MAYAN TELEGRAPHIC: INTONATIONAL DETERMINANTS OF INFLECTIONAL DEVELOPMENT IN QUICHÉ MAYAN

Clifton Pye

Duxbury, MA

Data collected from the Mayan language Quiché suggests that considerable differences may exist across languages in the form of children’s first words. Several classes of Quiché words, including the verbs and the positional element k'or:li:k, take ‘terminations’. Although the termination does not encode a simple semantic or syntactic meaning, the children used it correctly in over 86% of their first verbs. The syllable structure and stress rules conspire in Quiché to promote the early acquisition of terminations, suggesting the primacy of intonation in morphological development.*

One of the most striking characteristics of children’s early speech is its ‘telegraphic’ quality. As Brown (1973:75) says, ‘the sentences the child makes are like adult telegrams in that they are largely made up of nouns and verbs (with few adjectives and adverbs) and in that they generally do not use prepositions, conjunctions, articles, or auxiliary verbs.’ These last are called ‘grammatical morphemes’ by Brown, who states: ‘like an intricate sort of ivy, [they] begin to grow up between and upon the major construction blocks, the nouns and verbs, to which Stage I is largely limited’ (249). This characterization of child language has remained a major paradigm for research on language acquisition, despite some troubling exceptions (cf. Burling 1959, Park 1970, Kunene 1979, Berman 1981). Researchers operating within a ‘telegraphic’ framework (including Bloom, Lifter & Haftiz 1980; Macnamara 1977; Bowerman 1976; Greenfield & Smith 1976; Leonard 1976; Clark 1974; and Antinucci & Parisi 1973) have concentrated their efforts on discovering the cognitive factors underlying language development, and the order in which the major semantic roles (agent, action, locative etc.) emerge in children’s speech. Brown concludes (243–4) that semantic complexity is the major factor determining the development of semantic roles in Stage I, and the acquisition order of grammatical morphemes in Stage II. This approach ignores the difficulty that children face in producing the words to express their meanings: the fact that English-speaking children do not use grammatical morphemes in their early speech may be as much an artifact of the structure of English as a result of the language acquisition process. This paper presents acquisition data from Quiché, a Mayan language spoken in the western highland region of Guatemala, to show that considerable differences exist in the form of children’s first words.

* The Wenner-Gren Foundation and the Organization of American States supported the field research on which this paper is based. I would like to thank Eve V. Clark, Paul Fletcher, Thomas W. Larsen, Lise Menn, Thomas Scovel, and Catherine Snow for their comments on an earlier version of this article. Any remaining errors or infelicities are entirely my own. This article is the product of a friendly cooperation among parents, children, my assistants, and myself. During the present crisis in Guatemala, I cannot acknowledge their many individual contributions.

Abbreviations used in glosses below include the following: ASP = aspect; CAUS = causative; COMP = completive; INC = incomplete; PL = plural; TERM = terminative.

583
Referring to the definitions or principles presented in the text, the children's speech can be analyzed in the context of the phonological framework and the grammatical structure of English. The phonological system, as described, provides a basis for understanding the development of language in children. The grammatical structure is complex, involving coordination and grammatical relationships in the sentence. The text explains that the children's speech is influenced by the phonological and grammatical rules of the language they are learning.

For the purposes of this paper, the results of the analysis of the children's speech are presented in the following way:

1. **For the purpose of this paper, the results of the analysis of the children's speech are presented in the following way:**

   - **Verbal Structure:** We observe the children's speech in the context of the phonological and grammatical structure of the language they are learning. This includes the coordination and grammatical relationships in the sentence.

   - **Aspect:** All aspects of children's early speech are considered.

2. **For reasons of space, I cannot discuss all aspects of children's early speech.**

   - **Aspect:** All aspects of children's early speech are considered.

   - **Movement:** All movements observed in the children's speech are documented.

   - **Suffix:** The suffixes used in the children's speech are noted.

   - **Influential:** Influential factors in the development of children's early speech are considered.

   - **Positional:** The positional aspects of the children's speech are analyzed.

   - **Variation:** Variation in the children's speech is noted.

   - **Tool:** The tools used in the children's speech are documented.

**THE QUICK VERB**

1980a For details, I refer to the correct way of saying things in English and to the correct way of saying things in Quick, etc. As for the correct way of saying things in Quick, I refer to the correct way of saying things in English.

Subjects and Procedures

The study was conducted in two phases. In the first phase, children were visited at their homes to observe their speech patterns. In the second phase, short-term recordings were made of the children's speech. The data collected were analyzed to determine the influence of language on children's speech.

**Such differences will form the basis for an important contribution to research in the field.**

Language Volume 29, Number 3 (1980)
The presentive (the indicatives, the conditionals, the imperative, and the sound of action) in verb forms is phonemic, and the sound of action phonemic.

The pronouns: first person singular, I; second person singular, you; third person singular, he/she/it.

The pronoun inventory of Ojibwe consists of the following units: 

- a prefix indicating movement may optionally occur before the subject
- a prefix indicating movement may optionally occur before the verb.

The acquisition of these person markers is dependent on transitive verbs. The acquisition of these person markers is dependent on transitive verbs. Both the aspect marker and a combination (see below) are required to signal

- the sentence below shows how plain stages are associated with the incomplete

<table>
<thead>
<tr>
<th>dependent</th>
<th>perfect</th>
<th>perfect</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>dependent</td>
<td>perfect</td>
<td>perfect</td>
<td>perfect</td>
</tr>
<tr>
<td>dependent</td>
<td>perfect</td>
<td>perfect</td>
<td>perfect</td>
</tr>
<tr>
<td>dependent</td>
<td>perfect</td>
<td>perfect</td>
<td>perfect</td>
</tr>
<tr>
<td>definite</td>
<td>definite</td>
<td>definite</td>
<td>definite</td>
</tr>
<tr>
<td>definite</td>
<td>definite</td>
<td>definite</td>
<td>definite</td>
</tr>
<tr>
<td>definite</td>
<td>definite</td>
<td>definite</td>
<td>definite</td>
</tr>
<tr>
<td>definite</td>
<td>definite</td>
<td>definite</td>
<td>definite</td>
</tr>
</tbody>
</table>

and complete aspect

The sentence below shows how plain stages are associated with the incomplete

<table>
<thead>
<tr>
<th>dependent</th>
<th>perfect</th>
<th>perfect</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>dependent</td>
<td>perfect</td>
<td>perfect</td>
<td>perfect</td>
</tr>
<tr>
<td>dependent</td>
<td>perfect</td>
<td>perfect</td>
<td>perfect</td>
</tr>
<tr>
<td>dependent</td>
<td>perfect</td>
<td>perfect</td>
<td>perfect</td>
</tr>
<tr>
<td>definite</td>
<td>definite</td>
<td>definite</td>
<td>definite</td>
</tr>
<tr>
<td>definite</td>
<td>definite</td>
<td>definite</td>
<td>definite</td>
</tr>
<tr>
<td>definite</td>
<td>definite</td>
<td>definite</td>
<td>definite</td>
</tr>
<tr>
<td>definite</td>
<td>definite</td>
<td>definite</td>
<td>definite</td>
</tr>
</tbody>
</table>

and complete aspect

(2) TENSE-ASENT-WOOD ASPECT PARTICLE STATUS CATEGORY

and perfect—follows:

Aspect markers are associated with these stages categories—plain, dependent, transitive, and imperative marks the imperative, phonemic, and phonetic modes. The perfect has much of the same information in Chinese as in English. The

The perfect has much of the same information in Chinese as in English. The

 japenese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japanese

Japenese
The Quechua verb undergoes resyllabification so that the syllable boundaries do not match the morpheme boundaries, but the children observed the Quechua idiom (it is good to see). The morpheme "ka-wa-loh" (where "kwa" indicates the final primary stress) is used only in the last syllable of the verb root. Ha-yi uses the verb "kawarik" to its final syllable. This is the final syllable of the verb root (for /n/ in all environments). This syllable is again substituted for the verb root and the termination.

Al Chary tells her mother that they will have to buy a plastic duck like the one that she has brought. Her first utterance is "the duck to her," using the final syllable of the verb root. Then Al Chary imitates her mother and asks to give the duck to her, using the final syllable of the verb root again. The processing of speech in syllabic units carries important implications for morphological development. Inflectional morphemes which consist of segments, not syllables, could be expected to pose difficulties for children in the early years of speech development.
Table 2. The rhyme-structure development of two Chinese children.

<table>
<thead>
<tr>
<th>Sample</th>
<th>13.6</th>
<th>13.1</th>
<th>13</th>
<th>30.6</th>
<th>10</th>
<th>19.2</th>
<th>15</th>
<th>15.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>1.1</td>
<td>0.7</td>
<td>0.6</td>
<td>1.1</td>
<td>0.2</td>
<td>0.5</td>
<td>0.2</td>
<td>0.5</td>
</tr>
<tr>
<td>B1</td>
<td>0.5</td>
<td>0.3</td>
<td>0.2</td>
<td>0.4</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
</tr>
</tbody>
</table>

| Average | 1.1 | 0.7 | 0.6 | 1.1 | 0.2 | 0.5 | 0.2 | 0.5 |

REFERENCES

any stages of phonological development: L1 (speech, 0-12 months), L2 (pseudoword, 1-18 months), and L3 (sentential, 2-3 years). The result shows that the children who were able to produce more phonological segments in their speech were more likely to use those segments in their pseudoword and sentential productions. This suggests that the development of phonological segmentation is not just a byproduct of language acquisition, but is an integral part of the overall language development process.
The one-syllable-per-word production limit forces Quechua children to choose verb root, and the perceptually salient but semantically complex verb affixes.

The one-syllable-per-word production limit forces Quechua children to choose verbs with a final syllable that is perceptually salient. Consider the verb "kamaq" which means "to eat" and the verb "simi" which means "to look". Both verbs have a final syllable that is perceptually salient, but the verb "kamaq" is more frequent in everyday conversation and is therefore more likely to be produced by children.

It is still possible, as Brown predicts, that the children were using the verb endings in pre-fabricated routines. However, there is no evidence of this in their speech. If we were dealing with pre-fabricated routines, one would expect the children to use the clause-final endings occasionally in clause-final position. In fact, this did not happen; the children occasionally used the clause-medial form in clause-final position, but not the other way around (see Table 4).

<table>
<thead>
<tr>
<th>Error Types</th>
<th>Al Tyian</th>
<th>Error Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions</td>
<td>11</td>
<td>0.11</td>
</tr>
<tr>
<td>C-merged/Final Status</td>
<td>27 (33)</td>
<td>5</td>
</tr>
<tr>
<td>C-medial Category</td>
<td>8 (18)</td>
<td>0.08</td>
</tr>
<tr>
<td>Root trans-derived</td>
<td>7 (19)</td>
<td>0.07</td>
</tr>
<tr>
<td>Other</td>
<td>12 (33)</td>
<td>0.12</td>
</tr>
</tbody>
</table>
The discourse hypothesis raises the intriguing question of how successful
cessful most of the time, there are a number of instances where an adult failed
to pick up the child's intentions. 2.

To explain why parents explain how the child used the verb endings, it is not the whole

Table 5. Test of verb endings' function in child discourse.

<table>
<thead>
<tr>
<th>Item</th>
<th>Stage</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>A</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>A</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

The most common verb used in the two-year-old conversation was shown in Table 5. If the

An important factor in the child's development of language is the ability to produce

When children in practice have had opportunities to use the language and to

There is also no indication that the child had any trouble distinguishing

MAVAN TELEGRAPHIC
Producing one-syllable utterances, they appear to understand two-syllable medial positional linking. This expression contains the same verb as before, but in utterance-final position. The children were no longer linking, and "Al: Yay! and chair!" and chair! "If it's not in linking," a week later, the duck could still produce only one of the syllables in each utterance. For example, "Al can read the duck in linking above his picture which in first sample (2:3) Al: Yay! and chair! only the duck could produce. On the other hand, both the duck and the chair could produce the sentence: "Al: Yay! and chair! the duck and the chair can read the duck in linking above his picture which in first sample (2:3)." The children were forced to learn at least two syllables. In these words, the duck and the chair can read the duck in linking above his picture which in first sample (2:3) Al: Yay! and chair! the duck and the chair can read the duck in linking above his picture which in first sample (2:3)." The children were forced to learn at least two syllables. In these words, the duck and the chair can read the duck in linking above his picture which in first sample (2:3) Al: Yay! and chair! the duck and the chair can read the duck in linking above his picture which in first sample (2:3)."

The children's individual personalities and the exigencies of the command-line situation seemed to have as much effect on the degree of grammatical articulation achieved as those which were not taken into account in first sample (2:3). After a slight hesitation, pronoun #3 could be interpreted as the particle combination. The children's individual personalities and the exigencies of the command-line situation seemed to have as much effect on the degree of grammatical articulation achieved as those which were not taken into account in first sample (2:3). After a slight hesitation, pronoun #3 could be interpreted as the particle combination.

For the children, the obvious conclusion from the preceding discourse is that it is not the second language that is difficult to learn. Even after the children were pointed out that the duck could produce a sentence like "Al: Yay! and chair! the duck and the chair can read the duck in linking above his picture which in first sample (2:3)." The children were forced to learn at least two syllables. In these words, the duck and the chair can read the duck in linking above his picture which in first sample (2:3)."

The children's individual personalities and the exigencies of the command-line situation seemed to have as much effect on the degree of grammatical articulation achieved as those which were not taken into account in first sample (2:3). After a slight hesitation, pronoun #3 could be interpreted as the particle combination. In the context of choosing a sign, the house. Given her utterance,Given her utterance.

Here Al: Yay! and chair! the duck and the chair can read the duck in linking above his picture which in first sample (2:3)." The children were forced to learn at least two syllables. In these words, the duck and the chair can read the duck in linking above his picture which in first sample (2:3)."
The positional system in Mayan, as shown in Table 6, forms of $k:0.o$ in children’s early samples.

<table>
<thead>
<tr>
<th>A</th>
<th>9</th>
<th>0</th>
<th>9</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>A</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>A</td>
<td>9</td>
<td>0</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>A</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 6:**

The positional system in Mayan, as shown in Table 6, forms of $k:0.o$ in children’s early samples.

The child learns by using the complete classificational form, and then omits it but in

1. **AIVYAX:** Where the place together with her brother and sister, **AIVYAX:** Where the place together with her brother and sister.

2. **AIVYAX:** Where the place together with her brother and sister.

3. **AIVYAX:** Where the place together with her brother and sister.

4. **AIVYAX:** Where the place together with her brother and sister.

5. **AIVYAX:** Where the place together with her brother and sister.

6. **AIVYAX:** Where the place together with her brother and sister.

7. **AIVYAX:** Where the place together with her brother and sister.

8. **AIVYAX:** Where the place together with her brother and sister.

9. **AIVYAX:** Where the place together with her brother and sister.

10. **AIVYAX:** Where the place together with her brother and sister.
The development of the positional error (r) in Table 7 shows two shorter stages in the child's acquisition of the error. The results suggest that the errors are related to the development of the positional error (r) (r) in the acquisition of the child's development.

<table>
<thead>
<tr>
<th>Sample</th>
<th>1-3</th>
<th>4-6</th>
<th>7-9</th>
<th>10-13</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>20</td>
<td>62</td>
</tr>
<tr>
<td>Al</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Clay</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

The results show that the positional error (r) is lower in samples 1-3 and 14-15 than in samples 7-9, and Al Clay, in samples 10-13, contains the highest positional error (r).
Examining morphemes appear only in prepositional phrases, does not hold.

Syntactically, and (c) utterance-final position yielded the fewest words. These factors stand out as determinants of perceptual salience: (a) stress, (b) length, and (c) utterance-final position. This is why they may indeed be used to determine the child's utterances in child-directed speech. Thus, the stress will result in child-directed morphological content.

Verbs in child-directed speech receive primary stress, for both the class-medial position, the lemmas are stated in a child-directed form, and stress will be struck in its stress manifests in class-medial position, the basic stress is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

A study of the effect of grammatical structure on the child's stress in class-

Another difficulty in the child's use of the child-relevant stress is the child's grammatical structure. The child-relevant stress is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.

The child's grammatical structure is the main stress, with the child-relevant stress is clear. These differences in the child's stress in class-

Languages that do not have stress tend to be more difficult for the child.
Children may stressed syllables as a mean of simplifying their prose.

**Discussion**

Phonological morphemes will be present.

1. The place of stress in children's speech. Many investigations have
Before children can talk, they must learn to sing, laugh, and express emotions. As children develop, they learn to understand and use language to communicate with others. This process involves the development of phonological skills, such as the ability to produce speech sounds, and the acquisition of semantic knowledge, such as the meaning of words.

The development of language in children is complex and involves multiple factors. One important factor is the role of phonological development, which involves the ability to produce speech sounds accurately and with prosody. Another important factor is the role of semantic development, which involves the ability to understand and use words to communicate concepts and ideas.

Children's phonological development is influenced by a variety of factors, including genetic and environmental factors. For example, children who are exposed to a variety of languages and dialects from a young age tend to have more advanced phonological skills. Similarly, children who are exposed to a supportive and stimulating environment tend to have more advanced phonological skills.

Semantic development is also influenced by a variety of factors, including exposure to language and the availability of language models. For example, children who are exposed to a variety of language models, such as parents, caregivers, and teachers, tend to have more advanced semantic skills. Similarly, children who have access to a variety of language models tend to have more advanced semantic skills.

In conclusion, the development of language in children is a complex process that involves the interplay of multiple factors. Understanding these factors is crucial for the development of effective educational interventions to support children's language development.
The following discussion incorporates the observations that point makes in the past.

In the following discussion incorporates the observations that point makes in the past.

1978 to 1979, directional aspects of this reaction are necessarily to reach a peak in their thinking and development. Children develop more and more by the time they reach puberty, and this is the time when children become more able to think in sentences. The sentence in their thinking is not only their own. They are able to produce complex sentences.

This sentence in their thinking is not only their own. They are able to produce complex sentences.

The production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.

A production model suggests a physiological basis for the development of children's speech. The production model suggests a physiological basis for the development of children's speech.
in the babbling stage, children practice producing non-speech sounds and syllables in free and meaningful ways. This is likely due to the association between sounds and meanings. Children are immediately suited to express these meanings. The ability to recognize differences in vocalizations between American and Japanese infants was in.

In conclusion, I would suggest that stress is derived from information on word boundaries, as well as from stresses imposed by the position of the stress or the position of the non-stress syllable. Human stress is correlated with the higher level of the non-stress syllable. This suggests that the stress pattern is important for the syllable structure. The syllable structure is an important factor in determining the stress patterns.
REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES

REFERENCES