6.Second hypothesis

The amount of statement sentences usage in children speech among the boys and the girls is significantly different. Due to normal distribution of data, the amount of statement sentemges usage for the subjects is assessed by parametric test of cruscalvalic and the gained references indicate that average usage of statement sentence among girls and boys are not different and the research hypothesis is rejected.

7.Third hypothesis:

The amount of question usage among the girls and boys is significantly different. Due to na parametric case, Yoman-vitni, crascalvalic test are used. The results indicate that amount of question usage by the boys is more and regarding the amount and the gained average, this result is generalizable to the loophole statistical community and the research hypothesis is accepted.

8.Fourth hypothesis:

The amount of simple and complex sentences usage among the boys and girls in various age range is significantly different. For evaluating this hypothesis T-Test and variance analysis are used. The gained results indicate that children of age 5 to 6 use. Simple sentences more than other two groups.

The ago group of 4 to 4.99 uses simple sentence less than other groups. These results indicate the difference is between the age group of 3 to 3.99 and 4.40 4.99 and other groups have no significant difference with each other. Besides, about the complex sentences, the T-Test result indicate that age group of 4 to 4.99 uses complex sentences more than other two age groups. Regarding the amount and the average this result gained that average is generalizable to the whole statistical community and the research hypothesis about the complex sentence is accepted.

9.Fifth hypothesis:

The amount of statement sentence in children's speech among the boys and girls of various age group (3-4,4-5,5-6) is significantly different. This hypothesis is tested by crascalvalil Test. The result indicates that children of 3 to 4 use.

This type of sentence more than other group, and the ranking average of statement sentence among the children is 63.30 considering gained T-Test , the rascal and Alice test is not significant and research hypothesis is rejected.

10.6th hypothesis:

The amount of imperative sentences usage in children's speech among the girls and boys of various age groups (3-4, 4-5, 5-6) is significantly different.

This hypothesis is analyzed by parametric test of crascal valic.

The findings of testing this hypothesis indicate that the amount of used imperative sentences by kids in different age rages. Is not different with each other and the conclusion isn't significant; the research. Hypothesis is not generalizable to the whole statistical community and the research hypothesis is rejected.

11.7th hypothesis:

The usage amount of simple, compound, and derivative lexis among the female and male children are significantly different. This hypothesis is assessed by parametric variance analysis the findings indicate that overage amount of simple and compound words used by boys and girls aren't so different. The T-Test and variance analysis indicate that this average is not generalizable to the whole statistical community and this research hypothesis is rejected. Besides, the hypothesis shows that investigated boys use more words with suffix and prefix than girls and the ranking average is only lout the girls don't use prefixes. So this test is not significant and its not generalizable to the whole statistical community and the research hypothesis is rejected.

12.Conclusion:

Finally, we get to these results:

A: there's no significant influence of gender on the childes process of first language acquisition: Female and male children have no difference in syntactic knowledge and morphology. B: children acquire the structures and rules of language gradually and younger children learn simpler structures and complex structures are acquired in older ages.

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