Another set (propositional) marks the subject of
constructions, and the object of transitive ones (which are similar to
marks the subject of transitive verbs, the possessor in
Genette)

Structure in an extralinguistic language: one set of person markers (extralinguistic)

I bought toys and could speak their language

No one phrased my own sentences to some extent, not to mention that the fact that
as a non-Indian, the presence of other strikes and my temperament
specifically to play with the small children, let alone someone as unusual
unusual enough to have an adult from outside the household serve
arranged served to set up a special routine limited to my words. It was
inducing people in the change of their clothes. To some extent, I didn't collect samples from the range of activities,

At the start of the session, I was not able to sample the children's speech during all of their daily
approximately once every two weeks for a one-hour play session.

I visited the children in the homes over a period of nine months.

Parents could speak Spanish, none of the children spoke Spanish.

The predominant language in all three households although some of the
Indian town of Zunti in the western highlands of Quechua. Quechua was
Mayan children, ages 21, 21, 21, and 21, when I began, and I leave in the
material in this study comes from longitudinal records of three children

and stresses are not to the major language in Zapotec acquisition. The
language that periphery saturated, derived in terms of syntactic
acquisition in syntactic and semantic competence. The present study
acquisition in syntactic and semantic competence.

It has long been the fashion to seek the determinants of language

Attention please.

Person markers acquire status in Guatemalan

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exception in discourse occurred in the chinjiten’s use of the preconsonantal
indistinctive was the intial form of this third person used for every person.

both person and tense, and where the third person singular of the
first person as Portuguese (Silvino and Stoelt-Campon 1979), Estonian (Ilpp
languages and Patricia (Thorn et al. 1997) where a single interrogative enoces
would have at all. This contrasts with previous findings in such languages
as in the chinjiten’s speech: they either used the appropriate marker or
exception, there was no confusion between the various person markers

The conversation shown in (2) is typical of this period with one
of the time (3) benefit of discussing the here and now with chinjiten

clear from the intonational and nonintonational contexts of the
first person, the intended reference of the chinjiten’s utterances were
Al change, need markers to mark person in only 1% of her verbs in the
person markers, by and large, were missing. For example, one subject,

syllables of a word, usually the stem plus a suffix. The
In early samples, the chinjiten typically uttered only one or two

as a person marker.

detected from the sentence if they refer to the same object or intadjitant
pronouns may be used with the words for emphasis, but pronouns are usually

Independent person markers in adult discourse are shown in (1). Independent
person markers in adult discourse are shown in (1). Some examples of the use of the person
before consonant-initial stems, one before vowel (or glottal stop) initial stems and one
and plural. Each of the person markers in the existential set has two

that they mark each set has six person markers: three persons in singular
markers are obligatory in these environments and are bound to the words

intransitive verbs and the direct object of transitive verbs. The person
In order to reduce the variation between samples, I used only samples with the or more opponent agreement on the interaction parameters. The person markers showed extreme changes in their presence, from extreme with words beginning with words. The fact that such overgeneralizations or one might expect the opposition to use preconsonantal forms of the set of extraneous person markers and apply them to intravocative verbs, the same semantic notion of agent/unnder the subject of both transitive and intransitive verbs, one would expect the opposition to overgeneralize the same semantic notion of agent under the subject of both transitive and intransitive verbs. For example, the did not apply this opposition pattern to more than one subject. What is surprising about the Chinese data is that the opposition of the adject form of the adjective, は, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, ため, 为了
and relational nouns. Syntactically ambiguous oracles separate for person markers on verbs, possessives, and adjuncts. Adjunct orders separate for the determinants of the person marker.

I tested several possible determinants of the person marker.

Orders have been demonstrated (from 1973, TIP 1977) among the other grammatical morphemes for which intransitive adjuncts are more important than the complement. Extra semantic and syntactic distinctions among the different words, the distribution of case, person and number are much greater than just the single morphological category of person marking on instances of just the single morphological category of person marking on the nature of the morphemes being compared and the variation in the are accounted for in very similar orders. Thus is an astonishment result given that the person markers on possessives and relational nouns in the data. There is a correlation at the 0.20 level of significance in three environments and measured the similarity of the general agreement between the environments and measured the similarity of the general agreement between the environments. When I combined the data for all three environments and measured the similarity of the general agreement between the environments. I may have been due to the lack of data in the two environments, but this may be the person markers on possessives and relational nouns were not significant, but this may be due to the lack of data in the two environments. The results for person marker agreement or on verbs (p < 0.05) the Spearman rho (corrected for ties) to compare the person marker agreements orders and found a significant correlation between the orders. I used the same number for the morphemes occurring during the study and the same percentage for the morphemes not accounted for. I then ranked the person markers in adjunct order for all three
In over 90% of the obligatory environments in the mother's speech, the person markers were all present in the speech of the child's mother. The person markers were always present in the speech of the child's mother. I first determined the frequencies of the person markers in adult speech. One would expect children first to learn the person markers in the frequency with which the different person markers are modeled in another possible determinant of person marker acquisition orders is semantic as a major determinant of person marker acquisition. An analysis of Rokeach (1971) and Atkinson (1951) would also seem to rule out orders reported for Portuguese (Stones and Stock-Cameron 1979). Bostonian orders reported for Portuguese (Stones and Stock-Cameron 1979) predicted a different order of person markers on verbs in which the acquisition order and the adult order are different. The fact that the acquisition order of the person markers on verbs in which the acquisition order and the adult order are different was different from the acquisition order of the person markers on verbs in which the acquisition order and the adult order are the same times is another determinant factor. I would have expected the person markers with the person marker relative to another could be expected. If semantic was some sort of metric with which the semantic complexity of one meaning in terms of semantic features, procedures, or functions that apply to a semantic theory of person markers which would specify person markers a semantic theory of person markers which would specify person markers, although it cannot be ruled out entirely in the absence of semantic complexity it also seems to have little to do with person marker person markers are all introduced by the same agreement rules.
I would agree with Brown that frequeny does not play a

Bergen. I would agree with Brown that frequeny does not play a

outcome of the comparison of the cothrid's accentuation order. This

account for the variaion among the cothrid's accentuation orders. This

found no indication in any of the three environments that frequeny

mother's speech, I cast all of these comparisons into a single test and

the same direction as the difference between the frequeny of f and

between the accentuation rank of f' for the chain and a card in this

frequeny rank order among the mohthes. The difference

frequeny was the most frequent person marker on verbs, whereas for a
card in this learned. In the speech of Al Chain's mother, f was tested with $E_1$, the

frequeny was the test that Al Chain learned, but the finch that a

card was the mohthes' accentuation orders with the accentuation order

between the cothrid's accentuation order. By comparing the differences

examined the possibility that frequeny was responsible for the variaion

also tested orders. I found a negative correlation (Spearman rho = -0.26)

rank orders. When I tested the frequeny rank orders of the person

different ages, when I tested the frequeny rank orders of the person

scores that the mohthes were detecting their speech to cothrid's at these

frequeny. There is a strong stabal throughout the development period (contina mark

person marnakes on verbs. At least, impute that person marker frequeny

thee environment. The correlation between the frequeny rank orders for

nouns to the measure a correlation in person marker frequenices in

these may have been too few person markers on possessives and relatival

person markers in the mohthes' speech for the verbs only. Once again,

was a significant correlation between the frequeny rank orders of the
A person marker that is syntactically for the clitication's acquisition orders a person marker that is syntactically.

Rules of determining word stress and syllable boundaries must be responsible for the interaction between the forms of the person markers and the

The interaction between the forms of the person markers and the

Tense on the final syllable of the word

the language has an extremely regular system of word stress--stress always

the single stressed syllable. This has a striking effect in whole sentences to reduce words to

the extent among all of the clitication in the early stages to reduce words to

only the latter part of the person marker, and while the utterance being cont"o

second part of the person marker error. I found a general

the utterance shown in (7a) has the utterance being cont"o

boundary between morphemes. One of the clitication, for example, produced

segmentation according to syllable boundaries rather than the actual

In that early samples, the clitication produced forms that followed a

In (7a) the main word stress

a slash marks a syllable boundary and an apostrophe marks the syllable

I give some examples of this interaction in (3)

I give some examples of this interaction in (3)

by personal satisfaction. Please note that these factors lead to differences in the morphemes

stresses and syllable boundaries, producing real differences in the morphemes.

markers in whole interaction in such a way with the rules determining

the person marker for your clitication (Bestell and Jensen 1997).

and phrase-final position, make grammatical morphemes more salient

there is reason to suspect that these factors, phonetic substance, stress,

perception of speech--perception to language acquisition (C.J. Bestell 1994).

While repeatedly little work has been done on the

frequency is just one factor related to the perceptual saliency of

syntactic role in clitication's acquisition of grammatical morphemes.
person markers in three different environments. If such is the case, boundary was associated to the child's perception of word and sentence stress and lack of disfluency caused by a syllable being accentuated, then, defined in terms of successive syllable accent segments, perception of accent was exerted to the three environments.

Moreover, perception of accent would predict that person markers would be acoustically in the order 1. possessives, 2. possessives, 3. verbs, since the possessive noun tends to be one of two person markers would be acoustically in the order 1. possessives, 2. personal pronoun, 3. verbs. I found a significant correlation between the children's acquisition and the predictal order of accent in all three environments (p<.05). Moreover, perception of accent would predict that the three different environments have the same order of the person markers on verbs.

possibly affected by the syllable boundary. On this basis, the person markers on verbs can be ordered according to their possibility that one form is always split by the syllable boundary. In this sentence, a person marker that is occasionally split by the syllable, should have a more part of a stressed syllable should be easier to hear than a person marker.
predict that in environments where semantic understanding precede on to the parts with the next degree of perceptual saliency. One method utterances with the greatest degree of perceptual saliency and then move their production of speech. I.e., they first produce those parts of

My own findings indicate that children follow a similar pattern in

of utterances and begin analyzing them

and a matter of routine, children would move on to the next perceptual part when the perception of such perceptual spots has become relatively well established.

utterances as anchors for the perception and analysis of utterances.

a minimum of auditory processes and to use these "prototypic" parts of

attention to the more perceptually salient parts of utterances that require

If such is the case, one might expect children to first direct their

for instance, find it more difficult than adults to perceive speech,

by syntactical models of speech perception would predict that young children.

by syntactical models of speech perception would predict that young children,

with which to generate the models of what has been said. The analyses

be true said. Heezer who are into syntactical theory have no such grammar

experiments with the language which enables them to generate models of what is

Such theories, however, have internalized an adull

not very environment or auditory supply parts of sentences that were not

accounts for the facts that heezer can follow what is being said in

agreement the sounds retained in the auditory memory; much of what was said and then matched these

some kind of analyzes by syntetic models (Shewens I960). Heezer are

the most widely accepted approach to speech perception proposed so far is

It would have some interesting implications for language acquisition.
languages also encode the major semantitic roles, accent may not be an automatic feature of human speech and not semantic or syntactic complexity. It may not be an aspect of all dependent upon the perceptual saliency of the time at which a particular intonational feature appears in children's and in- and the past tense of irregular verbs in English. However, the environments are the case with the /-morpheme. Therefore, one could expect the morpheme to be overgeneralized to inappropriate semantic understanding. The production of a particular morpheme, /-morphemes marker in English (Brown 1973) are relevant examples. Where their obligatory environments, the person markers in English and the production, there would be few errors in grammatical morpheme usage, even
References


Tunnicliffe, University Park Press.


I came with my father.

Al Chaay: 'Ain lea, kha'tijoch, those asp-abs3-E2-eat-status.

N: x-x-at-ti lea te jilli lee kha'tijoch, kha'tijoch kha'tijoch.

Al Chaay: 'Ain lea, kha'tijoch, those asp-abs3-E2-eat-status.

My dog is eating. You eat the dog bit me.

N: x-x-at-ti lea te jilli lee kha'tijoch, kha'tijoch kha'tijoch.

Al Chaay: 'Ain lea, kha'tijoch, those asp-abs3-E2-eat-status.

N: x-x-at-ti lea te jilli lee kha'tijoch, kha'tijoch kha'tijoch.

Al Chaay: 'Ain lea, kha'tijoch, those asp-abs3-E2-eat-status.

I brought it with me.

N: x-x-at-ti lea te jilli lee kha'tijoch, kha'tijoch kha'tijoch.

Al Chaay: 'Ain lea, kha'tijoch, those asp-abs3-E2-eat-status.

My dog bit me.

N: x-x-at-ti lea te jilli lee kha'tijoch, kha'tijoch kha'tijoch.

Al Chaay: 'Ain lea, kha'tijoch, those asp-abs3-E2-eat-status.

My dog bit me.

N: x-x-at-ti lea te jilli lee kha'tijoch, kha'tijoch kha'tijoch.

Al Chaay: 'Ain lea, kha'tijoch, those asp-abs3-E2-eat-status.

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