PLAGIARISM SCAN REPORT

Report Generation Date: 17-04-23

Words: 1000

Characters: 6969

Excluded URL :

https://www.ijern.com/journal/2020/January-2020/11.pdf

https://www.academia.edu/42012754/THE_RELATION_BETWEEN_ENGLISH_SPEAKERS_NOUN_PREFERENCE_

2%	98%
Plagiarism	Unique
1	**43**
Plagiarized Sentences	Unique Sentences

Content Checked for Plagiarism

As suggested by its name (naming), then the first class of word to acquire in this stage is noun. It happens as children use nouns as proper nouns to refer to specific object (Moskowitz as cited in Steinberg and Sciarini, 2006: 7). The word "dada" for example, might refer to father or any men that a child knows in daily life. The word "mowmow" might refer to cat or any animals.

The acquisition of noun is revealed through word frequency. Word frequency refers to "how often the word occurs in normal use of the language" (Nation and Warning, 1997: 8). Early childhood vocabulary contains more nouns than other words of different classes. Li and Fang mention that nouns are the most frequently used word class in child language (2011: 95). The word frequency in this research is revealed through a study of corpora as mentioned in the previous section.

Research Methodology

This is a psycholinguistic research where it uses child language corpora of spoken English. Language corpora is chosen because it provides great source of child language development. This research uses samples of child conversation with her father. The samples are taken from CHILDES (Child Language Exchange System) (MacWhinney, 2000). CHILDES contains only spoken data in the form of conversations. The researcher did random sampling and analyzed child language behavior in the natural setting at home.In this research, the researcher chooses Michael Forrester's corpus (https://media.talkbank.org/childes/Eng-UK/Forrester/). The target child named Ella who has conversations with her father. She is Forrester's daughter and was 28 months when the conversations happened. There are four conversations chosen entitled Play 1, Big Girl, conversation number 030921, and 021020. The reason for choosing the four conversations is the length of each conversation. Play 1 and Big Girl are short conversations lasting for less than two minutes, while the other two are longer (00:31:50 and 00:17:47 respectively). All data in this research are in chat format (.cha). A header is provided giving the information on the participants (Ella and her father), context, duration of

conversation, location (all are in England), and language being spoken (English). The main tier shows the speech of Ella and her father. An example of a header is given as follows.
@Begin
@Languages: eng
@Participants: CHI Ella Target_Child, FAT Mike Father
@Options: CA
@ID: eng|Forrester|CHI|2;06.|female|||T arget_Child|||
@ID: eng|Forrester|FAT||male|||Father|||
@Media: play1, video
@Transcriber: Mike Forrester
@Time Duration: 0:01:11
@Situation: target child playing on her own with toys
To code the data, the researcher installs a coding system called CLAN. This program is required to determine word frequency. In CLAN, word frequency is also known as token (item) frequency. Under the CLAN program, the researcher also uses MOR (Morphosyntactic Coding and Morphological Analysis) Parts-of- Speech Categories to find out the word class or part of speech. It serves as a tagger categorizing words into their respective word classes.
Results and Discussion
The data of the research are in the form of word type list frequency. The frequency is measured using CLAN under the heading of FREQ. The researcher only analyzes and focuses on Ella's utterances. The research finds out how many nouns she produces in each conversation compared to verbs and adjectives she has uttered. The conversation also presents every single utterance Ella produces, be it in the form of word and non-word or babbling expression.
The researcher limits the classes of word since this research aims at finding out the reason for noun preference. Therefore, the researcher presents 3 classes of word (noun, verb, and adjective) only, while the other items are classified as babbling and other classes. The 3 classes of word are shown in detail while babbling
131expressions and other word classes are not. The four tables below show the word frequency. Each is presented in sequence.
Heading Word Frequency Word Frequency (detailed)@Begin@Languages:@Participants:Mike Father
@Options: @ID:eng|Forrester|CHI|2;06.|female|||Target_Child |||
@ID:eng|Forrester|FAT||male|||Father||| @Media: play1, video
@Transcriber: @Time Duration: @Situation:
with toys
Mike Forrester
0:01:11
target child playing on her own
engCHI Ella Target_Child, FAT
CA
> freq @
freq @
Sun Nov 11 15:19:09 2018
freq (08-Sep-2018) is conducting analyses on:

ALL speaker tiers
From file
Speaker: *CHI: 2l
1 WHA
1 WHAA 2a
1 all
1 bu
1 come
1 day
1 doctor
1 for
1 go
1 good
1 had
1 hhhh
1 hurt
1 hurted
5 in
1 just
1 keep
1 mars
1 mea
2 medicine 1 mediline 3 medin
1 myself
2 no
2 now
2 oh
2 right
1 second
1 sit
2 some
1 stay
1 take
1 that's
2 the
1 then
1 there
1 time
25 x (Noun, Verb, Adjective)
Noun
Day 1x Doctor 1x Mars 1x Medicine 2x Toy 3x Time 1x Toes 1x Toy 2x
Total 12x
Verb

Come 1x Go 1x Had 1x Hurt 1x Keep 1x Sit 1x Stay 1x Take 1x Wake 1x
Total 9x
Adjective
Good 1x Right 2x Upset 1x
Total 4x
132
1 toes
2 toy
2 up
1 upset 1 wake 3 wha
1 whaa 1 when 1 woked 1 xx
2 xxxx
3 you
2 your
1 yourself

53 Total number of different item types
used
Heading Word Frequency Word Frequency (detailed)@Begin@Languages:@Participants:
FAT Mike Father@Options: @ID:eng|Forrester|CHI|2;06.|female|||Target_C hild|||
@ID:eng|Forrester|FAT||male|||Father||| @Media: play2, video
@Transcriber: @Time Duration: @Situation:
own with toys
Mike Forrester
0:01:11
target child playing on her
eng
CHI Ella Target_Child,
CA
> freq @freq @
Sun Dec 16 16:37:59 2018
freq (08-Sep-2018) is conducting analyses on:
ALL speaker tiers
From file Speaker: *CHI:6I
5 I'm
7a
1 am
5 baby
2 big
1 camera 1 can't
1 dada
1 do
1 don't

1 eh
1 gaaa
1 girl
3 he
2 hey
1 hm
2 holding 2 it
1 know
1 like
3 little
2 no
2 noo
4 not
1 nutella 1 oh1 ohhh
21 x (Noun, Verb, Adjective)
Noun
Baby 5x Camera 1x Dada 1x Girl 1x Nutella 1x
1 remember 1 that
1 tiny1 waa
1 wantnutella 3 wha1 what
2 why 36 Total number of different item types used

Matched Sources :

Word frequency of the CHILDES corpus — **17%**

http://icame.uib.no/ij35/Hanhong_LI_and_Alex_C_Fang.pdf

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0%	100%
Plagiarism	Unique
0	**25**
Plagiarized Sentences	Unique Sentences

Content Checked for Plagiarism

@Loc: Eng-UK/Forrester/030921.cha @PID: 11312/c-00017833-1
@Begin
@Languages: eng
@Participants: CHI Ella Target_Child, FAT Mike Father, EV Eva Sister, MOT Silvia Mother
@Options: CA
@ID: eng|Forrester|CHI|3;09.21|female|||Target_Child||| @ID: eng|Forrester|FAT||male|||Father||| @ID: eng|Forrester|EV|||||Sister|||
@ID: eng|Forrester|MOT||female|||Mother||| @Media: 030921, video
@Comment: @Transcriber:
@Time Duration: @Situation:
Mother is preparing meal
@Begin
@Languages:
@Participants:
Father
@Options: @ID:eng|Forrester|CHI|2;10.20|female|||Target_Child||| @ID: eng|Forrester|FAT||male|||Father||| CA @Media: 021020, video
@Comment: @Transcriber: @Time Duration: @Situation: daughter
old 150.cha
Mike Forrester
0:17:47
morning talk between father and

eng
CHI Ella Target_Child, FAT Mike
> freq @
freq @
Thu Dec 20 13:47:58 2018
freq (08-Sep-2018) is conducting analyses on:
ALL speaker tiers ********** *****
From file Speaker: *CHI:
19 I
1 I'll
6 I'm 1 Own 1 You
46 a
1 again 1 ah
6 all
1 an
20 and
1 any
1 at
1 at's
2 ate
3 away 9 baby 1 bag
1 basket
11 bear 1 been 1 beest 1 big
22 bit
2 bits
1 books 2 bread 1 break 2 brown 3 bug
1 bugs 2 but
1 by
1 called 3 can
1 can't
267 x (Noun, Verb, Adjective)
Noun
Baby 9x Bag 1x Basket 1x Bear 11x
Bit 22x
Bits 2x Books 1x Bread 2x Bug 3x Bugs 1x Cooker 1x Daddy 5x Dock 2x Doctor 1x Fruit 8x Front 1x Games 1x
Hickory 4x Hobble 1x Jimbo 4x Kiwi 2x Lady 1x
Lap 1x Lemon 1x Life 1x Limps 1x Loads 1x Melon 2x Minute 2x Monster 2x Monsters 6x Mum 1x Mummy 3x
Pear 2x Piece 12x Pieces 1x Pineapple 7x Porridge 3x Room 1x Rooms 1x Toy 1x Winnie 1x
Total 131x
old 198.cha
Mike Forrester
00:31:50
afternoon activity at table while

> freq @
freq @
Mon Nov 12 13:02:35 2018
freq (08-Sep-2018) is conducting analyses on:
ALL speaker tiers **********
From file
Speaker: *CHI: 1 Argos
3 Dad
1 Daddy
3 Ella 3 Eva 1 Eva'll
24 I
3 I'll
2 I'm
3 I've
1 Jennifer 1 Never
1 UH
22 a
2 about
1 actually 1 aha
3 all
19 and
2 another 1 anything 4 are
1 arms
2 at
1 aw
3 back
2 be
1 beauty
1 bickit
1 big
1 birds
4 bit
4 black
426 (Noun, Verb, Adjective)
Noun
Argos 1x Ella 3x
Eva 3x Jennifer 1x Arms 1x Back 3x Beauty 1x Birds 1x Body 1x Bowl 1x Bro 1x Brushes 1x Butterfly 4x Car 4x
Case 1x Colours 4x Colour 3x Concert 3x Dad 3x Daddy 1x End 1x Eyes 3x Face 1x Fairy 2x Finger 7x Fingers
1x Fun 1x
God 1x Hair 1x Hand 1x Hands 2x Library 2x Lift 1x Look 9x Love 1x Mess 24x Name 1x Natasha 1x Nose 1x
Orange 1x
134
2 blue

1 body
1 boring
1 bowl
1 brilliant 1 bro
1 brushes 4 butterfly
10 can
2 can't
4 car
1 case
2 cause 3 colour 4 colours 3 concert 1 d'ya
1 d'you
3 dad
1 daddy 1 daddy's 2 dark
5 daw
1 dawl
1 different 1 dipped
13 do
1 does
1 doesn't 6 doing 9 don't
3 done
1 dop
13 draw 1e
2 eat
1 ehh
1 eight
2 em
1 en
1 end
3 eyes
1 face
2 fairy
1 favourite 1 fi
7 finger
1 fingers 1 finish
3 finished 2 first
2 five
1 fo
1 for
2 four
1 from
1 froze
1 fum
1 fun

3 get
4 go
Pain 1x Paint 8x Painting 9x People 2x Person 1x Picture 3x Pictures 1x Point 1x Princess 2x Rainbow 2x Rainbows 1x Rats 1x
Rug 1x Sea 2x Shower 1x Stalk 4x Things 1x Time 1x Water 2x Wave 1x Waves 2x World 1x
Total 155x
Verb
Can 12x Cause 2x Dipped 1x Do 22x Does 2x Doing 9x Done 3x Draw 13x Eat 2x Finish 1x Finished 3x Froze 1x Get 3x
Go 4x Going 3x Gone 2x Got 1x Guess 2x Had 1x Has 1x Have 7x Having 1x Hold 1x Humph 1x Keep 1x Know 7x Like 6x Looks 1x Loves 1x Make 2x Meant 1x Need 1x Pick 1x Picking 1x Put 1x Saying 1x
135
1 god
3 going
2 gone
2 good
1 got
4 green
2 guess
2 ha
1 had
1 hair
1 hand
2 hands
1 hard
1 has
5 have
2 have_to 1 having 1 he
1 hehe
2 here
1 hey
5 hhh
1 hold
7 how
1 humph 1i
2 if
4 in
10 is 16 it
8 it's
3 its
2 just
1 kaoo 1 keep 7 know 1 late
2 library 1 lift

6 like
4 little
9 look
2 lookay 1 looks 1 love
1 lovely 1 loves 2m
1 mak
2 make 1 makey 2 maybe 1 me
1 meant 1 mees
24 mess
1 messay 1 messing
85 messy 1 mine 2 mm
1 mmhhmm 1 more
1 mush
5 my
1n
1 name
1 natasha 1 need
1 news'd 1 nice
18 no 1 nose 1 not 2 now 1 nu
5 of
3 off
7 oh
1 ohu 1 okay 5 on
14 one 1 ones 1 onto 1 oo
2 or
13 that 7 that's
20 the
5 them
5 then
2 there
1 there's 1 these
1 thin
1 things 3 this
1 those
1 thought 2 three
1 time
1 tiny
17 to 1 try 5 two 1 uh
1 um 1 up
1 very 1 vi
1 wan't 6 want 2 water 1 wave 1 waves 5 we
2 well
1 went 1 whaoy

11 what 1 where 3 while 5 white 1 whose 2 why

3 with 2 won't 1 wont 1 work 1 world 1 write 21 xxxx 7 xxxxx 2 yea

20 yeah 1 yeahy 3 yes

138

1 yeur 30 you 5 your 1 yuk 1 yup

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282 Total number of different item types used

Congrats! Your Content is 100% Unique.

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Characters: 5339

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0%	100%
Plagiarism	Unique
0	**46**
Plagiarized Sentences	Unique Sentences

Content Checked for Plagiarism

As shown in Tables 1-4, Ella produced noun almost two times higher than verb and adjective. To have more detailed description on it, Charts 1-4 below show the percentage of word frequency along with the list of words produced by Ella.

In Table 1, Ella produced 12 words consisting of noun, verb, and adjective. Nouns produced are day, doctor, Mars, medicine, toy, time, toes, and toy with frequency of 12. Verbs produced are come, go, had, hurt, keep, sit, stay, take, and wake with frequency of 9. Adjectives produced are good, right, and upset with frequency of 4. Noun production is the highest among the other two. Adjective is in the third place having one third of frequency compared to noun. The word frequency percentage is presented in Chart 1 as follows.

In Table 2, Ella produced 13 items. Nouns produced are baby, camera, dada, girl, Nutella with frequency of 9. Verbs produced are can, do, holding, know, like with frequency of 6. Adjectives produced are big, little, tiny with frequency of 6. Here, Ella produced noun almost two times higher than verb and three times higher than adjective. The word frequency percentage is presented in the chart below.

In Table 3, Ella produced 135 items. Nouns produced are Argos, dad, daddy, Ella, Eva , Jennifer, arms, back, beauty, birds, body, bowl, bro, brushes, butterfly, car, case, colours, colour, concert, end, eyes, face, fairy, finger, fingers, fun, God, hair, hand, hands, library, lift, look, love, mess, name, Natasha, nose, orange, pain, paint, painting, people, person, picture, pictures, point, princess, rainbow, rainbows, rats, rug, sea, shower, stalk, things, time, water, wave, waves, world with 155 frequency. Verbs produced are can, cause, dipped, do, does, doing, done, draw, eat, finish, finished, froze, get, go, going, gone, got, guess, had, has, have, having, hold, humph, keep, know, like, looks, loves, make meant, need, pick, picking, put, saying, says, see, show, sleeping, splash, sort, swimming, thought, try, want, went, work, write with 142 frequency. Adjectives produced are big, black, blue, boring, brilliant, dark, different, favourite, first, good, green, late, little, messy, pink, purple, soft, stingy, white with 129 frequency. Noun is

still in the first place in terms of frequency then followed by verb and adjective. The word frequency percentage is shown as follows.

In Table 4, it is shown that Ella produced 111 items. Nouns produced are baby, bag, basket, bear, bit, bits, books, bread, bug, bugs, cooker, daddy, dock, doctor, fruit front, games, hickory, hobble, jimbo, kiwi, lady, lap, lemon, life, limps, loads, melon, minute, monster, monsters, mum, mummy, pear, piece, pieces, pineapple, porridge, room, rooms, toy, Winnie with frequency of 131. Verbs produced are ate, looks, break, called, can, cause, come, coming, cut, cutting, did, do, done, eat, feel, fell find, get, gets, go, got, have, hug, lick, like, like, look, lost, love, playing, please, put, run runs, said, say, saying, says, shopping, singing, shopping, sit, stops, take, tell, think, wait, wake, want with 100 frequency. Adjectives produced are away, brown, cold, down, droopy, good, hot, little, naughty, nice, poor, right, sad, scary, sick, soft, tick, tiny, tired, yum with 36 frequency. In this conversation, noun remains the highest in frequency then followed by verb and adjective. Noun frequency is even four times higher than adjective. Chart 4 below presents the word frequency percentage.

All in all, tables and charts above show that the word frequency of noun is the highest of the compared to verb and adjective. Chat 1 (Play1.cha) results in 48% of Noun, 36% of Verb, and 16% of Adjective. Chat 2 (Biggirl.cha) results in 42% of Noun, 28% of Verb, and 28% of Adjective. Chat 3 (030921.cha) results in 36% of Noun, 33% of Verb, and 30 % of Adjective. The last Chat (021020.cha) results in 49% of Noun, 37% of Verb, and 13% of Adjective. This is a proof that early childhood English vocabulary contains more noun than other word classes since Ella (the speaker) is 28 months old. This is also a proof that in normal use of English, noun occurs more than the other two. Therefore, it is not a surprise that English speakers in prefer noun more since it is related to their early word acquisition which is noun. In other words, English speakers prefer noun more because noun is the first class of word which they acquire then followed by verb and adjective.

Accordingly, children whose first language is English have to be equipped with description and meaning of noun they acquire, be it at home and at school. This is to create more variation of conversation being held between children and their parents or caregivers, and school teachers. Therefore, they have richness in conversational variation and semantic properties.

Regarding the result of this research, it is expected that future research and studies are conducted on other languages in order to find out how noun acquisition in world languages happens. It is to provide more perspectives on how different languages treat classes of word in children vocabulary. The research may be conducted using availabe corpora or creating more corpora by recording children conversation with various settings (at home, in the playground, or in the classrooom).