EWS-WS-CS-AL-FREE02 | Separate answer and model guide

Worksheet 2 - Answers

A Level 9093 - child language analysis

මුලින් වැඩපත්‍රය කරන්න. පසුව පිළිතුරු සසඳා වැරදි නිවැරදි කරගන්න.

Open tasks: models show one possible response. Accept other accurate, relevant answers.

Page 1: Develop an analytical argument

1. The fictional transcript suggests active grammatical patterning as well as the influence of interaction. The forms "goed" and "runned" extend regular past-tense marking to irregular verbs. These are consistent with overgeneralisation and challenge a simple account in which the child only copies complete adult utterances. However, one extract cannot establish how consistently the child uses either form.

The caregiver offers standard alternatives without abandoning the topic. "You went to the park?" recasts the child's statement as a question, while the later response models "ran". These turns may make relevant forms available within meaningful interaction. They do not prove that the child immediately acquires or will reproduce them.

The child also maintains a shared topic, moving from the pictured dog to a question about its destination and then to their own dog. Omitted elements in "Where dog going now?" and "He sleeping now" show differences from standard adult grammar, but processing demands and shared context could affect these particular utterances.

Overall, the sample can illustrate concepts such as overgeneralisation, recasting and topic maintenance. It cannot provide a complete developmental profile. A stronger account would require repeated observations in different contexts and careful attention to what the transcript leaves out.

දරුවාගේ වැරදි අතීත කාල රූප හා වැඩිහිටියාගේ නිවැරදි ආදර්ශ භාෂා ඉගෙනීමේ ක්‍රියාවලි පෙන්විය හැකි නමුත්, එක් සංවාද කොටසකින් ස්ථිර ඉගෙනීමක් හෝ සම්පූර්ණ සංවර්ධන තත්ත්වයක් නිගමනය කළ නොහැකිය.

Page 2: Observe before drawing a conclusion

1. The child uses goed, went and played. The sample includes both a non-standard regularised form and standard past-tense forms.

Quote the child's forms accurately and acknowledge the variation.

2. It may show overgeneralisation of the regular -ed past-tense pattern to go. More examples across verbs, occasions and contexts would help assess whether this is a recurring pattern.

Treat the account as a possibility, not proof of a single process from one utterance.

3. The adult reformulates goed as went while keeping the conversation moving. The child then uses went in a new clause, which may reflect uptake or existing knowledge. A later independent sample would be needed to investigate stable use; one immediate turn cannot establish permanent learning.

වැඩිහිටියාගේ නිවැරදි අතීත කාල රූපය දරුවා ඊළඟට භාවිත කළත්, එය ස්ථිරව ඉගෙන ගත් බව තීරණය කිරීමට පසුව ස්වාධීනව භාවිත කරන ආකාරයත් නිරීක්ෂණය කළ යුතුය.

Credit attention to interaction, accurate evidence and a cautious conclusion.