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The acquisition of the copula in two bilingual Italian-Venetan children

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1. Introduction

1.1 First Language acquisition

"Our genetic endowment makes it possible to learn any human language." (Guasti, 2002:18) How can it happen? Through UG (*Universal Grammar*). Every human being has an innate instinct to acquire a language in a short period of time, any language in the world. Chomsky, the pioneer of the *Nativist Theory*, argues that this instinct is *Universal Grammar*, which allows us to acquire a language despite the insufficient exposure to it and without any explicit teaching.

UG is composed of *principles and parameters*. The *principles* code the universal properties common to all languages in the world, while the *parameters* code the properties specific of each language and are set on the basis of the child's experience.

According to this approach, language is a cognitive ability that works quickly and in the same way for both oral and signed languages. The unconscious process of language acquisition will give its best results only if it happens during the *critical period*, which ends around puberty. In this period, the skills to acquire language are at their highest peak and Lenneberg (1967) suggests that only if a language is acquired during this period, it can fully develop. This is confirmed by those cases of children that have not been exposed to linguistic input until their adolescence.

The Nativist Theory is not the first theory regarding the acquisition of language. Until 1960, the most successful approach was the *Behavioral Theory*, according to which language is acquired through imitation or through the relation between stimulus and answer. Nowadays, this approach is considered obsolete, but there is still a debate between the nativist vision and the *Cognitive-functional Theory*. This last theory suggests that an innate predisposition to acquire a

language exists but it is not enough to the acquisition process, also other general mechanisms intervene in language acquisition because the child does not have a specific ability to uniquely elaborate the linguistic input. Finally, the *Emerging Theory* proposes that grammatical principles are not biological, but they arise as a solution to specific problems of human beings, as communicating to other people a huge amount of messages with a limited cognitive system.

In my work, I will follow the nativist approach, which is widely accepted by the linguist community.

1.2 Subject of the work

This work is focused on bilingual first language acquisition. For my research, I took 3 children into consideration, namely Sara, Pietro and Marco. Sara is a monolingual child speaking Italian, she lives in Venice, and she was recorded from 22 to 28 months by Ambrosi (2007). Pietro is a bilingual child speaking Italian and the Dialect of Cittadella (a small town close to Bassano del Grappa). He was recorded by Cecchin (2009) from 19 to 27 months, and the last recording was made later when he was 34 months old. Pietro lives in a bilingual context, where his interlocutors speak both Italian and Dialect. Marco is a bilingual child speaking Italian and the Dialect of Rosà, a small town close to Bassano del Grappa, where he lives. He was recorded by Fabris (2010) from 24 to 36 months.

I analysed the productions of the three children following the *Ivy Hypothesis* (Bernardini and Schlyter, 2004). This theory suggests that bilingual speakers have one *Stronger Language* and a *Weaker* one, which seems to grow on the structure of the stronger language like ivy.

Then I focused my attention on the acquisition of the copula analysing the productions in Italian, the Dialect and mixed utterances. I observed omissions from a longitudinal perspective, both in declarative sentences and in WH sentences and in different semantic types of copular sentences, and agreement between the copula and the subject. Finally, I analysed the production of the article in the copular structures.

1.3 Organization of the work

This work is divided into six chapters. Chapter two analyses the *Ivy Hypothesis* applied to my children's data, chapter three is a description of the morphology and the distribution of the copula in Italian, in Cittadella's Dialect and the Dialect of Rosà. Chapter four and five are devoted to the acquisition of the copula. In Chapter four, I will provide a description of previous studies about the copula, and the analysis of the monolingual Italian child Sara, whereas chapter five is focused on Pietro and Marco. Chapter six contains the conclusions of my work.

1.4 Research and data collection

I have used the transcriptions of Sara and Marco's spontaneous productions available at the Department of Linguistics and Comparative Cultural Studies. In Ambrosi (2007) I found the linguistic productions of Sara, and in Fabris (2010) the productions of Marco. In the case of Pietro, the Cittadella Dialect speaker, I had no access to his corpus and based my analysis on the data reported in Cecchin (2009).

1.5 Methodological problems

During my research, I found some difficulties in the analysis of Marco's corpus when I had to divide his productions into Italian, Dialect, and mixed utterances (Italian and Dialect in one and the same sentence). This operation was not easy because the two languages are not very different from a lexical point of view. Another problem was how to consider the mixed productions, because they were very few and not enough to determine a trend. I have therefore decided to describe them from a longitudinal perspective, and not to consider them the detailed analysis of the acquisition of the copula.

I found Franchi's articles (2004, 2006) unclear at some points: at the beginning it is not pointed out if the contexts that are reported are declaratives and interrogatives together or just declaratives.

2. The Ivy Hypothesis

2.1 Introduction

In this chapter I will describe the "Ivy Hypothesis" formulated by Bernardini and Schlyter (2004). The hypothesis suggests that there is a peculiar sentence-internal code-mixing in the productions of those children who are bilingual but develop the two languages unevenly. This happens because they have a *Stronger language* and a *Weaker one*.

Bernardini and Schlyter (2004) observed that bilingual children who have an uneven lexical development have one language that is stronger than the other one. They observed the code-mixed utterances produced by three bilingual children and noticed that "the mixing serves as a gap filler" (Bernardini and Schlyter 2004, p. 49), because they use lexical items from the Stronger Language when they do not have them in the Weaker one. It seems that the structural tree of the Stronger Language is the pillar on which the structural tree of the Weaker Language grows. Hence the name: *Ivy Hypothesis*.

The Minimalist Program and more specifically the generative syntax model is the theoretical base for this hypothesis and explains the relation made in the article between lexicon, code-mixing, input and syntactic development. The following points summarize this relation:

- Syntax is projected from the lexicon (Chomsky 2005, in Bernardini and Schlyter 2004)
- Syntactic development in L1 acquisition can be viewed as lexical instantiation of syntactic categories from the bottom up (Clahsen, Eissenbeiss and Penke 1996, Grimshaw 1994, in Bernardini and Schlyter 2004)

- Bilinguals have one universal syntax and two lexicons (MacSwan 2000, in Bernardini and Schlyter (2004)
- Bilingual children with uneven development have one richer and one poorer lexicon; the difference in the amount of lexicon is related to a difference in the input (Huss 1991, in Bernardini and Schlyter 2004)

Therefore bilingual children with unequal development project more syntactic structure in their Stronger Language than in their weaker one (Bernardini and Schlyter 2004, p. 50).

The Ivy Hypothesis predicts some properties of code-mixing such as: elements of the lower portions of the tree are lexically instantiated in the Weaker Language, whereas elements of the higher portions are realized in the Stronger Language (Bernardini and Schlyter 2004, p. 50).

In the following sections, I will establish for each child, which language is the Stronger and which one is the Weaker calculating their MLU (Mean Length of Utterance).

2.2 MLU

In order to determine the Stronger Language and the Weaker one, Bernardini and Schlyter (2004) calculated the MLU (Mean Length of Utterance): they counted all the words produced and divided them for the number of sentences.

I divided all productions of each child into three different groups: Italian, Dialect and Mixed; in this way I could calculate the MLU for every language. In the mixed group, I calculated two different MLUs: one for Italian, dividing all the Italian words for the total number of utterances; and one for the Dialect, dividing all the Dialect words for the number of mixed sentences. This value allows me to understand which language is the dominant one since Bernardini and Schlyter (2004) suggest that a bilingual child produces longer sentences when he or she uses the Stronger Language.

As I have already said in section 1.6 (Methodological problems), it was not easy to isolate the 3 different categories either because both the Dialects of Cittadella (Pietro) and Rosà (Marco) are very similar to Italian (see examples (1) and (2) taken from Cecchin 2009), or because children, especially when they are younger, omit some phonemes fundamental for the identification of the language.

1) ITALIAN: ancóra, signóra. DIALECT: ancòra, signòra. (*Again, lady*)

2) ITALIAN: nonna, nonno. DIALECT: nona, nono. (*Grandmother, grandfather*)

For the classification of the produced words, I followed the guidelines used by Cecchin (2009):

- a) The repetition of a word in the same utterance was only counted until three times unless it had a particular meaning in the sentence;
- b) The only restriction in counting a word concerned "*si*" (*yes*) and "*no*" (*no*), which was only counted if they were part of the sentence, but not if they were in isolation;
- c) All other words were counted;
- d) The production of noises or other non lexical expressions was counted as a single word;
- e) Cut off words were counted;
- f) Babbled words were counted as a single word;
- g) The words which in Italian have a double consonant and in Dialect are pronounced with one consonant were counted as Dialect if the consonant was clearly not geminate. If it was not clear, they were counted as Italian;
- h) Words which are identical in Italian and Dialect were all counted as Italian;
- i) Pietro's phonological inventory lacks the lateral "l". It only appears in the last recordings. Many Italian words which have "l" are identical to their Dialect counterparts except for the "l" pronunciation which in Dialect is often of the "schwa" quality. So the production of these words is most of the times more similar to the Dialect version. In my work I counted them as Dialect;
- j) Exclamation and swearwords which are typical of Dialect tradition were counted as Dialect;

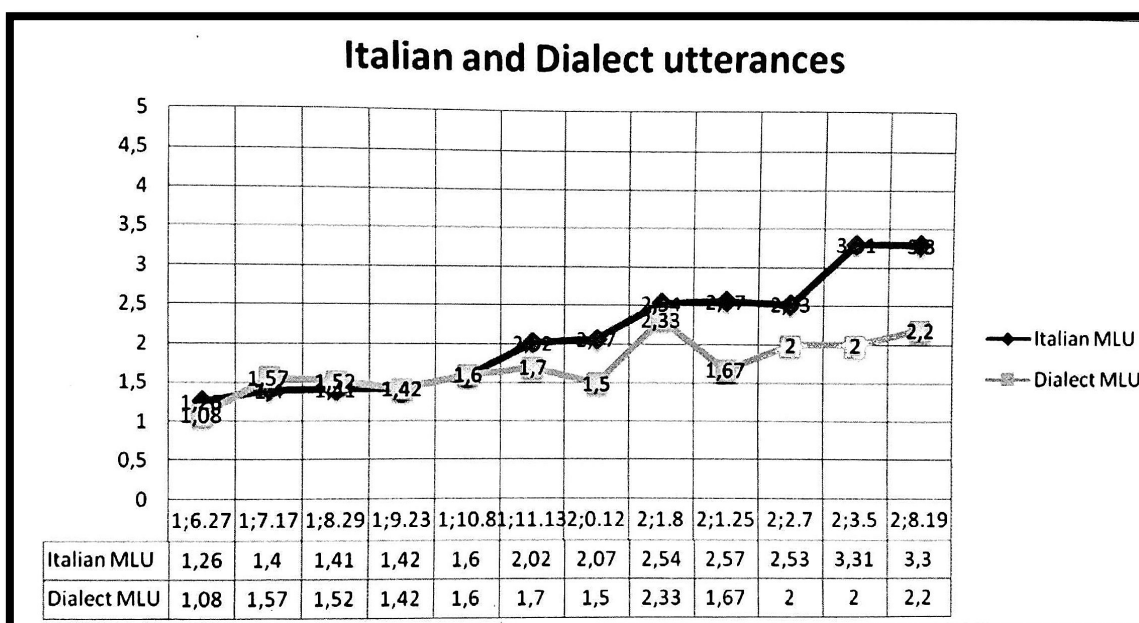
- k) Words which are written in the same way in both languages but pronounced for instance with an open vowel or with a detail which made me understand that it is not Italian, were counted as Dialect;
- l) Dialect words pronounced with an attempt of Italianization were counted as Dialect;
- m) All other doubtful cases, which I am not specifying here, were counted as Italian.

2.3 Pietro's MLU

In Graph (1) (Cecchin, 2009), we can notice that in Pietro's early productions, the development of the two languages is very balanced, and until 1;10.8 the MLU is almost the same for the two languages.

From 1;11.3 on, the MLU starts growing but the two languages are not equal any more: Italian seems to be the Stronger Language even if the Dialect shows a high MLU and therefore there is not a sharp preference between the two languages.

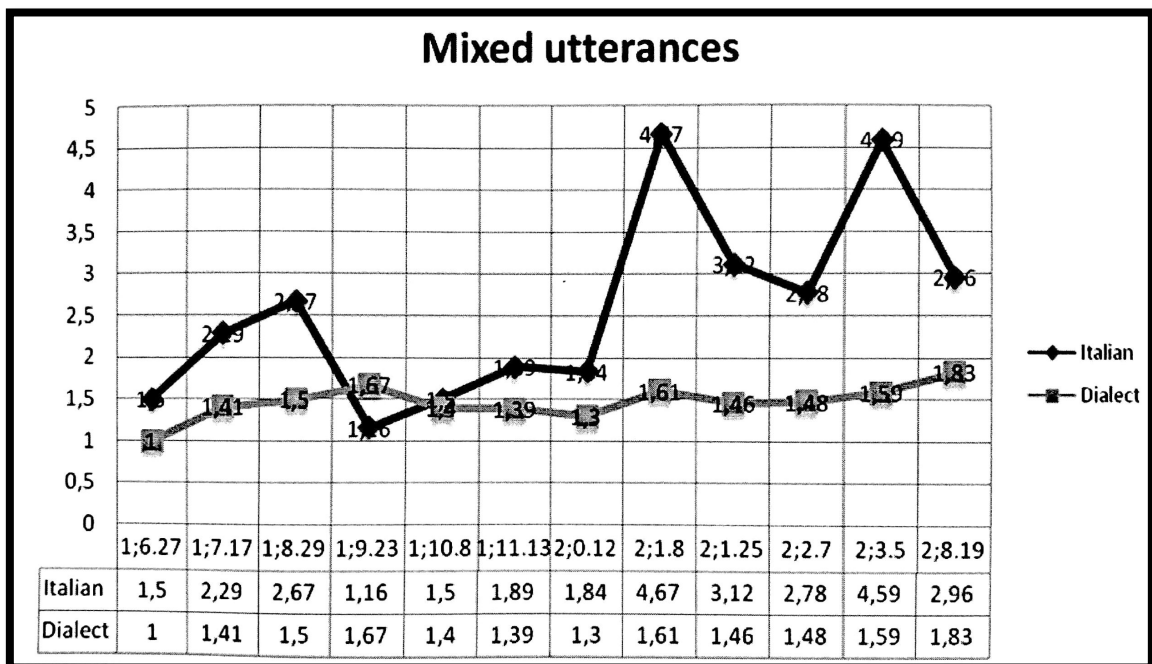
Graph 1: Pietro's Italian and Dialect utterances



In Graph (2), the MLUs of mixed utterances are reported, which gives us a wider idea of Pietro's bilingual acquisition (Cecchin, 2009).

In this graph, I calculated two different MLUs: one for Italian (I summed all the Italian words and I divided them by the total of the mixed utterances) and the second one for Dialect (summing all the Dialect words, and dividing them by the number of mixed utterances).

Graph 2: Pietro's mixed utterances



It is evident that Italian MLU reaches higher peaks (Cecchin, 2009) than Dialect and from 1;11.13 it remains higher. Dialect MLU is more stable, it only increases as the child grows. As reported in Cecchin (2009), we can notice that the age of 1;10.8 is a crucial point in which Italian and Dialect MLUs intersect each other: in the first graph, the MLU is 1,6 and in graph (2), it is 1,4 for Dialect and 1,5 for Italian. Since then, Italian becomes the Stronger Language, and therefore Dialect is the weaker one.

2.4 Marco's MLU

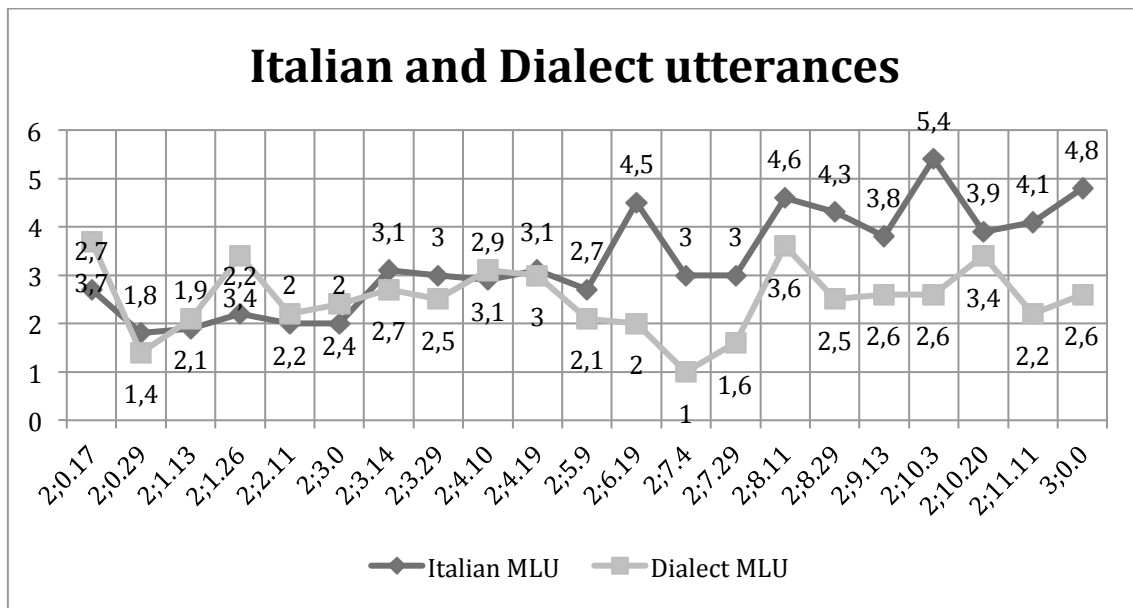
In Graph (3) we can observe Marco's Italian and Dialect MLU. Until 2;3 the dominant language seems to be Dialect, whose MLU values go from 3,7 to 1,4. Italian MLU remains always under 3 (the maximum is 2,7). From 2,3 to 2;4.18, the two languages are approximately the same but Italian starts to be the dominant language. At 2;4.18, Italian and Dialect are almost at the same level (3,1 Italian and 3 Dialect) but from 2;5.9 on, there is a clear separation of the two languages: Italian MLU is much higher than the Dialect MLU. It is interesting to note that the Italian values have augmented a lot compared to the previous ones. Also the Dialect MLU increases at some points, as in 2;8.11 (3,6) and 2;10.20 (3,4), but they never intersect again.

Having a look at graph (3) more in general, we can observe that while Italian is always increasing from the beginning until the last recording, Dialect with its ups and downs always remains approximately at the same level and never reaches 4.

At the beginning of the recordings, the Dialect is the dominant language, then for a short period Italian and Dialect are balanced, and in the end Italian is clearly the Stronger Language.

Another thing to be said is that in all recordings, Marco is effectively bilingual, because he uses both languages, even if the dominance is alternated.

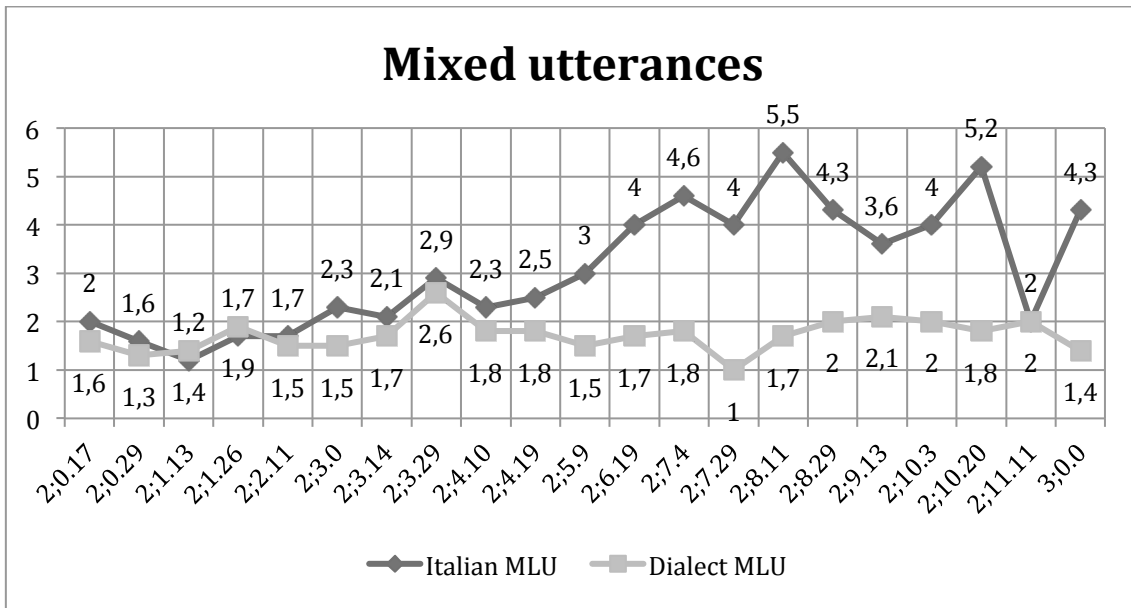
Graph 3: Marco's Italian and Dialect utterances



Let's have a look at Marco's mixed utterances in order to have a clearer view of his language development. In graph (4), a more regular trend for the Dialect can be noticed, which remains between MLU 2,6 and 1. Italian is instead quite low at the beginning, but from 2;4.10 on, it quickly increases and reaches high levels like 5,5 and 5,2.

Before 2;3.29, the two languages are balanced and they exchange their dominance: until 2;1.13 the stronger one is Italian, then it is Dialect until 2;2.11 and from that moment on the stronger one is Italian again. The key point in this graph is at 2;3.29 because before both languages are about the same level, and then Italian is strongly higher, it reaches 4,6-5,5 and 5,2; while Dialect stays around 1-2,1. Only at 2;11.11, Italian and Dialect have MLU 2.

Graph 4: Marco's mixed utterances



Comparing graphs (3) and (4), we can observe that the trends regarding Italian and Dialect are the same: at the beginning Italian is balanced with Dialect later Italian becomes the Stronger Language and increases its MLU, while Dialect remains quite stable (even though in monolingual Dialect utterances it reaches higher values). In the first half of the recordings, Dialect seems to be dominant, in the second half instead, it is distinctly the Weaker language.

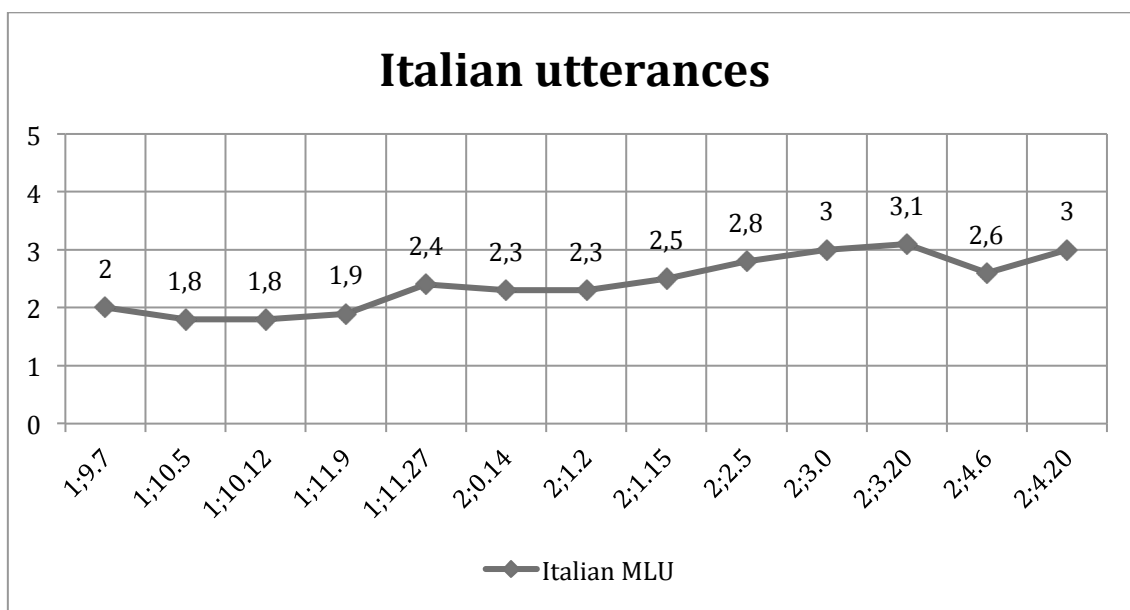
The relevant thing to notice is that in both graph (3) and (4), there is one precise point in which Italian and Dialect MLUs move from having an aligned development to following very different paths. In graph (3) in fact, such point is at 2;4.19, while in graph (4) it is at 2;3.29: almost one month before. I do not have any clear explanation for this difference. Concerning the change of dominant language, I agree with Fabris (2010) who says that probably the child starts to pay more attention to the stimulus around him, which are in most cases in Italian.

2.5 Sara's MLU

In this section, we analyze the Italian MLU of a monolingual child who lives in Venice, namely Sara.

In graph (5 a clear increasing trend) can be noticed. At the beginning, the MLU is around 2 (1,8-1,9), and it grows until 3-3.1 toward the last recordings.

Graph 5: Sara's Italian MLU



2.6 Summing up

For our MLU's analysis, we took 3 children into consideration. Pietro and Marco are bilingual: they both speak Italian and a Venetan Dialect: Pietro the Cittadella's Dialect, whereas Marco the dialectal variety of Rosà. The third child, Sara, is monolingual Italian.

Pietro's recordings start when he is 1;6.27, Sara's ones at the age of 1;9.7, and Marco's ones at 2;0.17. In the last recording, Pietro is 2;8.19, Sara is 2;4.20, and Marco is 3 years old.

Now I will compare Pietro and Sara in the age interval 1;9-2;0 (we do not have any recordings of Marco at this age). We can see that at 1;9.23 and 1;10.8, the two

MLUs of Pietro have the same value, then they start to be more and more different, that is to say that from that moment on, Italian is the dominant language and Dialect is the weaker one. Before that moment, Italian and Dialect have very balanced MLUs, as we said before. Considering just the Italian MLU, we can easily notice that it is very similar to Sara's: Pietro starts with 1,42-1,6-2,02 and 2,07, Sara starts with 2-1,8-1,8-1,9-2,4 and 2,3. But Sara's values are a little bit higher.

I shall now compare the three children at the same age: Pietro (2;0.12-2;3.5), Sara (2;0.14-2;4.20) and Marco (2;0.17-2;4.19). Pietro's Italian MLU increases from 2,07 to 3,31, Sara starts at 2,3 and reaches 3 in the last recording, and Marco begins with 2,7 and reaches 2,9 when he is 2;4.10. In this case as well, we can say that they follow the same path and show very similar values.

In the last recording, Pietro is 2;8.19 and his Italian MLU is 3,3, whereas Marco at 2;8.11 shows a higher MLU:4,6.

I will now focus on the MLUs in Mixed utterances, comparing Pietro (2;0.12-2;3.5) and Marco (2;0.17-2;3.0). Pietro reaches higher peaks in Italian MLU (4,67-4,59), while Marco's MLU is sometimes even lower than the Dialect one. The Dialect MLUs of both children is very similar and have the same trend. At the age of 2;8, the Italian MLU of Marco is very high (5,5-4,3) whereas Pietro's Italian MLU is 2,96. The Dialect MLU is almost the same, instead.

We can conclude that the three children have an equal development of their languages, some differences are noticed but they can be due to personal differences in acquisition.

3. Distribution and morphology of the copula in Italian and the Dialects of Cittadella and Rosà

In this chapter I will describe the morphology and the use of the copula in the Dialects of Cittadella and Rosà.

A copular sentence is composed of the subject, the nominal, adjectival or locative *predicate*, and the verb *to be*, which is called "copula" because it links the subject to the predicate. See the Italian examples in (3), (4) and (5).

- 3) La rosa è un fiore - *The rose is a flower*
- 4) L'acqua è fresca - *The water is fresh*
- 5) Il libro è sul tavolo. *The book is on the table*

The copula agrees with the subject, and therefore it can be singular as in (3), (4) and (5), or plural as in (6) and (7).

- 6) Le rane sono anfi - *Frogs are amphibians*
- 7) Gli alberi sono verdi - *Trees are green*

In Veneto, each Dialect has its own way to express the verb *to be* (Marcato and Ursini, 1998). In the Venetian variety, for example, people uses *xe* as shown in (8), (9), (10) and (11). In the 3rd person, it is underspecified for number, i.e. it is used in both the singular and the plural.

- 8) Me nono **xe** vecio - *My grandfather is old* (Belloni, 1991:131)

- 9) Me morosa **xe** bionda - *My girlfriend is blond* (Belloni, 1991:131)
 10) I fiori i **xe** bèi - *The flowers are beautiful*
 11) Le botiglie e **xe** róte - *The bottles are broken*

Examples (10) and (11) are mine.

Now I will focus my attention on the two Dialects spoken by Pietro and Marco.

3.1 The copula in the Dialect of Cittadella

In Cittadella's Dialect, the variety spoken by Pietro, the copula displays different forms in the 3rd person.

One form is *zé*. As in Venetian, it has the same form in the 3rd person singular and plural. It is the subject clitic pronoun that let us understand if the subject is singular or plural, feminine or masculine, as reported in (12), (13) and (14). The examples are taken from Checchin (2009).

- 12) A *zé* qua co mi (3rd sing. fem.)
(3rdsg. fem. clitic is here with me)
She is here with me

- 13) I *zé* contenti (3rd pl. masc.)
(3rd pl. masc. clitic are happy)
They are happy

- 14) El *zé* dotòre (3rd sing. masc.)
(3rd sing. masc. clitic is doctor)
He is doctor

This dialect displays two other forms in the 3rd person singular masculine. In addition to *(el) zé*, the 3rd person singular masculine can be realized as *l'é/l'è* (with

either a close or an open vowel, Cecchin, 2009). The different forms have the same meaning as shown in (15a) and (15b):

15) a. Armando (el) zé el me figliolo

[Armando è il mio figliolo]

(Armando (3rdsg. masc. clitic) is DET. my little son)

Armando is my little son

b. Armando l'è el me figliolo, ze vero?

[Armando è il mio figliolo, è vero?]

(Armando 3rdsg. masc. clitic is DET. my little son, is it true?)

Armando is my little son, isn't he?

The verb form *zé* is the only one that can be used in interrogative sentences, as shown in (16).

16) a. Cosa zé successo ?

What is happened?

What happened?

b. *Cosa (l') é/è successo?

What is happened?

What happened?

Notice that the subject clitic pronoun is realized as either *el* (with *zè*) or *l* (with *é* and *è*) see (17) and (18).

17) a. L'è/é rabià

b. El zé rabià

(3rdsg. masc. clitic is angry)

He is angry

- 18) a. L'è/é simpatico
b. El zé simpatico
(3rdsg. masc. clitic is nice)
He is nice

Cecchin (2009) reports that in the past tense, the 3rd person singular (feminine) and the 3rd person plural (feminine and masculine) of this Dialect can be realized in two ways: *zèra* and with the palatalized consonant *jèra*, as shown in (19), (20) and (21).

- 19) A zèra al supermercato
A jèra al supermercato
(3rd sing. fem. clitic was at-the supermarket)
She was at the supermarket

- 20) I zèra in posta
I jèra in posta
(3rd pl. masc. clitic were in the post office)
They were at the post office

- 21) E zèra al pub
E jèra al pub
(3rd pl. fem. clitic were at-the-pub)
They were at the pub

The 3rd person singular masculine has 3 possible realizations (all with an open "è"): *zèra*, *jèra* and *l'èra*. See Cecchin's examples in (22) and (23).

- 22) El zèra al cinema co lu
L'èra al cinema co lu
El jèra al cinema co lu
(3rdsg. masc. was at the cinema with him)

He was at the cinema with him

23) El zèra in macchina

L'èra in macchina

El jèra in macchina

(3rdsg. masc. was in car)

He was inside the car

Cecchin (2009) reports that Pietro only produced the *zé* form, as in (24) and (25).

24) (i) zé (r)otti (Pietro 2;.12)

(3rd pl. masc. clitic are broken)

They are broken

25) (el) zé (s)po(r)co (Pietro 2;1.8)

(3rd pl. masc. clitic is dirty)

It is dirty

Despite the fact that in the adult grammar, all these forms are interchangeable and the choice between them depends on the speaker, Cecchin (2009) proposed that Pietro produces the *zé* form because it is the less marked one. First, it can be used both in the singular and the plural third person. Second, it is the only possible form in interrogative sentences. Third, the *zé* form does not need the subject pronoun "el" to be expressed (see (15)). As suggested by Cecchin (2009), Pietro chooses to use this form because he does not have access to the category of subject clitic pronouns, yet.

Cecchin (2009) also hypothesized a generational difference that could influence Pietro's productions. His grandmother, the adult with whom Pietro spends most of the time, accepts the form *l'è/é*, but she never produces it.

3.2 The copula in the Dialect of Rosà

The Dialect of Rosà, the variety spoken by Marco, also has two different forms for the verb *to be* in the third person singular masculine. One is pronounced with a close vowel (*zè*), as happens in the 3rd person feminine and plural, while the other form is pronounced with an open vowel (*è*), as happens in Italian (Fabris, 2010:69). When the vowel is close, the subject clitic is *el*, whereas when the vowel is open, the subject clitic is pronounced as *l*. See the examples (26), (27), (28) and (29) taken from Fabris (2010).

26) L'è ndà/ndato via.

El zé ndà/ndato via.

(3rdsg. masc. clitic gone away)

He left

27) A zé ndà/ndata via.

(3rdsg. fem. clitic gone away)

She left

28) I zé ndà/ndai/ndati via.

(3rd pl. masc. clitic gone away)

They left (masculine)

29) E zé ndà/ndae/ndate via.

(3rd pl. fem. clitic gone away)

They left (feminine)

In the past tense, for the singular masculine, there is a third form pronounced with the close vowel "é", that is represented in (30) (Fabris, 2010:72)

30) El zèra/zéra ndà/ndato via.

(3rdsg. masc. clitic gone away)

He left

Also, for the Dialect of Rosà, the choice between one form or the other, in declarative contexts, is completely free, whereas in interrogative sentences only the *zé* form is grammatical. See examples (31)

31) a. Dove zéo?

(Where is 3rdsg. masc. clitic)

Where is he?

b. *Dove l'è?

(Where 3rdsg. masc. clitic is?)

Where is he?

c. *Dove è lo/o?

(Where is 3rdsg. masc. clitic)

Where is he?

The unique case where both copular forms are acceptable (either in the present or past tense) is in Wh questions introduced by "*perché*" (=why), as shown in (32) and (33) (Fabris, 2010: 74).

32) Perché l'è inrabià?

(why 3rdsg. masc. clitic is angry?)

Why is he angry?

33) Perché el zé inrabià?

(why 3rdsg. masc. clitic is angry?)

Why is he angry?

Fabris (2010) found that Marco produced the form with close vowel in the majority of cases and only once he produced the form with the open vowel (see

34). Fabris (2010) also found that the Dialectal pronunciation of the copula (with the close vowel) sometimes influenced the Italian pronunciation (which is with the open vowel), as in (35) and (36).

34) Adesso vado dal nono a giustarlo pecché [=perchè] l'è tuto roto
(Marco 2;3.29)

(Now go to the grandfather to repair it because 3rdsg. masc. clitic is all broken)

Now I go to the grandfather to repair it because it's all broken

35) Dopo té [=c'è] le gal(l)ine (Marco 2;1.26)

(Then there is the hens)

Then there are the hens

36) Peto é [=è] mio (Marco 2;1.26)

(this-masc. is mine)

This is mine

4. Acquisition of the copula in Italian

This chapter is devoted to the acquisition of the copula in Italian. I will compare the results of previous studies with the monolingual child I studied, namely Sara.

4.1 Previous studies

In this section, I will describe some studies that have examined the acquisition of the copula considering several aspects, such as its production and omission, the agreement with the subject of the clause, and the production of the copula in different semantic contexts.

4.1.1 Syntax: production and omission of the copula

It is well known that early grammar appears to be slightly different from the adult one. Children tend to quite often omit functional elements such as prepositions, articles, auxiliaries, pronouns and also the copula. The omissions are not random, and several researches (e.g. Rizzi, 1993-1994, 2004, Franchi 2004, 2006) proposed that children follow UG (Universal Grammar) Principles exactly like adults. If children's productions seem to differ from the adult's ones, they are always grammatically based.

Although many studies exist about this topic, the reason for omissions is in many cases still unclear.

Studying the phenomenon of Root Infinitives (RI), Rizzi (1993-1994, 2004) found a pattern in the distribution of the functional verb omission and suggested the *Truncation Hypothesis*.

37) *Mom faire boum sur le camion* (Philippe 2;01 - Child French)

Mom DO bum on the truck

(Example taken from Franchi 2006: 136)

According to this approach children produce sentences like (37) because the parameter which seems to regulate the main projection of the root (the Root Parameter) is not set correctly, and children can choose a node lower than I as the root of their sentence. If they do so, they produce a so-called *Root Infinitive*, a main sentence with an untensed verb. On the contrary, if their structure starts from CP, like adults, they project the full sentence, with all elements in it, tensed verb included.

Rizzi claims that early grammar allows the truncation of the structure, because it reduces children's computational load, but they always do it respecting UG constraints. In other words, if there is an element in the CP field, this should compel a complete clausal structure with inflected forms. Children's productions seemed to confirm this hypothesis because in Wh contexts, RIs almost disappear.

4.1.1.1 Consideration about Franchi's articles (2004, 2006)

In this section I will present Franchi's researches (2004, 2006), because I used them as a guide for my work.

Franchi (2006) analyzed the omission of functional verbs and compared declarative contexts with Wh-contexts in order to find out if instances of omissions are an indicator of the *Truncation Hypothesis*.

More specifically, Franchi (2004, 2006) took into her analysis three monolingual children speaking Italian, chosen from the CHILDES Database: Martina, Raffaello, and Rosa. They were recorded since they were 1 year and 7 month old (1;7) until 3 years and 3 months (3;3). She collected 1587 copular contexts and organized them as follows, bearing in mind that Italian is a *pro-drop language* and therefore it allows sentences with non-overt subjects (as in (5b)). If we consider the question in (38) (Franchi 2004), in Italian we can answer in three different grammatical ways (39a, b, and c), the fourth one is however ungrammatical (39d).

38) Di che colore è il cappotto?

What color is the coat?

39)a. Il cappotto è verde. (Overt subject, realized copula, predicate: SCP)

b. E' verde. (Non-overt subject *pro*, realized copula, predicate: CP)

c. Verde. (Predicate: P)

d. *Il cappotto _ verde.

The only clear case of copula omission is (39d) because in the adult language, this answer needs the copula to be expressed.

The ambiguous answer is (39c): in a pro-drop language, it can be interpreted either as an elliptical structure or as an instance of copula omission with non-overt subject. In order to take all contexts into adequate consideration, Franchi (2004) separated the contexts with overt subjects from those contexts with non-realized subjects. She considered the omission contexts where the subject is realized and divided them by all contexts that required the copula with overt subjects (40), and to calculate the percentage of omission in contexts with null subjects, she divided all _P contexts by the number of all non-realized contexts requiring a copula (41). Finally she divided all the omission contexts (S_P+*pro*_P) by the total number of copular utterances (42).

$$40) \frac{S_P \text{ contexts}}{S(C)P \text{ contexts}}$$

$$41) \frac{pro_P \text{ contexts}}{pro(C)P \text{ contexts}}$$

$$42) \frac{S_P+pro_P \text{ contexts}}{S(C)P+pro(C)P \text{ contexts}}$$

The results obtained using the formula in (40) are "pure" cases of copula omission, because the ambiguous _P contexts are not included. With those formulas, the presence of _P contexts is not a problem, and they allow the researcher to calculate values without over-estimating the phenomenon of copula omission.

The strategy that separates children's productions with overt subjects and those with non-realized subjects allows to observe the _P contexts closer and

check whether they are just elliptical structures or copula omissions, too. This can be deducted if *_P* values decrease in a longitudinal analysis, because this means that many copular utterances were in that group.

Franchi (2004) shows in table (2), reported here as table (1), the number of copular contexts she found for each child, and she calculated the percentage of omission of the copula with realized subjects and with non-overt subjects. Note that the number of contexts collected in 2004 is slightly different from the contexts reported in 2006 (see table (2)) I think there is a typo (underlined by a circle) in table (2). The problem is that here Franchi never specifies if the contexts are only declarative, or both interrogative and declarative.

Table 1: copular contexts in Franchi (2004)

Tabella 2: Numero di occorrenze e percentuale di omissione della copula in contesti con soggetto espresso (SP/SCP) e con soggetto nullo (P/CP).

	Contesti SP/SCP	% SP/SCP	Contesti P/CP	% P/CP
Martina 1;7 – 2;7	69/197	35%	70/169	41%
Raffaello 1;7– 2;11	30/113	27%	92/218	42%
Rosa 1;7 – 3;3	136/382	36%	310/506	61%
TOTALE	235/692	34%	472/893	53%

Table 2: copular contexts in Franchi (2006)

Table 1. Number of omissions in Realised Subject contexts (SP/S(C)P), in Null Subject contexts (P/(C)P) per child and in total			
	SP/S(C)P	P/(C)P	n. total
Martina 1;7-2;7	68/200	71/167	139/367
Raffaello 1;7-2;11	30/113	92/218	122/331
Rosa 1;7-3;3	136/382	310/507	446/889
Total	234/895	473/892	707/1587

Table 2. Omission rate in Realised Subject contexts (SP/S(C)P), in Null Subject contexts (P/(C)P) per child and in total			
	%SP/S(C)P	% P/(C)P	% total
Martina 1;7-2;7	34%	43%	38%
Raffaello 1;7-2;11	27%	42%	37%
Rosa 1;7-3;3	36%	61%	50%
Total	34%	53%	45%

Later in the articles, Franchi focuses on the omission in interrogative sentences and she refers to the data presented before (table (1) and (2)) as data "found in declarative copula contexts" (2006: 143). Therefore I will compare my data to Franchi's only when they are about declarative contexts.

Moreover, when Franchi (2004, 2006) shows the omission percentage found in interrogative contexts, she does not distinguish between overt and non-overt subjects and it is impossible to infer the total amount of contexts she analyzed.

My analysis will be more detailed, first I will consider all the copular contexts I found (declaratives and interrogatives), then I will separate them and observe how the omission percentage changes. For the reasons I previously explained, I can not always compare my data to Franchi's. Nevertheless it must be added that since in Franchi (2004, 2006), the omission percentage in Wh contexts is very low (0,4%), it will not change the omission percentage of the declarative sentences.

4.1.2 Morphosyntax: agreement between the copula and its subject

Another study on the use and the omission of the copula in Italian has been conducted by Caprin and Guasti (2006, 2008), who wanted to find out if children behave differently with the verb "be" when it is a copula or an auxiliary.

They based their research on the spontaneous productions by fifty-nine children aged 22 to 35 months. They divided those children into three groups, not established on their ages but on their MLU-w (MLU calculated in words) values: G1 (N=15) 1.0-1.49; G2 (N=19) 1.5-1.99; G3 (N=25) 2.0-3.1.

The results are reported in table (3).

Table 3: Caprin and Guasti (2006)

GROUP	COPULA					
	I ^a p.sg	II ^a p.sg	III ^a p.sg	I ^a p.pl	II ^a p.pl	III ^a p.pl
G1	N.C. 0/0	N.C. 0/0	100 49/49	N.C. 0/0	N.C. 0/0	100 1/1
G2	N.C. 0/0	N.C. 0/0	96.8 181/187	N.C. 0/0	N.C. 0/0	100 10/10
G3	100 2/2	100 2/2	97.65 374/383	N.C. 0/0	N.C. 0/0	96.72 59/61
Total	100 2/2	100 2/2	97.58 604/619	N.C. 0/0	N.C. 0/0	97.22 70/72

The table shows the cases of correct agreement between the subject and the copula: for each inflectional form, the correct use in percentage and the number of correct forms over the total number of forms produced are reported (Caprin and Guasti 2006: 122). The 3rd person singular is the most produced form in general and is already used in G1. As the MLU-w values increase, the copula production also raises. The 3rd person plural is the second most produced form especially in G3, but also in G2.

As reported in the study, agreement errors between the copula and its subject occur very rarely, and when it happens, a substitution of the 3rd person plural with the singular form is produced.

4.1.3 Semantics: different types of copula sentences

I will now describe a study that has been conducted by Becker (2000, 2004). Becker studied the productions by 5 children speaking American English ranging in age from 2;0 to 3;4. Their MLU was between 2,2 and 4,7, as reported in table (4).

Table 4: Becker (2000)

child (source)	file range	age range	MLU range (avg.)	no. <i>be</i> contexts
Nina (Suppes 1973)	07-13	2;0-2;2	2.79-3.43 (2.98)	471
Peter (Bloom 1970)	06-11	2;0-2;3	2.26-3.33 (2.84)	785
Naomi (Sachs 1983)	35-68 ³	2;0-2;7	2.61-3.66 (3.09)	555
Adam (Brown 1973)	10-28 ⁴	2;7-3;4	2.23-4.12 (3.38)	792
Eve (Brown 1973)	15-20	2;1-2;3	3.7-4.57 (4.03)	566

She did not include into her analysis those contexts that were made of a single PP, or AP, or NP (I call them *_P* contexts), because they could be elliptical structures and not "pure" copula omissions.

She divided the contexts into two different categories: the first one was formed with Nominal Predicates (NP) and the second one with Locative Predicates (PP).

The following examples are taken from Becker (2004):

Nominal predicates

43) Patsy's a girl (Peter, 2;3, from Bloom, 1970)

44) She's a crocodile (Naomi, 2;3, from Sachs, 1983)

Locative Predicates

45) I in the kitchen (Nina, 2;1, from Suppes, 1974)

46) He way up dere [=there] (Adam 3;0, from Brown, 1973)

Becker noticed that the copula was generally realized in the NP contexts and omitted in the Locative ones, as shown in table (5).

Table 5

Mean Proportion of Overt <i>Be</i> With Nominal and Locative Predicates				
<i>Child</i>	<i>Nominal Predicate</i>		<i>Locative Predicate</i>	
	<i>M</i>	<i>N</i>	<i>M</i>	<i>N</i>
Nina	74.1	143	13.0	115
Peter	86.4	398	18.9	90
Naomi	90.2	122	33.3	30
Adam	52.0	302	7.7	26
<i>M</i>	76.3		18.8	

Becker explains the strong difference between the two categories in the following way. The omission of the copula is linked to the semantic feature of the predicate: Nominal predicates express a permanent property, as in *Mommy is a girl* (she called it *Stage Level Predicates*), whereas locative predicates indicate a more temporary property of the subject, as in *my pen down there* (called *Individual Level Predicates*).

Becker also studied copula omission in existential expressions and found out that the children pronounced the copula in 80% of the cases. Some examples of the constructions they produced are listed in (47).

- 47) a.*NIN: there's a light.
 b.*NAO: there some for Mommy. (Naomi 2;0)
 c.*PET: there's a wheel. (Peter 10)
 d.*ADA: dere [there] some boots. (Adam 10)
 e. *EVE: there'sanotherhat. (Eve 17)

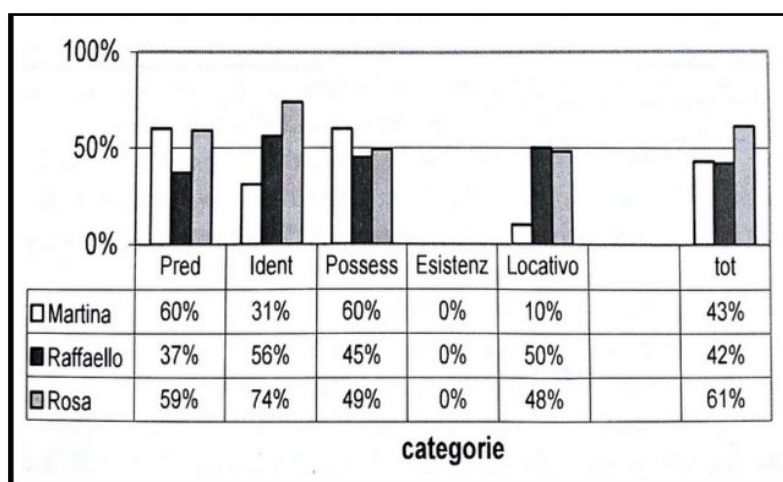
4.1.3.1 Becker's theory applied to Italian

Franchi (2004: 97) checked if Becker's observations were also valid for Italian. She created 5 different categories in order to classify the predicate:

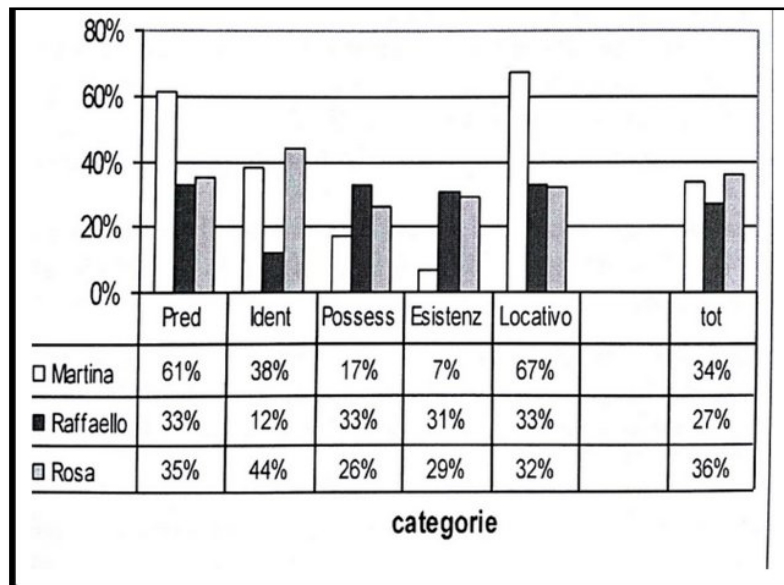
- *Predicative*: an Adjectival Phrase (*La neve è fredda*-The snow is cold) or a Prepositional Phrase (*Questo è di ghiaccio* - This is made of ice);
- *Identificative*: a Determiner Phrase, in either order (*Questo è il gatto*- this is the cat), (*Il gatto è questo* - This one is the cat)
- *Possessive*: realized as either an adjective (*Questo è tuo*- This is yours) or a prepositional phrase (*La giacca è del papà*- This is dad's jacket)
- *Existential*: involves structures like *c'è la torta* -there is the cake"
- *Locative*: realized as either a locative adverb (*qui*-here) or a locative Prepositional Phrase (*a casa*-at home)

Franchi's results are reported in graphs (6) for the contexts with non-realized subject and (7) for the constructions that contain an overt subject.

Graph 6: Franchi's results with non-overt subjects (%_P/CP)



Graph 7: Franchi's results with realized subjects (S_P/SCP)



The results found by Franchi (2004) do not seem to support the hypothesis made by Becker (2000, 2004), because omission is not influenced by the kind of predicate. Each child omits the copula in unpredictable ways.

4.2 Sara

I will now present the copular sentences I have collected from the recording of a monolingual Italian-speaking child called Sara (Ambrosi, 2007). She was 1;9.7 at her first recording and 2;4.20 at her last one, therefore her corpus reports her development for 7 months.

4.2.1 Syntax: production and omission of the copula by Sara

I collected all the copular sentences she produced: 294. For the analysis, I followed the categorization proposed by Franchi (2004) and I obtained two types of copula realization (as in (48) and (49)) and two contexts of copula omission (as in (50) and (51)):

SCP: the subject is realized and the copula is produced

48) Questo è rosa.

(Sara; 2;1.15)

(This is pink)

This one is pink

CP: the subject is not realized (*pro*) but the copula is pronounced

49) E' uguale. (Sara; 2;4.6)

(pro is identical)

It is identical

S_P: the subject is overt and the copula is not realized

50) Questo (è) uguale. (Sara; 2;4.6)

This (is) identical

_P: the subject is non-overt and the copula is not pronounced

51) La mamma (Sara; 1;11.27)

(the mother)

This is my mother

Table (6) shows the copular contexts I found, distributed into each category.

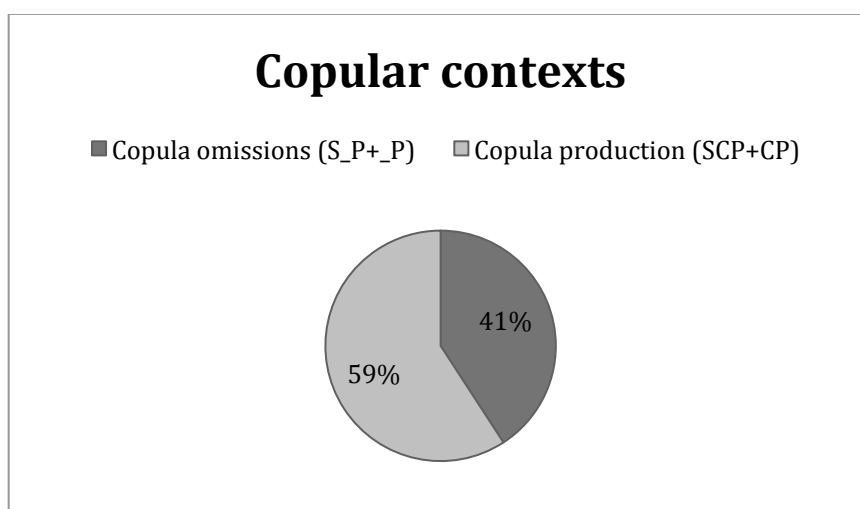
Table 6: Sara's copular contexts

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	_CP contexts
1;9.7	1	16	0	4
1;10.5	1	12	0	2
1;10.12	0	16	1	3
1;11.9	2	14	2	3
1;11.27	0	7	3	3
2;0.14	0	12	16	7
2;1.2	0	6	5	3
2;1.15	0	3	5	13

2;2.5	0	4	27	7
2;3.0	0	6	7	11
2;3.20	0	8	9	9
2;4.6	3	6	3	12
2;4.20	0	3	13	6
TOT.	7	113	91	83
TOT.	120		174	
TOT.	294			

Graph (8) gives us a more general view of how copula's omissions and productions are distributed in the whole number of copular contexts I collected.

Graph 8: Sara's copula contexts



Looking at graph (8), it is clear that Sara produces the copula in the majority of cases: 174 out of the total number of contexts (59%). And when she uses the copula, she produces it correctly with no morphological or structural mistakes, as shown in (52), (53), (54) and (55). She uses the copula both in the 3rd person singular (52), (54) and plural (53), and in the 2nd singular form (55).

52) E' questo.

(Sara 2;1.12)

It's this one.

53) Dove sono? (Sara 2;1.12)

Where are they?

54) E' giallo il sole. (Sara 2;2.5)

It's yellow the sun

55) Eri tutta nera e tutta bianca. (Sara 2;3.20)

You were all black and all white

Now we will focus on the omissions of the copula in Sara's corpus and we will analyze them from a longitudinal perspective in order to understand her development.

In graph (9) and in table (7), I considered three different categories: omissions in contexts with realized subjects (S_P/S(C)P), omissions with non-realized subjects (_P/(C)P); the last one is the total number of omissions.

Graph 9: percentage of copula omission

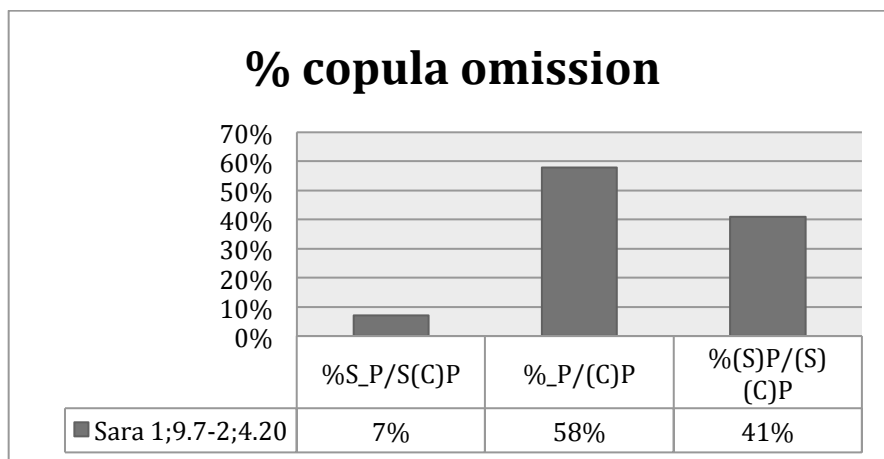


Table 7: number and percentage of copula omission

	Contexts S_P/S(C)P	% S_P/S(C)P	Contexts _P/(C)P	% _P/(C)P	Contexts (S)_P/(S)(C)P	% (S)_P/(S)(C)P
Sara 1;9.7- 2;4.20	7/98	7%	113/196	58%	120/294	41%

It clearly appears that copular structures are available in Sara's grammar, and that the copula can sometimes be omitted.

It is interesting to observe that she very rarely (7/98) omits the copula in contexts where the subject is expressed. She instead produces many omissions in _P contexts (113/196).

In order to make a correct comparison with Franchi (2004), it must be observed that Sara produced fewer S(C)P contexts than the children studied in Franchi (2004), reported in table (8). Nevertheless, Sara's omission in S_P contexts is really low.

Table 8: children studied by Franchi (2004)

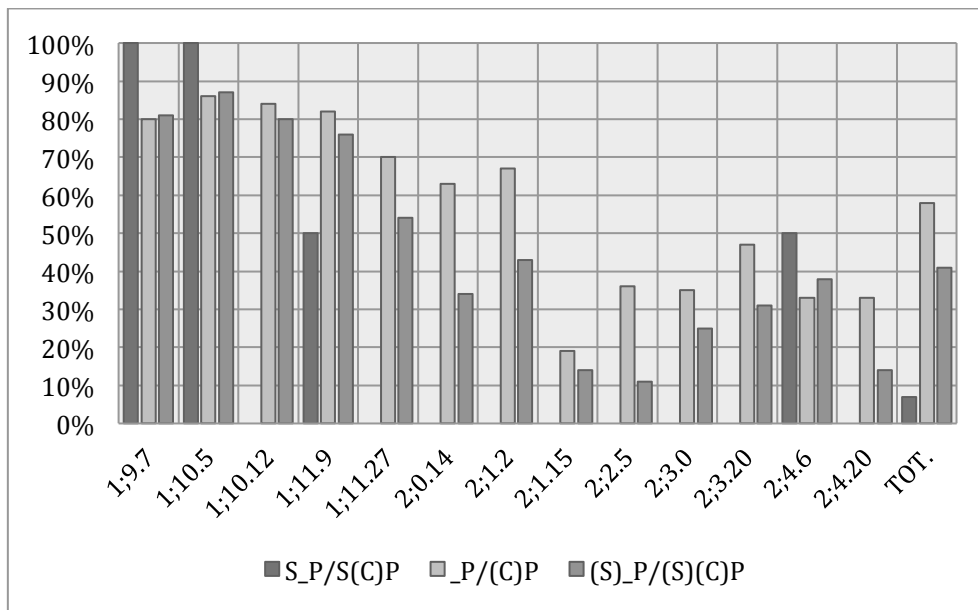
	SP/S(C)P	P/(C)P	n. total
Martina 1;7-2;7	68/200	71/167	139/367
Raffaello 1;7-2;11	30/113	92/218	122/331
Rosa 1;7-3;3	136/382	310/507	446/889
Total	234/895	473/892	707/1587

Now I consider Sara's development about copula omission more in detail in table (9) and in graph (10), which is a graphical representation of the data in table (9), and shows for each recording the number and percentage of copula omission in all the three categories

Table 9: copula omission in number and in percentage for each recording

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
1;9.7	1/1	100%	16/20	80%	17/21	81%
1;10.5	1/1	100%	12/14	86%	13/15	87%
1;10.12	0/1	0%	16/19	84%	16/20	80%
1;11.9	2/4	50%	14/17	82%	16/21	76%
1;11.27	0/3	0%	7/10	70%	7/13	54%
2;0.14	0/16	0%	12/19	63%	12/35	34%
2;1.2	0/5	0%	6/9	67%	6/14	43%
2;1.15	0/5	0%	3/16	19%	3/21	14%
2;2.5	0/27	0%	4/11	36%	4/38	11%
2;3.0	0/7	0%	6/17	35%	6/24	25%
2;3.20	0/9	0%	8/17	47%	8/26	31%
2;4.6	3/6	50%	6/18	33%	9/24	38%
2;4.20	0/13	0%	3/9	33%	3/22	14%
TOT.	7/98	7%	113/196	58%	120/294	41%

Graph 10: percentage of copula omission for each recording



The omission of the copula is present in Sara: it is more evident in early recordings and then gradually decreases.

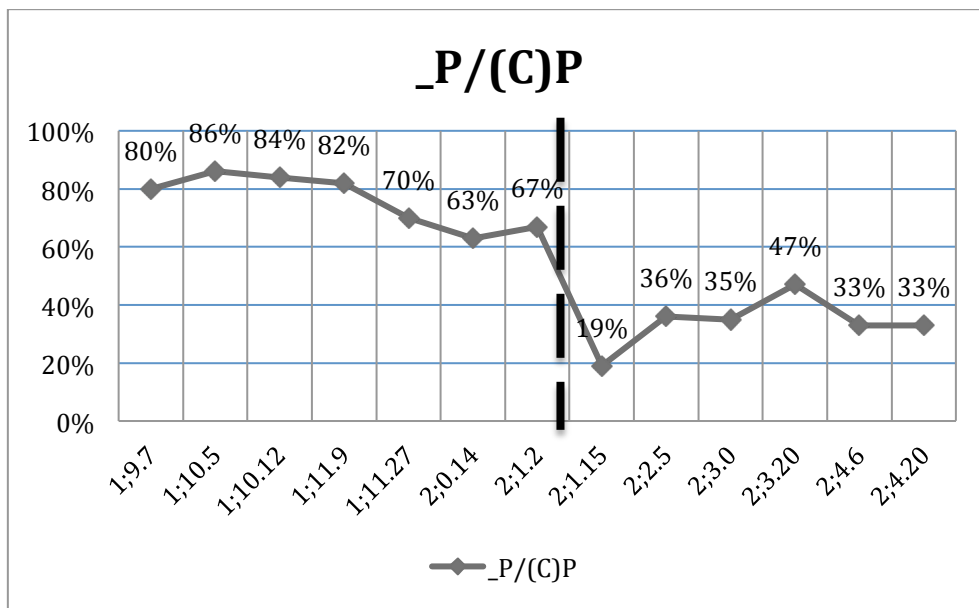
Franchi (2004) finds an interesting peculiarity analyzing children's productions: she noticed that there is a moment between two recordings where the omission of the copula is suddenly strongly less present than in the recording before. She divided the recordings in two periods: the *first stage*, in which the percentage of copula omission is higher, and a *second stage* where the omission value is lower. Considering the three children that she studied, she found that in the first stage the percentage of omission was always higher than 50%, on the contrary in the second stage it was under 30% Raffaello and Martina, and under 45% Rosa. The cut between the *two stages* was between 1;11.20 and 2;1.12 for Martina, between 2;4.29 and 2;5.13 for Raffaello, and between 2;5.25 and 2;6.29 for Rosa.

Observing graph (10), we can say that *two stages* can be also identified in Sara. See graphs 11, 12, 13. A vertical line divides the *first* from the *second stage*.

In graph (11), a sudden change emerges between the recordings before 2;1.2 and after 2;1.15. In the first recordings, the percentage of omissions never goes

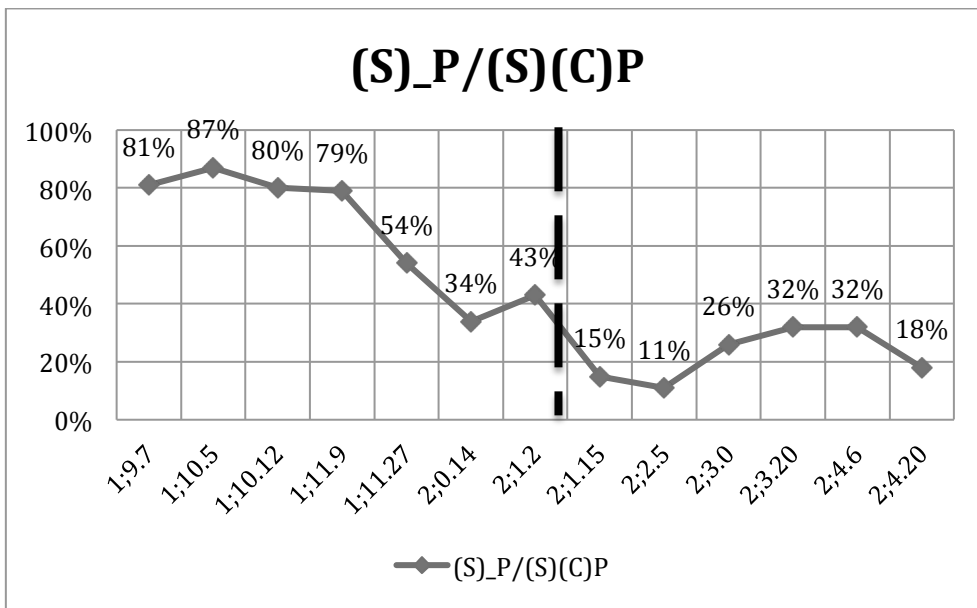
under 63%, whereas in the second stage it never reaches values higher than 47%. Therefore I draw the line that indicates the two stages between 2;1.2 and 2;1.15. The mean of omissions in the two phases is very different: 77% in the *first stage* and 36% in the *second*.

Graph 11: copula omission in utterances with non-realized subjects and the two stages



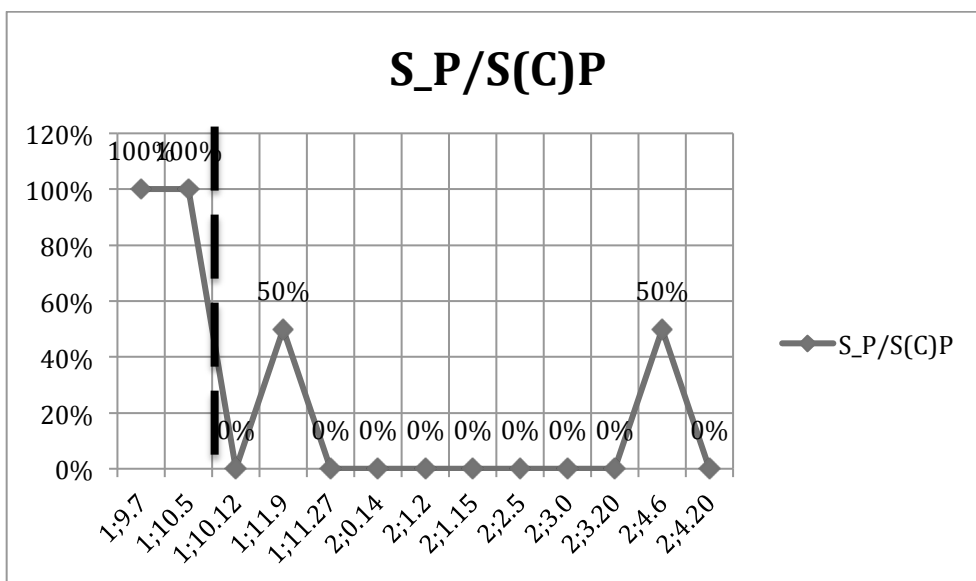
The total amount of omissions shows a trend similar to the one found in contexts with non-realized subjects: also in this case, the cut between the *first* and the *second stage* lies between 2;1.2 and 2;1.15. Before that point the percentage value swings from 87% to 34%, after that point it never goes under 11% and never goes higher than 32%. The mean of copula omissions is very different: 65% in the *first stage* and 22% in the *second*.

Graph 12: total percentage of copula omission and the two stages



In graph (13) I finally analyzed the contexts with overt subjects (S_P). The data clearly show that the cut between the *two stages* is much earlier, between the recordings at 1;10.5 and 1;10.12:

Graph 13: contexts with overt subjects and the cut point between the two stages



Franchi (2004) analyzed the two groups of utterances *_P* and *S_P* separately and found two *stages* and a clear cut between them in both cases. Sara does not follow the same pattern: first of all, she only produced 7 *S_P* utterances in all recordings. This is a very low number compared to the amount of copula utterances with overt subjects produced by the children studied by Franchi (2004). And those 7 *S_P* contexts create a very strange trend when they are analyzed in percentage, because in the first two recordings (1;9.7 and 1;10.5) Sara only produces *S_P* sentences, thus the result is 100%. Later, at 1;11.9, she only produces 2 *S_P* contexts but also 2 *SCP* sentences (see table 8) and therefore the percentage changes into 50%; at 2;4.6 she realizes the copula in 3 out of 6 contexts with an overt subject. Despite the changing in percentage values, she always produces very few *S_P* sentences at a time, and it is therefore difficult to draw the line that divides the *two stages*. If I apply the parameters used by Franchi (2004), I identify the cut between the *two stages* between 1;10.5 and 1;10.12, because before that moment the percentage is both times 100% and later it drastically decreases and it is never higher than 50%. Following this reasoning, there is a big difference between this *cut* and the one that I found in contexts with non-overt subjects, because, as we have seen before, the cut in *_P* constructions is between 2;1.2 and 2;1.15 (see graph 11).

Remember that the *_P* category of sentences is not "pure" because, as said in section 4.1, it also contains elliptical structures.

Therefore, I suggest that the real cut between the *two stages* is the one found in sentences with overt subjects, as shown in graph (13). From that moment on, Sara produces full copular structures with both overt subjects and overt copula. She keeps producing *_P* contexts but graph (11) shows that one month later than the new *cut point* (1;10.5-1;10.12) they start decreasing, too.

So my hypothesis is that Sara's cut between the *first* and the *second stage* is very early compared to the data in Franchi (2004), reported in table (10). This fact matches with her low copula omission values in contexts with overt subjects (*S_P*). She seems to be very competent about the use of the copula and closer to the adult grammar than the children studied by Franchi (2004). This proficiency could be due to different causes that not necessarily exclude each other, such as a quicker

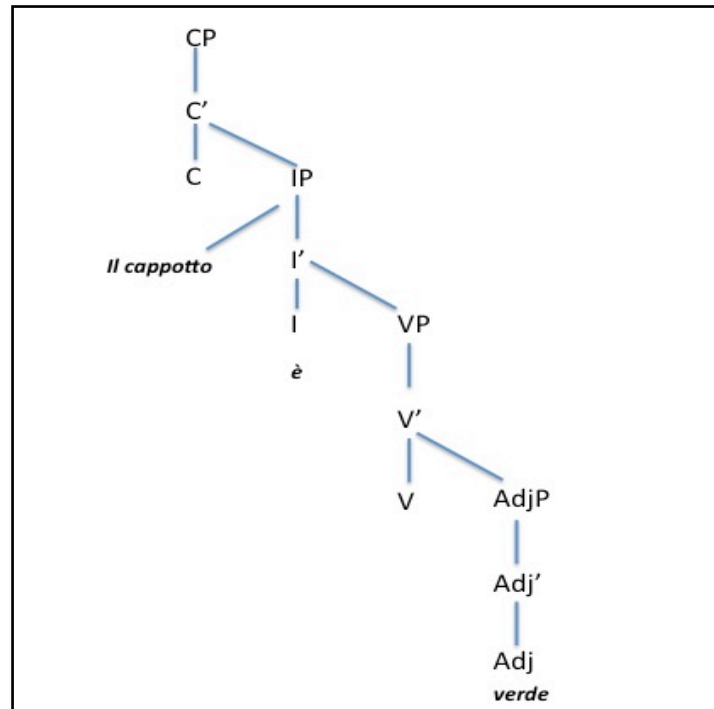
development in acquisition and in setting the *Root Parameter*, a strong amount of stimuli from her well educated familiar environment, and the fact that she spends most of her time among adult people. Her poor production of overt subjects may be due to age: her last recording is at 2;4.20, while Franchi's children are recorded until 2;7 Martina, 2;11 Raffaello and 3;3 Rosa.

Table 10: cut points found by Franchi (2004)

	Age
Martina	1;11.20
	2;1.12
Raffaello	2;4.29
	2;5.13
Rosa	2;5.25
	2;6.29

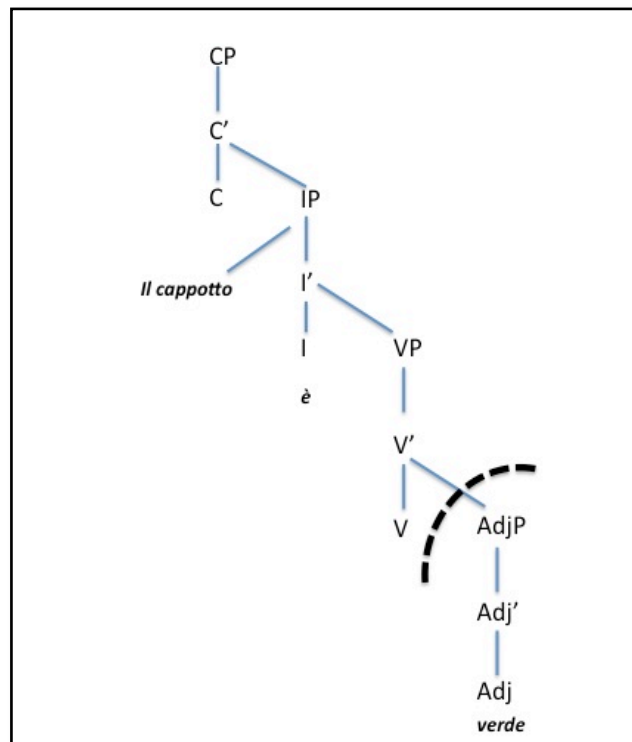
Another fact to take into consideration is that Sara omits the copula only in 7 contexts out of 98 with overt subjects, whereas she omits the copula 113 times out of the total amount of contexts with non-overt subjects, that is 196 (table 9). My hypothesis is in terms of the Truncation hypothesis: as with Wh-questions (see section 4.3.2 below), the presence of the subject implies the construction of a more complete sentential structure, which requires the copula. As shown in (56), the node that hosts the subject (Spec IP) is higher than the copula located in I, and this hierarchy seems to force the realization of the copula. In other words, the presence of the subject correctly realized before the copula imposes the creation of a full-structure sentence (CP included), with the verb and the predicate.

56)



In those cases where the subject is not realized and only the predicate is pronounced ($_P$), the omission of the copula is possible because the structure may be truncated just above AdjP and create an elliptical sentence, as shown in (57)

57)



The structure could not be truncated above VP, as Rizzi (1993/1994) pointed out. If that was the case, structures with untensed verbs, so called root infinitives, should be possible in Italian, contrary to fact. I can therefore suppose that if the copula is not produced at all, truncation is located above AdjP.

The result of this process is that the computational load for the child is lower and the structure is easier.

This hypothesis is a confirmation of Rizzi's theory and could be a plausible explanation for the data I found: the omission of the copula in contexts with the subject is less found than in those situations where the subject is not pronounced. This happens because Sara has not set the Root Parameter yet and therefore it is possible for her to use lower nodes as root of the sentence.

4.2.2 How repetition affects Sara's productions

In Franchi (2004), we find that the only cause that could distort the values when considering the _P category of copula omission are elliptical structures, as I have said in 4.1.1. I believe that there is another phenomenon that could mislead the analysis, which is *repetition*.

The repetition of words or sentences is a very important task used in researches about early language acquisition (Costa and Friedmann, 2012, Lust, Flynn and Foley, 1996). This task is very important because many researchers start from the idea that a child could never repeat a sequence of words if he or she has not developed the linguistic competence and the cognitive structure to support it. Therefore, it can be assumed that when a child repeats something, he does not merely repeat it, he reconstructs it. "Speakers of a language cannot repeat a sentence in their native language as a simple auditory string" (Costa and Friedmann, 2012: 364).

According to Bloom, Hood and Lightbown (1974), a child imitates a new linguistic structure only when he or she has acquired the full cognitive competence necessary for that structure. Their examples, reported in (58) and (59), show that children do not simply imitate a sentence but they reconstruct it:

58) *Adult* The red beads (\emptyset) and brown beads are here.

Child Brown beads here an' a red beads here. (2;3;3)

59) *Adult* The owl eats candy and (\emptyset) runs fast.

Child Owl eat candy...owl eat the candy and he run fast. (2;4;3)

Repetition is a very important task in order to better understand the child's grammatical competence and his or her capacity to reconstruct the grammatical structure of what he or she has just heard.

Looking at Sara's, the difference between copula omissions in _P contexts (113 cases) and copula omissions in S_P constructions (7 cases) is surprising. Looking at the former cases more closely, I made the hypothesis that not all the contexts I counted are actual omissions, but maybe they are just repetitions.

The question is if Sara imitates copular contexts and if repetition could explain why she produces so many _P contexts compared to S_P ones.

I analyzed Sara's corpus again, and in table (11) I have reported how many repetitions I have found among the copular contexts I have previously listed. In table (12), the *free* pronounced contexts are counted.

Table 11: cases of repetition in Sara's corpus

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	_CP contexts
1;9.7	0	0	0	0
1;10.5	0	2	0	0
1;10.12	0	3	0	0
1;11.9	0	3	0	0
1;11.27	0	1	0	0
2;0.14	0	3	1	0
2;1.2	0	3	1	1

2;1.15	0	0	0	0
2;2.5	0	0	0	1
2;3.0	0	0	0	0
2;3.20	0	1	0	0
2;4.6	0	2	0	0
2;4.20	0	0	0	0
TOT.	0	18	2	2

Table 12: Contexts of free production

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	_CP contexts
1;9.7	1	16	0	4
1;10.5	1	10	0	2
1;10.12	0	13	1	3
1;11.9	2	11	2	3
1;11.27	0	6	3	3
2;0.14	0	9	15	7
2;1.2	0	3	4	2
2;1.15	0	3	5	13
2;2.5	0	4	27	6
2;3.0	0	6	7	11
2;3.20	0	7	9	9
2;4.6	3	4	3	12
2;4.20	0	3	13	6
TOT.	7	95	89	81

The above tables show that Sara produces very few cases of repetition: 18 in _P contexts, 2 in SCP and _CP. It is interesting that she never repeated a copular

sentence with overt subject by omitting the copula. In other words, no S_P sequence is found in repetition.

Although repetitions imply that the child knows the repeated structure, I calculated the rate of omissions again without counting repetitions in table 12b.

Table 12b: rate of omissions without repetitions

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
1;9.7	1/1	100%	16/20	80%	17/21	81%
1;10.5	1/1	100%	10/12	83%	11/13	85%
1;10.12	0/1	0%	13/16	81%	13/17	76%
1;11.9	2/4	50%	11/14	79%	13/18	72%
1;11.27	0/3	0%	6/9	67%	6/12	50%
2;0.14	0/15	0%	9/16	56%	9/31	29%
2;1.2	0/4	0%	3/5	60%	3/9	33%
2;1.15	0/5	0%	3/16	19%	3/21	14%
2;2.5	0/27	0%	4/10	40%	4/37	11%
2;3.0	0/7	0%	6/17	35%	6/24	25%
2;3.20	0/9	0%	7/16	44%	7/25	28%
2;4.6	3/6	50%	4/16	25%	7/22	32%
2;4.20	0/13	0%	3/9	33%	3/22	14%
TOT.	7/89	8%	95/176	54%	102/272	37.5%

The high difference between S_P (only 7 cases) and _P constructions (95 cases) remains. In other words, the substantial difference between _P and S_P contexts can be seen in both repetition (table 11) and free production contexts (table 12): in both cases, omissions in constructions with no subjects are much more consistent.

Considering the other two categories: SCP and CP, there is no big difference because Sara produces the copula in the same number of contexts (table 12).

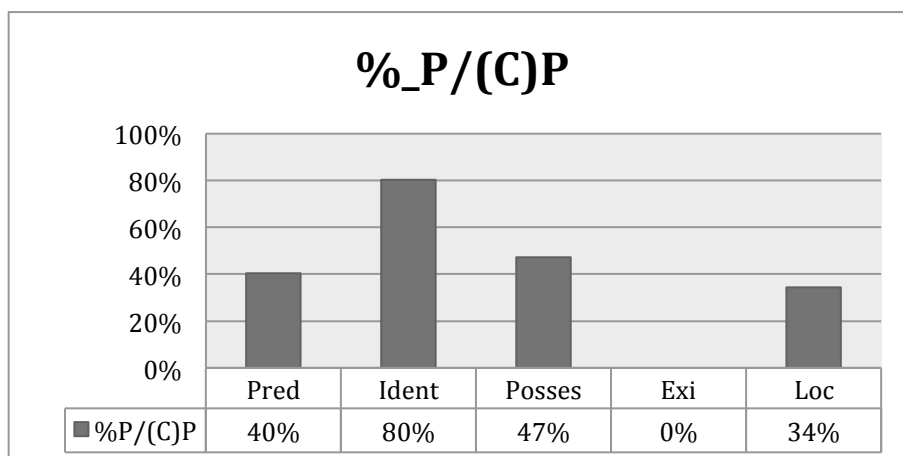
In general, it can be said that Sara tends to repeat phrases instead of sentences: the cases of repetition in _P are much more than SCP or _CP. This

suggests that Sara chooses to pronounce the copula in those contexts and she does not simply repeat them.

4.2.3 Effects of grammatical or semantic class of the predicate on copula omission

In order to check whether Sara produces the copula more often in some semantic categories than in others, I followed Franchi's classification described in 4.1.3.1 (see graphs (11), (12) and (13)). Graph (14) shows Sara's copular omissions in contexts with non-realized subjects ($_P/(C)P$), whereas (15) concerns the contexts where the subject is realized ($S_P/S(C)P$).

Graph 14: percentage of copula omission with non-overt subjects ($_P/(C)P$)



Graph 15: percentage of copula omission with overt subjects (S_P/S(C)P)

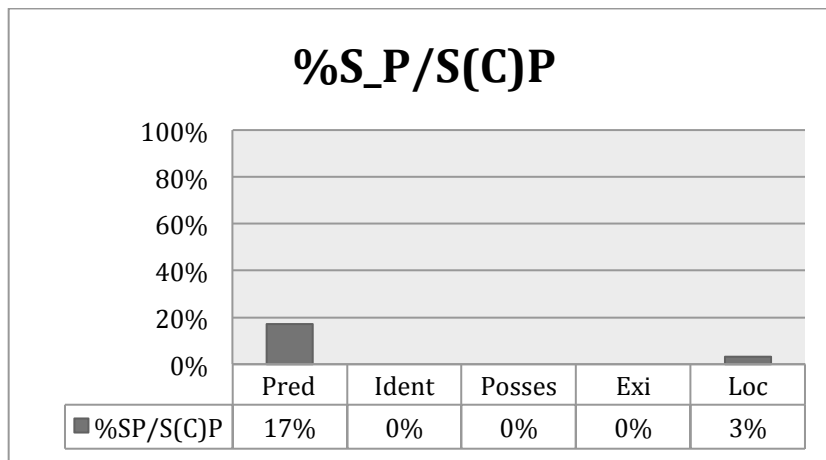


Table 13: number and percentage of copula omission in each category

	_P/(C)P		S_P/S(C)P	
Predicative	21/52	40%	5/29	17%
Identificative	73/91	80%	0/23	0%
Possessive	9/19	47%	0/7	0%
Existential	0/5	0%	0/11	0%
Locative	10/29	34%	1/32	3%

Results in table (13) show that Becker's hypothesis is not confirmed: Sara omits the copula much more frequently in nominative predicates than in locative ones. These results replicate Franchi's results.

The examples below show Sara's omissions in each category.

Predicative

60) (è) dispettoso (Sara 2;4.6)

(he is) naughty

61) Quello (è) giallo (Sara 2;4.6)

That one (is) yellow

Identificative

62) (è) la farfalla (Sara 2;3.0)

(It is) the butterfly

Possessive

63) (è) mio (Sara 2;3.20)

(it is) mine

Locative

64) (è) den(r)o (Sara 1;9.7)

(it is) inside

65) du [=dov'è] la futtetta [=forchetta]? (Sara 1;11.9)

Where (is) the fork?

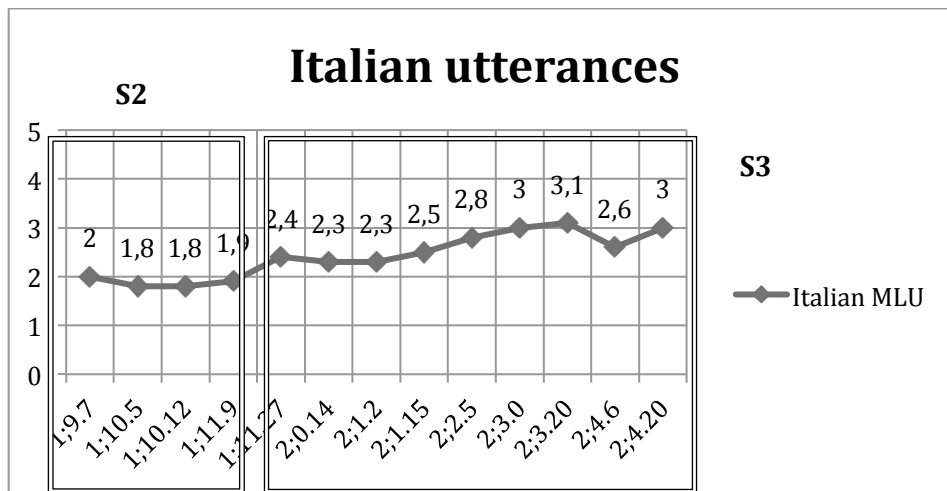
It is interesting to notice that Sara never omits the copula in existential contexts, whereas Franchi's children do it.

4.2.4 Focusing on agreement

In section 4.1, I briefly described Caprin and Guasti's analysis (2006) of agreement errors between the copula and its subject. They created 3 groups according to the MLU-w of the children. I've followed the same procedure with Sara: I analyzed if there are agreement errors in her productions in each MLU stage identified in Caprin and Guasti (2006).

Note that the lowest MLU value that Sara shows in her recordings is 1.8, and therefore we can not compare her results with the first group identified by Caprin and Guasti (S1=1.0-1.49). As we can see in the graph showing Sara's MLU (section 2.5, graph 5), the first four recordings can be gathered together and compared to Caprin and Guasti's second group (S2=1.5-1.99), and the remaining 9 recordings have a MLU similar to their third group (S3= 2-3.1). The result of this classification is reported in graph (16).

Graph 16: Sara's MLU divided into Caprin and Guasti's stages



In table (14), the sentences where the copula is realized are counted.

Table 14: number of correct/wrong forms in Sara's corpus

	Correct forms	Wrong forms	Total structures
Sara S1	15	/	15
Sara S2	149	9	158
TOT	164	9	173

We can notice that in "Sara S1", she produces the copula in very few cases, only 15. When she does it, the copula is always correct. In Sara's corpus included in S1, there are only 2 cases in which she uses the 3rd person plural copular form; in those two cases, the copula is correct and used in declarative utterances.

Concerning "Sara S2", it is clear that she produces many more sentences with the realized copula; she makes only 9 mistakes. Those errors all have the same property: she uses the 3rd person singular instead of the 3rd person plural. And she does that in 4 declarative sentences and in 5 Wh- questions. Considering the total amount of copular contexts analyzed in "Sara S2" (158), we only find 10 cases with a plural subject and only 1 of them is correctly produced.

Summing up, Sara produces a lower amount of sentences with realized copula compared to those analyzed by Caprin and Guasti (2006). If we consider "Sara S1", we can observe that she follows the same percentage of correct agreement as in Caprin and Guasti (2006), that is 100%. In "Sara S2", the percentage is different because she produces correctly only 10% of plural copulas, compared to 96% in Caprin and Guasti (2006: 122).

4.2.5 Wh contexts and copula omission

The percentage of copula omission changes if we analyze declarative contexts and Wh contexts separately (Franchi 2004).

In order to check if Sara respects this trend, I isolated all the interrogative contexts. There are 34 interrogative copular sentences. Table (15) reports the number and percentage of copula omission and productions in wh-questions:

Table 15: copula omissions and productions in Wh contexts

	Contexts	Omissions	Productions	% Omission
1;9.7	1	1	0	100%
1;10.5	0	0	0	-
1;10.12	0	0	0	-
1;11.9	2	1	1	50%
1;11.27	0	0	0	-
2;0.14	14	0	14	0%
2;1.2	0	0	0	-
2;1.15	4	0	4	0%
2;2.5	7	0	7	0%
2;3.0	0	0	0	-
2;3.20	1	0	1	0%
2;4.6	1	0	1	0%
2;4.20	4	0	4	0%
TOT.	34	2	32	6%

Graph (17) shows the percentage of omissions in Wh contexts and in declarative sentences.

Graph 17

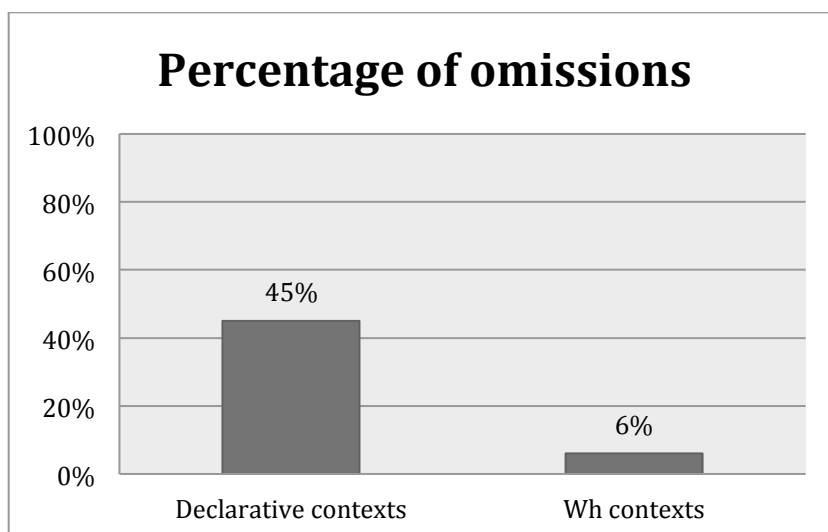


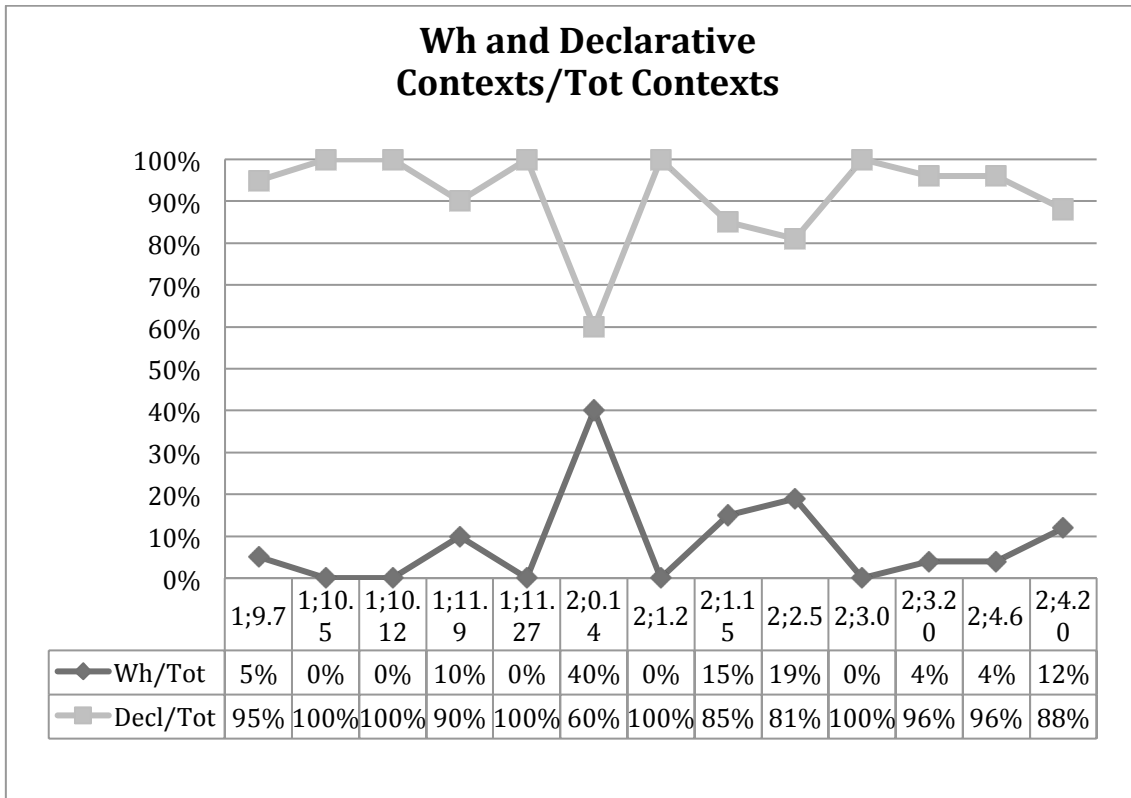
Table (15) and graph (17) clearly show that in Sara, the omission of the copula in Wh contexts is not allowed, in fact she produces only 2 cases with omission of the copula, in earliest productions.

From a longitudinal perspective, it is clear that at the beginning, Sara omits the copula. As Franchi (2004) points out, omissions in declarative contexts happen simultaneously to copula production in Wh constructions. Therefore it can be assumed that the copula is obligatory in Wh contexts, whereas in declaratives it is not so.

The cut line between the *two stages* in wh-questions is located between 1;11.9 and 1;11.27, that is one month after the cut I have found in graph (13) concerning sentences with realized subjects.

In table (15) and in graph (18), it appears that there is not a gradual growth of Wh contexts, on the contrary, very few of them are produced.

Graph 18: percentage of declarative contexts and Wh contexts in relation to the total amount of copular contexts for each recording



The table below (16) shows the percentage of copula omission in declarative contexts. I have also reported table (9), repeated here as (16b), to compare the percentages of all contexts together more easily (Declaratives + Wh)

Table 16: percentage of copula omission in Declarative contexts

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
1;9.7	1/1	100%	15/19	79%	16/20	80%
1;10.5	1/1	100%	12/14	86%	13/15	87%
1;10.12	0/1	0%	16/19	84%	16/20	80%
1;11.9	0/1	0%	14/17	82%	14/18	78%
1;11.27	0/3	0%	7/10	70%	7/13	54%

2;0.14	0/7	0%	12/14	86%	12/21	57%
2;1.2	0/5	0%	6/9	67%	6/14	43%
2;1.15	0/3	0%	3/14	21%	3/17	18%
2;2.5	0/22	0%	4/9	44%	4/31	13%
2;3.0	0/7	0%	6/17	35%	6/24	25%
2;3.20	0/8	0%	8/17	47%	8/25	32%
2;4.6	3/6	50%	6/17	35%	9/23	39%
2;4.20	0/10	0%	3/8	38%	3/18	17%
TOT.	5/75	7%	112/184	61%	117/259	45%

Table 16b : omission of the copula in all contexts

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
1;9.7	1/1	100%	16/20	80%	17/21	81%
1;10.5	1/1	100%	12/14	86%	13/15	87%
1;10.12	0/1	0%	16/19	84%	16/20	80%
1;11.9	2/4	50%	14/17	82%	16/21	76%
1;11.27	0/3	0%	7/10	70%	7/13	54%
2;0.14	0/16	0%	12/19	63%	12/35	34%
2;1.2	0/5	0%	6/9	67%	6/14	43%
2;1.15	0/5	0%	3/16	19%	3/21	14%
2;2.5	0/27	0%	4/11	36%	4/38	11%
2;3.0	0/7	0%	6/17	35%	6/24	25%
2;3.20	0/9	0%	8/17	47%	8/26	31%
2;4.6	3/6	50%	6/18	33%	9/24	38%
2;4.20	0/13	0%	3/9	33%	3/22	14%
TOT.	7/98	7%	113/196	58%	120/294	41%

Between table (16) and (16b) there is no big difference in the omission percentage. That is due to the low number of interrogative contexts. Sara's

omission in contexts with realized subjects is only 7%, as I said before this seems to indicate that her structure is full and complete. On the contrary she produces more omissions in _P contexts, where the structure is elliptical and truncated (see 57). The omission values in contexts without the subject in (16) are similar to Franchi's (2004), whereas when the subject is realized, Franchi's children omit the copula more often than Sara (see table 1 and 2).

4.2.6 Articles

I will now briefly describe the production of articles in those contexts where they are normally used in the adult grammar, regarding all the copular contexts I have found in Sara's corpus. I collected 127 contexts in which the determiner should be realized but I added also those contexts in which Sara produces the article before proper names (like *la Carlotta*), because in the Venetan variety of Italian the article is generally pronounced in this context.

Not all the categories are present in table (17) because in some of them, the article was never necessary (as in S_P, for example).

Some examples of Sara's use of the article are reported in (66), (67), (68) and (69).

Article omission

66) Foie [=foglie] (Sara, 1;10.12)

Leaves

The leaves

67) Du è [=dov'è] rinocironti [=rinoceronti]? (Sara, 2;0.14)

Where is rhinoceroses?

Where are the rhinoceroses?

Article production

68) Du è [=dov'è] la Veronica? (Sara,2;1.2)

Where is Veronica?

69) La strega

(Sara, 2;2.5)

The witch

Table 17: percentage of articles' use

_P	84%
SCP	95%
_CP	80%
Wh SCP	96%
Wh S_P	100%
Tot.	89%

Table (17) shows that Sara realizes articles properly in 89% of the cases. She has a full competence of this grammatical property.

4.3 Summing up

In this chapter, I compared the results from previous studies on the acquisition of the copula in Italian (Franchi 2004, 2006; Caprin and Guasti 2006, 2009) with the productions of Sara, the monolingual Italian child I analyzed.

Sara produces more copulas than sentences with copula omission. In the last recordings, the percentage of copula omission decreases but the interesting thing that differentiates Sara from Franchi's children is that she produces a very small amount of S_P contexts, only 7%. This is very important to remark because the S_P contexts are the "pure" ones, namely those where copula omission is basically different from adults. She produces a remarkable number of omissions in contexts with non-overt subjects compared to those with realized subjects. I propose that she does so because there is a difference in structure between the two constructions. In particular, the sentences with overt subjects are more similar to Wh- questions (which have a complete structure with no truncation), because the copula is almost never omitted.

Moreover, Sara's trend seems to suggest a different position for the cut line between the *two stages* suggested by Franchi: in *_P* contexts, the turning point is between 2;1.2 and 2;1.15, and in *S_P* contexts between 1;10.5 and 1;10.12.

Sara's results were analyzed in order to see if she imitates the adults around her when she produces the copular sentences. The imitation cases are however very few. She chooses to produce many more *_P* contexts compared to the *S_P* ones.

I then investigated Sara's production applying the categories created in Franchi (2004) in order to see if Becker's theory is also valid for Italian. Sara produces more omissions in nominative predicates compared to locative ones. Becker's hypothesis is not confirmed by my data.

I also took into consideration the results in Caprin and Guasti (2006) concerning morphological agreement. Sara only makes 8 mistakes in the production of the copula: in all those cases, she uses the third person singular instead of the plural one. Considering the third person plural, Sara only produces one correct form.

I then analyzed *Wh-* contexts. Sara confirms Franchi's results because she produces the copula in the vast majority of cases, even if that kind of contexts are very few, just 34 out of 294 copular sentences (e.g., 12 %).

The last section of this chapter concerned the production of articles in copular contexts. Sara shows a full competence of articles because she pronounces them in the vast majority of cases.

5. Acquisition of the copula in bilingual children

In this chapter, I will analyze the productions of two bilingual children, Pietro and Marco, who speak Italian and one Venetan Dialect: Pietro speaks the Dialect of Cittadella and Marco the Dialect of Rosà.

As I did in Chapter 4 with the Italian-speaking child Sara, I will compare the data from these two children to the previous studies that I have briefly described in section 4.1: Franchi (2004-2006), Caprin and Guasti (2006-2009), and Becker (2000, 2004).

5.1 Pietro

The data I am considering about Pietro have been collected by Cecchin (2009). He was 1;6.27 at his first recording and 2;3.5 at the penultimate. There is a 5 months gap between this and the last recording, at the age 2;8.19.

In Cecchin (2009), Pietro's analysis has been done considering Italian and Dialect together. Here, I decided to keep the two languages separate in order to have a clearer view of how Italian and Dialect develop.

I collected 735 copular sentences, 652 are produced in Italian and 83 are Dialectal. I have also found 14 mixed copular contexts, this means that they have been produced with both languages in one and the same sentence.

I divided copular utterances as Franchi did (paragraph 4.1.1), in 4 different contexts:

SCP: the subject is realized and the copula is produced

70) Questo è un aereo

(Pietro 2;8.19)

(This is a plane)

This is a plane

CP: the subject is not realized (*pro*) but the copula is pronounced

71) E' morbido.

(Pietro; 2;2.7)

(pro is soft)

It is soft

S_P: the subject is overt and the copula is not realized

72) Que(s)te (sono) (cia)batte

(Pietro; 2;1.8)

These (are) slippers

_P: the subject is non-overt and the copula is not pronounced

73) (sono) (zuc)chine

(Pietro; 1;8.29)

(are) zucchini

(those are) zucchini

As I said for Sara (4.2), I will use the formula reported here:

$$74) \frac{S_P \text{ contexts}}{S(C)P \text{ contexts}}$$

$$75) \frac{pro_P \text{ contexts}}{pro(C)P \text{ contexts}}$$

$$76) \frac{S_P+pro_P \text{ contexts}}{S(C)P+pro(C)P \text{ contexts}}$$

In this way I kept separate the contexts with overt from those with non-overt subjects.

In table (18) for Italian and in table (19) for Dialect, I have reported all the copular sentences I found with omissions and productions.

Table 18: Pietro's copular contexts in Italian

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
1;6.27	0	26	0	1
1;7.17	2	46	1	2
1;8.29	1	32	1	2
1;9.23	0	35	1	4
1;10.8	15	35	8	7
1;11.13	0	7	2	4
2;0.12	0	18	0	4
2;1.8	7	27	10	33
2;1.25	9	24	4	27
2;2.7	0	16	10	28
2;3.5	1	13	68	30
2;8.19	5	33	9	44
Tot.	40	312	114	186
Tot.	352		300	
Tot.	652			

In Italian, Pietro produces 652 copular contexts. 352 are contexts in which he omits the copula and in 300 cases he produces it. He produces only 40 S_P compared to the 312 of the _P category, whereas the number of SCP and CP contexts is not so different (114 and 186).

Graph (19) shows the percentage of omissions and productions for Italian.

Graph 19: Pietro's Italian copular contexts

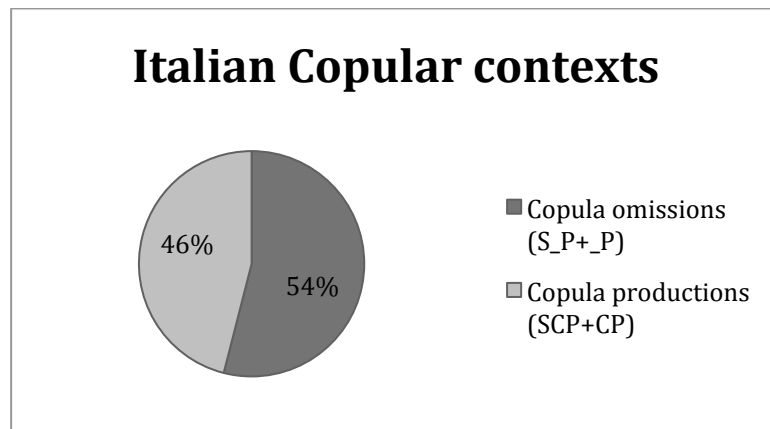


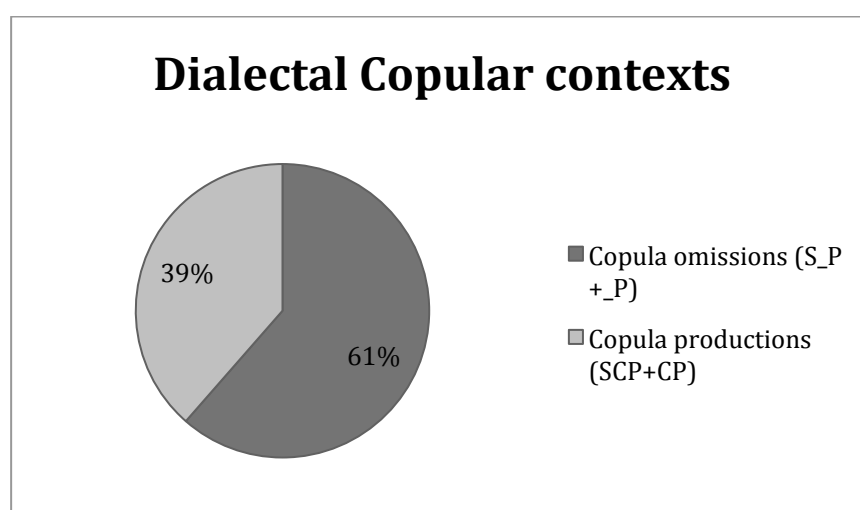
Table 19: Pietro's copular contexts in Dialect

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
1;6.27	0	4	0	0
1;7.17	1	20	0	1
1;8.29	0	2	0	0
1;9.23	0	4	0	0
1;10.8	0	7	0	1
1;11.13	0	1	0	0
2;0.12	0	0	0	1
2;1.8	0	7	0	5
2;1.25	0	1	0	4
2;2.7	0	0	0	0
2;3.5	0	0	2	0
2;8.19	0	4	4	14
Tot.	1	50	6	26
Tot.	51		32	
Tot.	83			

Speaking of Dialect, the total number of context I have collected is 83: 51 of them are omissions and 32 are contexts where the copula is pronounced. Also in this case, I found a big difference between the S_P contexts (just 1) and the _P contexts (50). He produced very few full constructions with the subject and the predicate realized (SCP 6), while in the CP category there are 26 productions.

Graph (20) shows the percentage of omissions and productions in Dialect.

Graph 20: Pietro's Dialectal copular contexts



The graphs show that Pietro omits the copula in the majority of cases both in Italian and in Dialect, but with a higher percentage (61%) for the Dialect, even though the Dialectal productions are only 83 in comparison with the Italian ones (652). When he realizes the copula, he does it correctly with no morphological or structural mistakes, as we can see in (77), (78) for Italian, and (79),(80) for Dialect.

77) E' qua (Pietro; 2;012)
it is here

78) E' mia que(s)ta (Pietro; 2;2.7)
This is mine

79) (i) ze rotti
(they) are broken

(Pietro; 2;0.12)

80) Questi i ze tuti bei
These are all beautiful

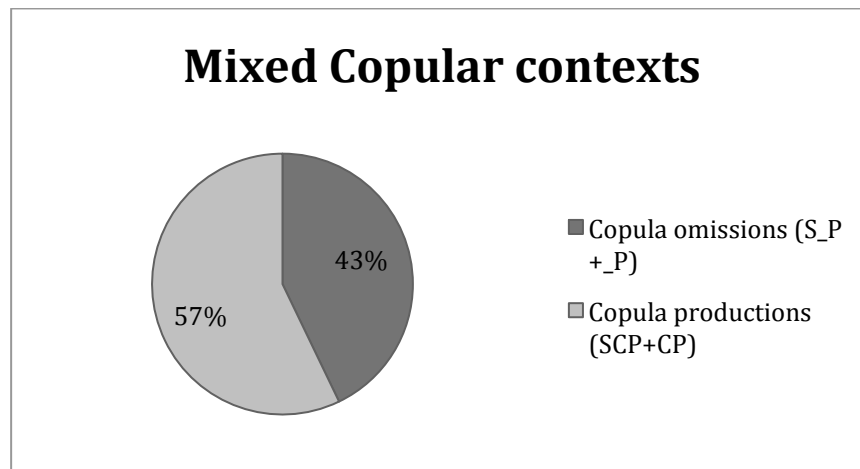
(Pietro; 2;8.19)

In table (20), I show the mixed copula contexts I found, and in graph (21) I have represented the percentage of omission and production of the copula.

Table 20: Pietro's copular contexts in mixed utterances

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
1;6.27	0	0	0	0
1;7.17	1	1	0	0
1;8.29	0	0	0	0
1;9.23	1	3	0	0
1;10.8	0	0	0	0
1;11.13	0	0	1	1
2;0.12	0	0	0	0
2;1.8	0	0	2	1
2;1.25	0	0	0	2
2;2.7	0	0	0	0
2;3.5	0	0	0	0
2;8.19	0	0	0	1
Tot.	2	4	3	5
Tot.	6		8	
Tot.	14			

Graph 21: Percentage of Pietro's mixed copular contexts



In mixed copular contexts, Pietro produces the copula slightly more often (8 cases) compared to the times he omits it (6 times). Also in this case when he produces it, he does it correctly, like in (81) and (82).

81) E' tato.

(Pietro 2;1.25)

(is boy)

He is a boy

82) E' tato che magna a pappa.

(Pietro 2;1.8)

Is the boy that eats the food

Now I will observe the development of the copula from a longitudinal perspective more in detail. I will always keep Italian and Dialect separate.

As suggested by Franchi (2004), I used the formulas in (74), (75) and (76) to calculate the percentage of copula omission in contexts with overt subjects (S_P/S(C)P), non-overt subjects (_P/(C)P) and the total number of omission on the total number of copula contexts ((S)P/S(C)P). I have applied those formulas both for Italian and Dialect and I have reported the results in two different graphs ((22) for Italian and (23) for Dialect) and tables ((21) for Italian and table (22) for Dialect).

Graph 22: percentage of copula omission in Pietro's Italian sentences

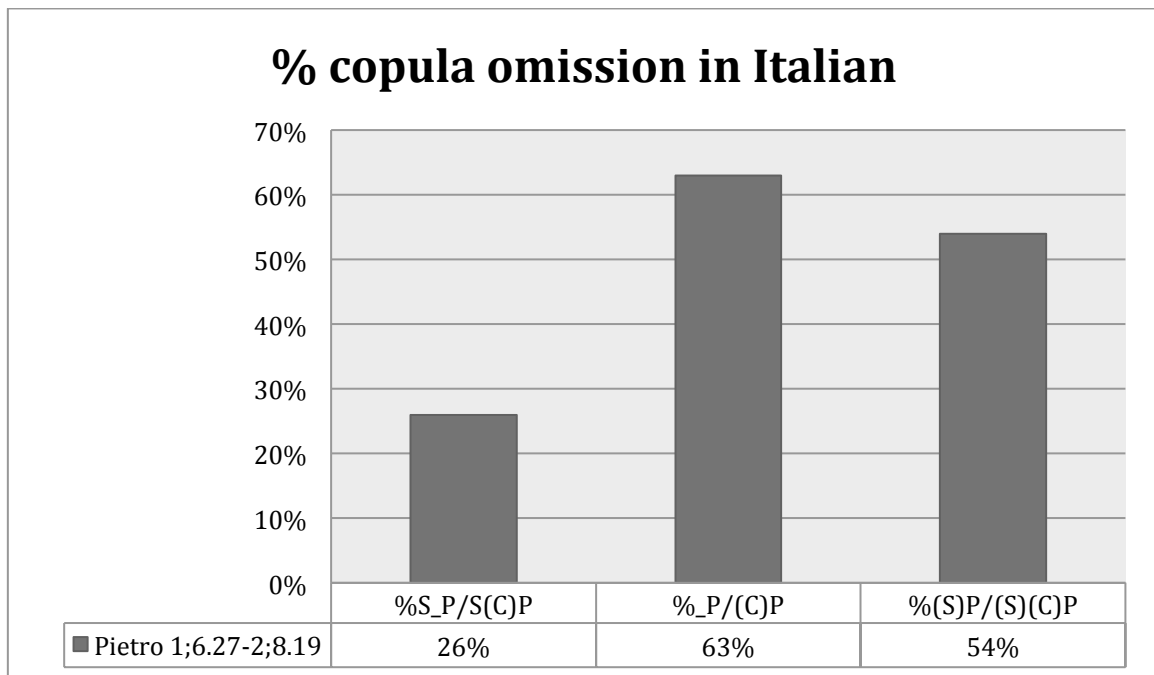


Table 21: percentage of copula omission in Pietro's Italian sentences

	Contexts S_P/S(C)P	% S_P/S(C)P	Contexts _P/(C)P	% _P/(C)P	Contexts (S)_P/(S)(C)P	% (S)_P/(S)(C)P
Pietro 1;6.27- 2;8.19	40/154	26%	312/498	63%	352/652	54%

In Pietro's Italian utterances, copular structures are a consistent phenomenon: he produces 652 copular sentences. Omission of the copula is accepted by his grammar: he omits the verb in more than a half of his copular utterances (352/652) and does so in contexts with non-realized subjects (312/498). With overt subjects, he omits the copula in only 26% of cases (40/154). His behavior is similar to Sara's (4.2.1): he produces the copula more often in those contexts that have the subject realized.

Now I will present the Dialect results.

Graph 23: percentage of copula omission in Pietro's Dialectal sentences

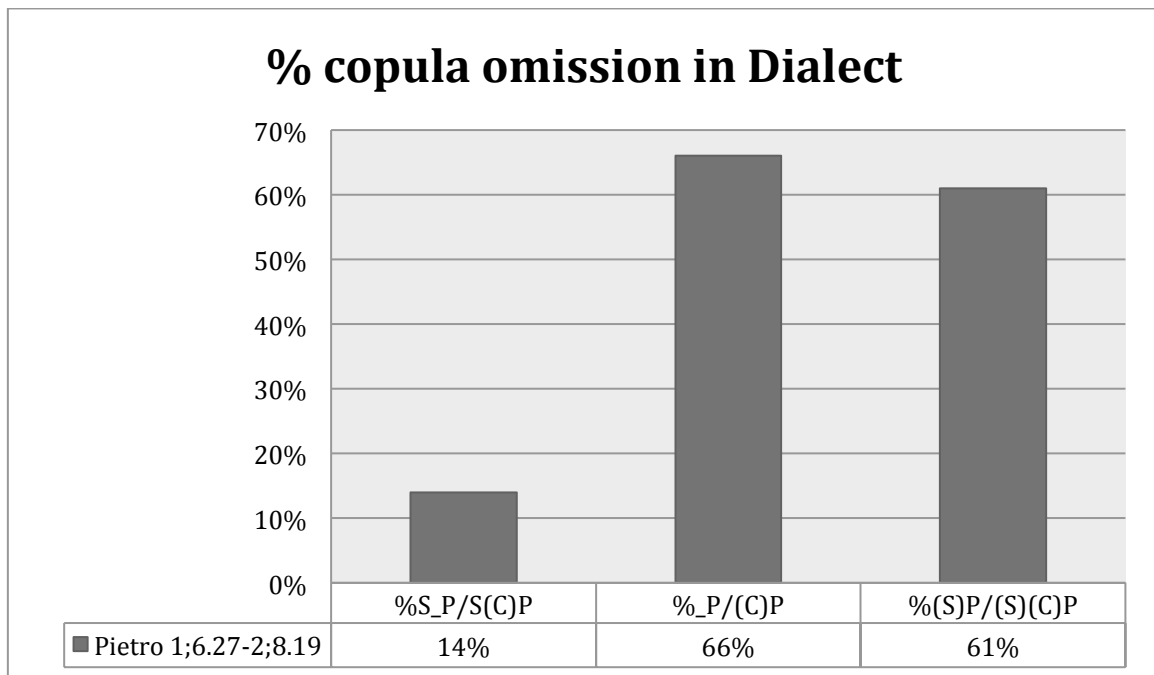


Table 22:percentage of copula omission in Pietro's Dialectal sentences

	Contexts S_P/S(C)P	% S_P/S(C)P	Contexts _P/(C)P	% _P/(C)P	Contexts (S)_P/(S)(C)P	% (S)_P/(S)(C)P
Pietro 1;6.27- 2;8.19	1/7	14%	50/76	66%	51/83	61%

In Dialect I have collected only 83 copular contexts. This construction is available also in this language, but his grammar allows the omission of the copula with a quite high percentage: 61%. Pietro omits the copula in only 1 out of 7 cases of constructions with overt subjects. This is the same trend that I have noticed in the Italian results. Similarly to Italian, the highest percentage of omission appears in $_P$ contexts, those with non- realized subjects.

Graph (24) and table (23) show the data in mixed utterances.

Graph 24: percentage of copula omission in Pietro's mixed utterances

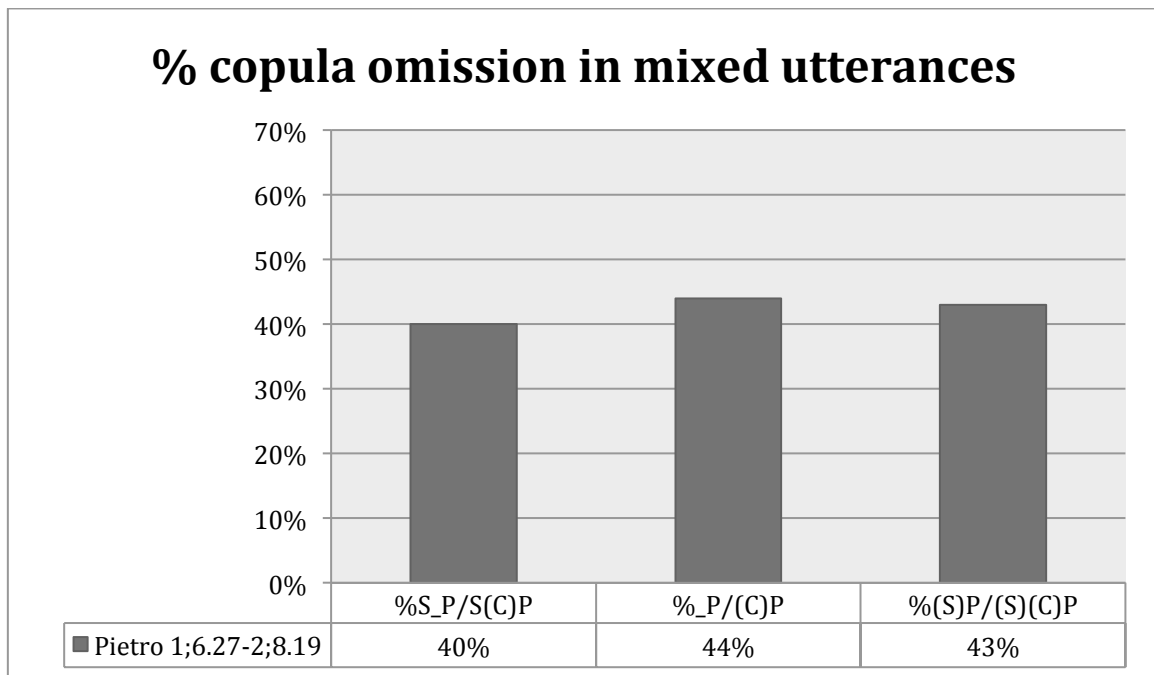


Table 23: percentage of copula omission in Pietro's mixed utterances

	Contexts S_P/S(C)P	% S_P/S(C)P	Contexts _P/(C)P	% _P/(C)P	Contexts (S)_P/(S)(C)P	% (S)_P/(S)(C)P
Pietro 1;6.27- 2;8.19	2/5	40%	4/9	44%	6/14	43%

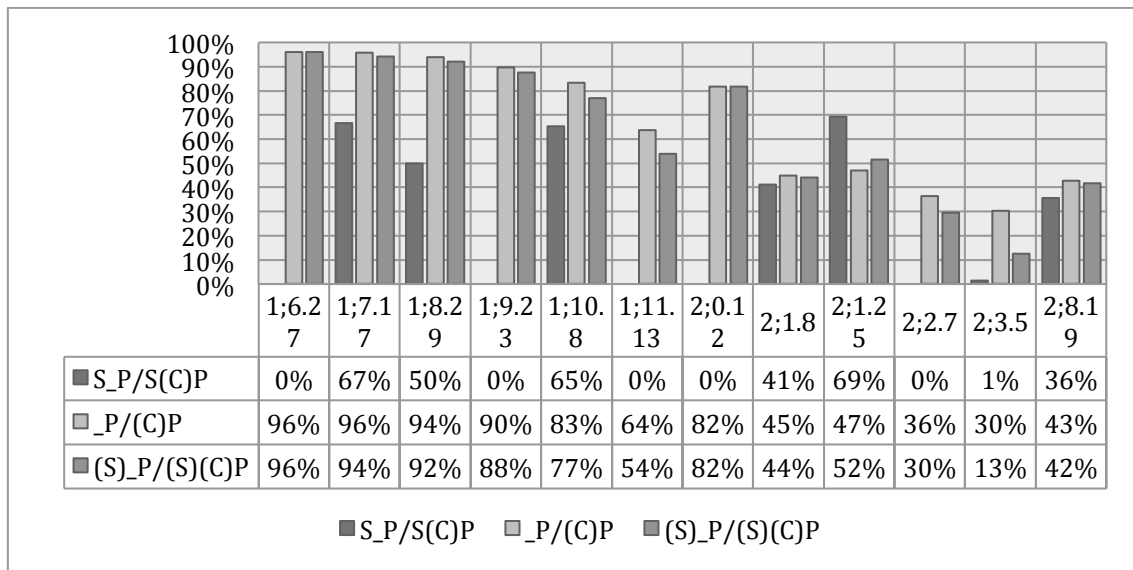
First of all, notice that the copular contexts in mixed utterances are very few: only 14. I have analyzed them, but since the number of cases is very small I am not sure this is a reliable trend. The results are very balanced because the percentage of omission is everywhere around 40%.

In what follows, a detailed view of the development of copula omission is provided. Table (24) and graph (25) show the number and percentage of omissions in Italian for each recording. In graph (26) and table (25) I have done the same for Dialect.

Table 24: copula omission in number and in percentage for each recording (Pietro, Italian)

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
1;6.27	0/0	-	26/27	96%	26/27	96%
1;7.17	2/3	67%	46/48	96%	48/51	94%
1;8.29	1/2	50%	32	94%	34	92%
1;9.23	0/1	0%	35/39	90%	35/40	88%
1;10.8	15/23	65%	35/42	83%	50/65	77%
1;11.13	0/2	0%	7/11	64%	7/13	54%
2;0.12	0/0	-	18/22	82%	18/22	82%
2;1.8	7/17	41%	27/60	45%	34/77	44%
2;1.25	9//13	69%	24/51	47%	33/64	52%
2;2.7	0/10	0%	16/44	36%	16/54	30%
2;3.5	1/69	1%	13/43	30%	14/112	13%
2;8.19	5/14	36%	33/77	43%	38/91	42%
TOT.	40/154	26%	312/498	63%	352/652	54%

Graph 25: percentage of copula omission for each recording (Pietro, Italian)

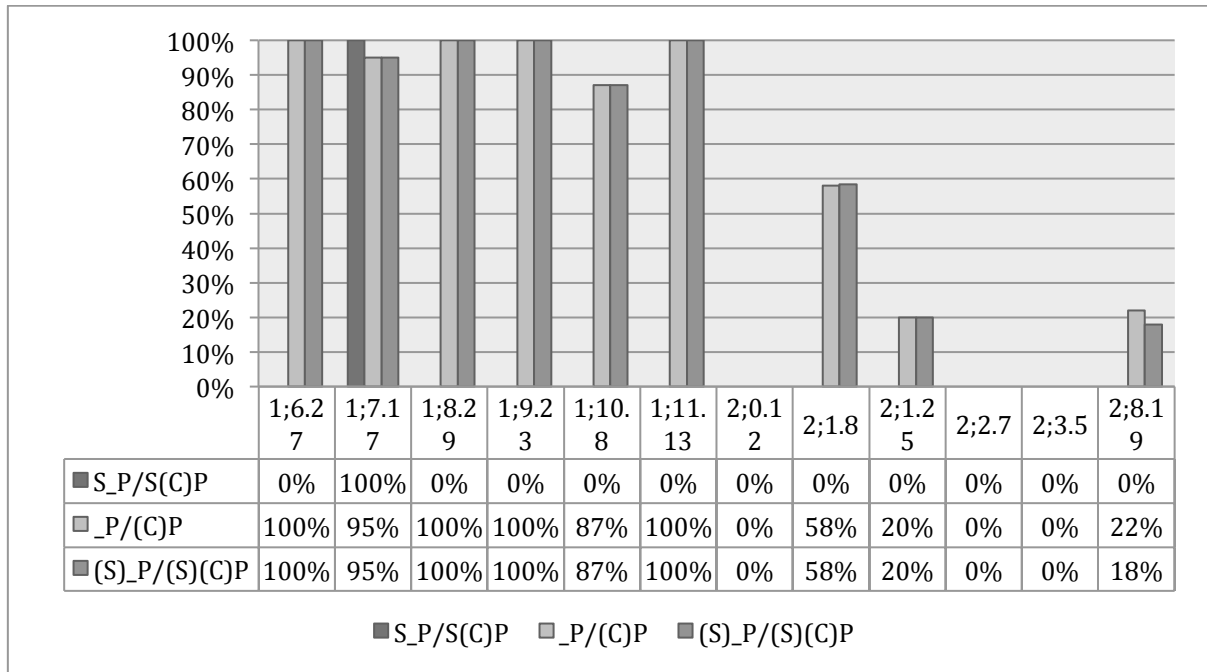


In Pietro's Italian utterances, the copula omission is a consistent phenomenon which is more present at the beginning and decreases in the last recordings. Table (24) and graph (26) report the results regarding Dialect.

Table 25: copula omission in number and in percentage for each recording (Pietro, Dialect)

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
1;6.27	0/0	-	4/4	100%	4/4	100%
1;7.17	1/1	100%	20/21	95%	21/22	95%
1;8.29	0/0	-	2/2	100%	2/2	100%
1;9.23	0/0	-	4/4	100%	4/4	100%
1;10.8	0/0	-	7/8	87%	7/8	87%
1;11.13	0/0	-	1/1	100%	1/1	100%
2;0.12	0/0	-	0/1	0%	0/1	0%
2;1.8	0/0	-	7/12	58%	7/12	58%
2;1.25	0/0	-	1/5	20%	1/5	20%
2;2.7	0/0	-	0/0	-	0/0	-
2;3.5	0/2	0%	0/0	-	0/2	0%
2;8.19	0/4	0%	4/18	22%	4/22	18%
TOT.	1/7	14%	50/76	66%	51/83	61%

Graph 26: copula omission in percentage for each recording (Pietro, Dialect)



The Dialect's trend is a little bit different from the Italian's one: the percentage of omissions in the first half of the graph is very high, and then it decreases. However, there are recordings where the omission is 0%; in those cases, Pietro produces very few contexts (1 CP at 2;0.12, none at 2;2.7 and 2 SCP at 2;3.5). The omission trend is fundamentally influenced by copula omission in the *_P* context, because Pietro omits the copula only once in sentences with overt subjects.

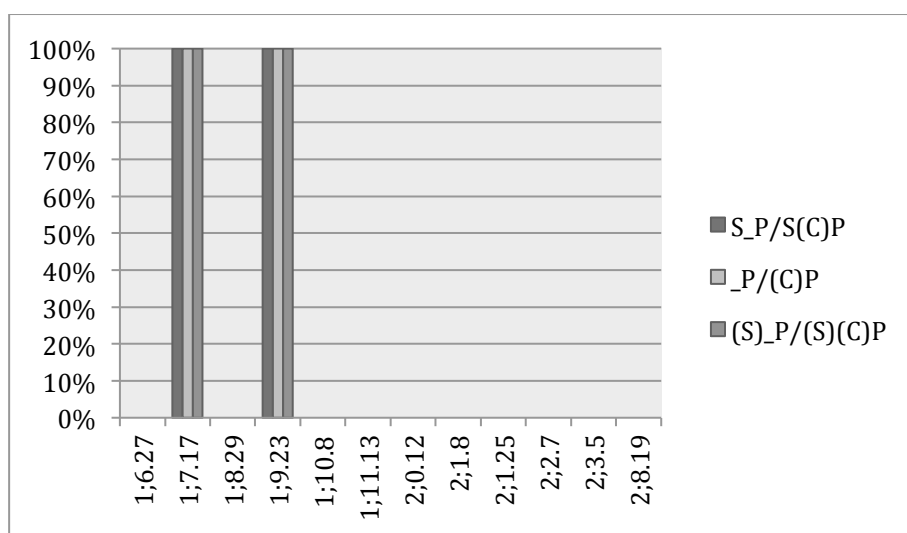
The next table (26) and graph (27) show copula omissions in mixed sentences. Even though the contexts are few, as I have said before, they can be used to see the trend.

Table 26: copula omission in number and in percentage for each recording (Pietro, mixed utterances)

		S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P
1;6.27	0/0	-	0/0	-	0/0	-

1;7.17	1/1	100%	1/1	100%	2/2	100%
1;8.29	0/0	-	0/0	-	0/0	-
1;9.23	1/1	100%	3/3	100%	4/4	100%
1;10.8	0/0	-	0/0	-	0/0	-
1;11.13	0/1	0%	0/1	0%	0/2	0%
2;0.12	0/0	-	0/0	-	0/0	-
2;1.8	0/2	0%	0/1	0%	0/3	0%
2;1.25	0/0	-	0/2	0%	0/2	0%
2;2.7	0/0	-	0/0	-	0/0	-
2;3.5	0/0	-	0/0	-	0/0	-
2;8.19	0/0	-	0/1	0%	0/1	0%
TOT.	2/5	40%	4/9	44%	6/14	43%

Graph 27: copula omission in percentage for each recording (Pietro, mixed utterances)



It is easy to notice that the trend here does not have a gradual evolution. The important thing to point out is that omissions in mixed utterances stop when, analyzing the MLU, Italian starts to be the *Stronger Language* (2.3), at 1:10.8.

From now on, since the constructions in mixed utterances are so few, I will not take them into consideration for the following analysis.

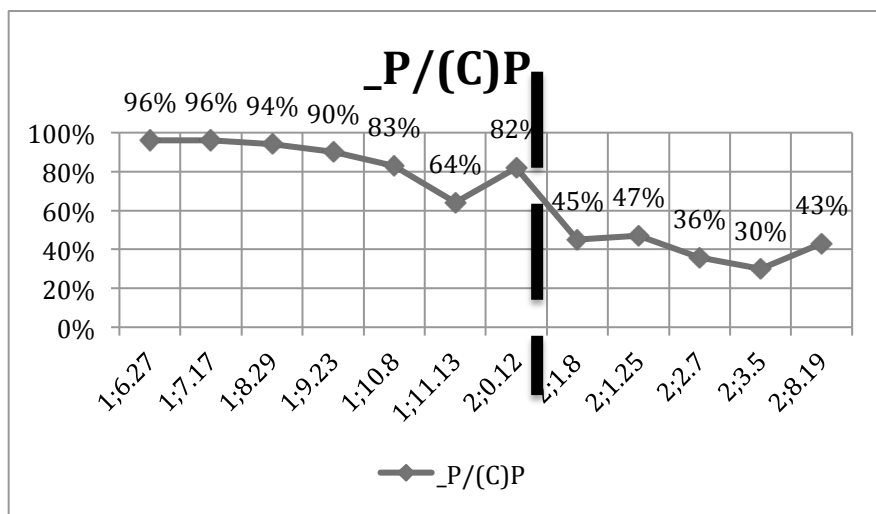
5.1.1 Two stages in copula omission

As I did for Sara in section 4.2.1, I will now identify if there is a *cut* separating the *first stage* from the *second* one, in Pietro's copular productions. The first language I am going to analyze is Italian, then Dialect will follow.

In graphs (28), (29) and (30) the three different cases I have previously investigated are represented in all the recordings: omissions with non-overt subjects ($_P$), the total amount of omissions, omissions with overt subjects (S_P). In each graph I have underlined the *cut* point.

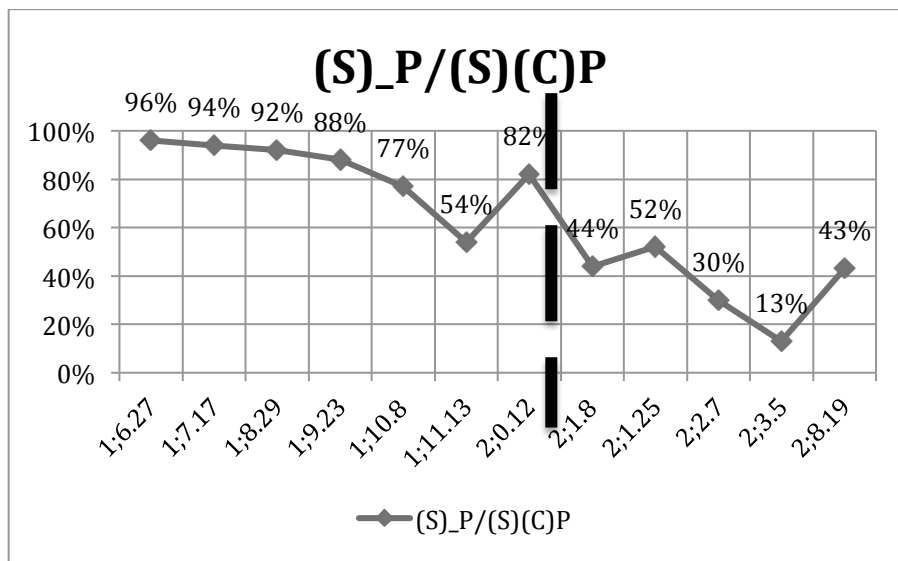
In graph (28), there is a clear change in the percentage of omissions between 2;0.12 and 2;1.8. In fact, before that point the value never goes under 64%, instead, after that point it swings from 47% to 30%. I have identified this as the *cut* between the two stages (Franchi, 2004). Also Cecchin (2009), in her research about Pietro, found such point as the separation of the stages.

Graph 28: copula omission in utterances with non-realized subjects and the cut point between the two stages (Pietro, Italian)



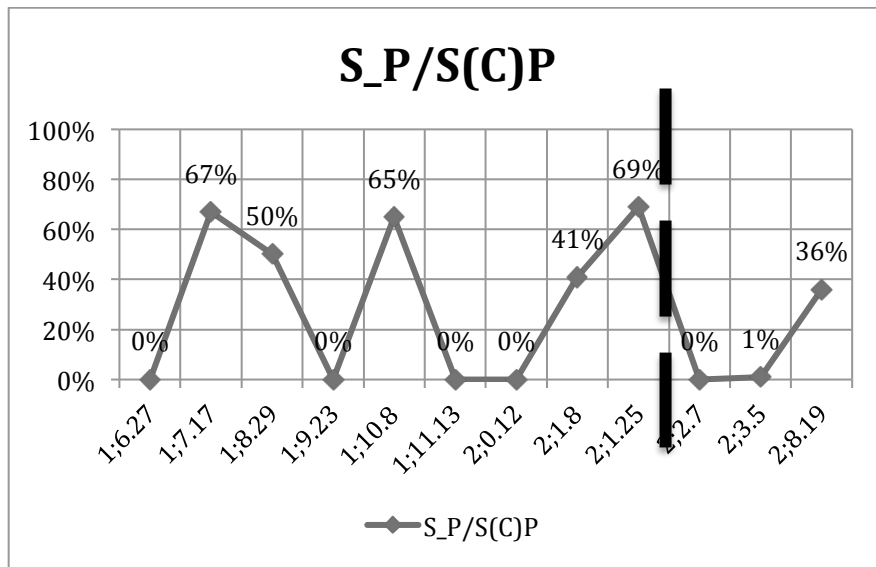
Considering the total percentage of copula omissions (graph 29), the *cut* can be located at the same age as in graph (28). In the first stage, indeed, the percentage is included within 54% and 96%, whereas in the second stage it goes from 52% to 13%.

Graph 29: total percentage of copula omission and the cut point between the two stages (Pietro, Italian)



Graph (30) represents the percentage of omissions in contexts with realized subjects.

Graph 30: contexts with overt subjects and the cut point between the two stages (Pietro, Italian)



This case shows the most irregular trend, however omissions never reach 100%. It is not gradual, in fact, the values jump from 0% to 67% or 69%. Notice, however, that from 2;1.25 on, the value of omissions never goes higher than 36%.

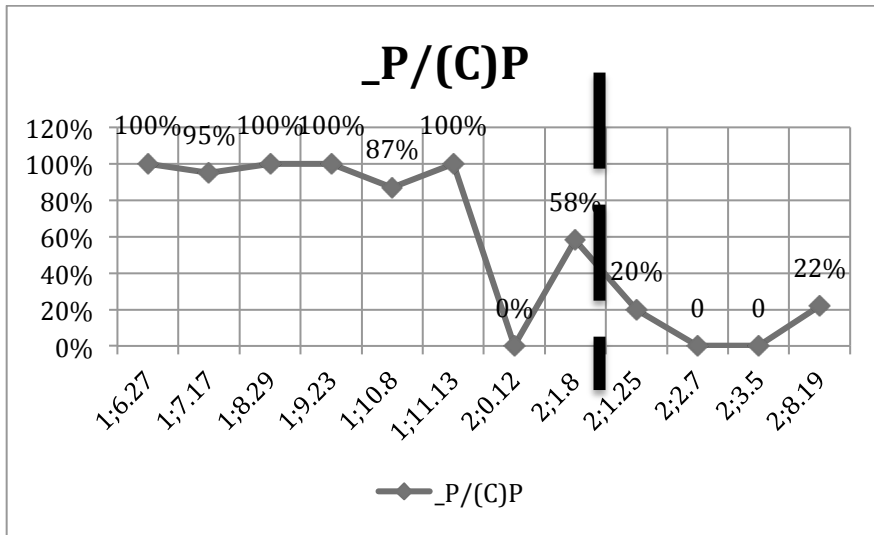
I therefore suppose that the *cut* here is a little bit later. This is the same conclusion found by Cecchin (2009). As we said for Sara, there could not be two different *cut* points, hence, I suggest that this one is the most reliable. The contexts with non-realized subjects ($_P$) can, indeed, include elliptical structures, while S_P contexts refer to the "pure" contexts of copula omission.

The cut between the *two stages* now identified (2;1.25-2;2.7) is very similar to the points found by Franchi (2004) and reported in table (9) (section 4.2.1).

In the following section, I will do the same analysis for the Dialect utterances. The trend of copula omissions in the Dialect sentences with non-overt subjects (graph 31) is very high at the beginning (between 100% and 87%), then it reaches 0%, and then it goes up again at 58%. From 2;1.25 on, instead, it remains quite low: it never goes beyond 22%.

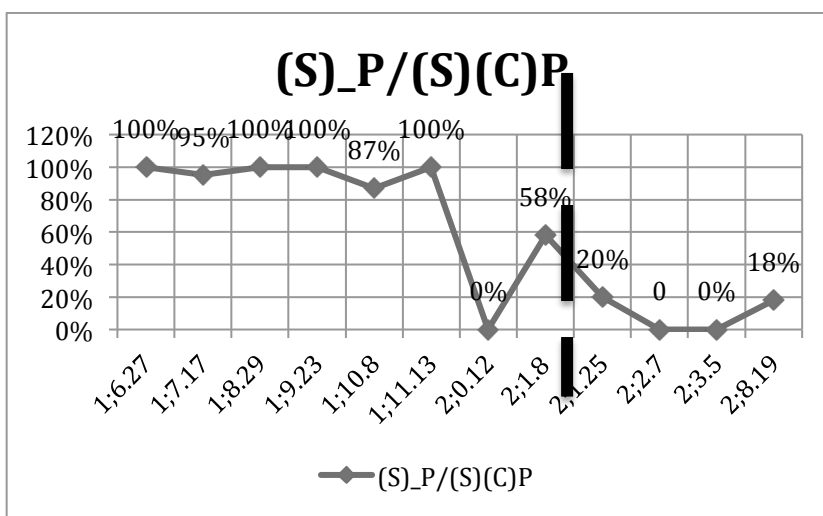
The *cut* between the *two stages* has been situated between 2;1.8 and 2;1.25, i.e. close to where the Italian *cut* point is (2;1.25 and 2;2.7).

Graph 31: copula omission in utterances with non-realized subjects and the cut point between the two stages (Pietro, Dialect)



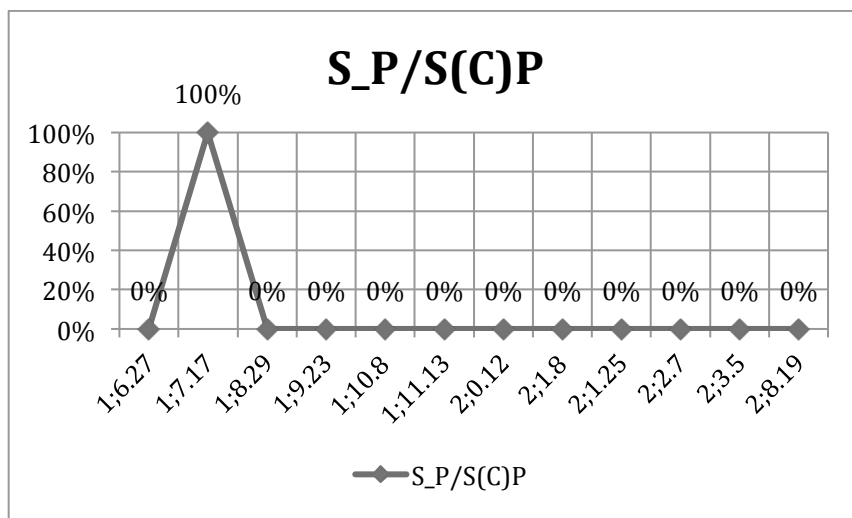
Most of the Dialect contexts are sentences without subject (72 out of 83). It is therefore rather intuitive that in the graph below, showing the total amount of omissions, there is approximately the same trend found before. And also here, the *cut point* is between 2;1.8 and 2;1.25.

Graph 32: total percentage of copula omission and the cut point between the two stages (Pietro, Dialect)



In graph (33), the trend is quite different from the previous ones. These sentences are only 7 and they display only one copula omission at 1;7.17; in the other 6 cases, produced in the last two recordings, the copula is realized.

Graph 33: contexts with overt subjects and the cut point between the two stages (Pietro, Dialect)

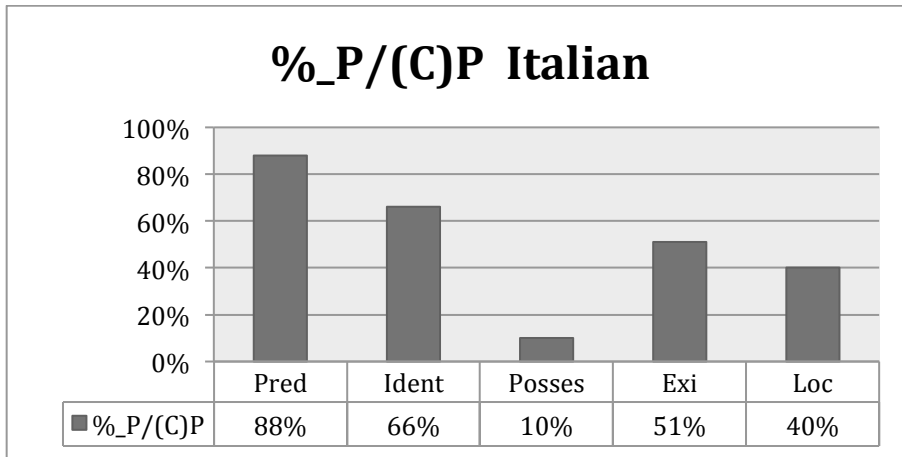


In this case, it is difficult to draw the *cut* between the *two stages*. Notice that the 6 productions are realized in the period of time that I have previously defined as the *second stage*. I can therefore conclude that Pietro tends to produce the copula when he realizes sentences with overt subjects.

5.1.2 Effects of grammatical or semantic class of the predicate on copula omission

In this section, I will examine Pietro's omissions in order to see if they are realized more often in some semantic contexts rather than in others. I am using the classes defined by Franchi (2004), as I did for Sara in 4.2.1. In graphs (34) and (35), the Italian data are reported: the contexts with non-realized subjects ($_P/(C)P$) and those with overt subjects ($S_P/S(C)P$). Graphs (36) and (37) show the results about Dialect.

Graph 34: percentage of copula omission in contexts with non-overt subjects (Pietro, Italian)



Graph 35: copula omissions in contexts with overt subjects (Pietro, Italian)

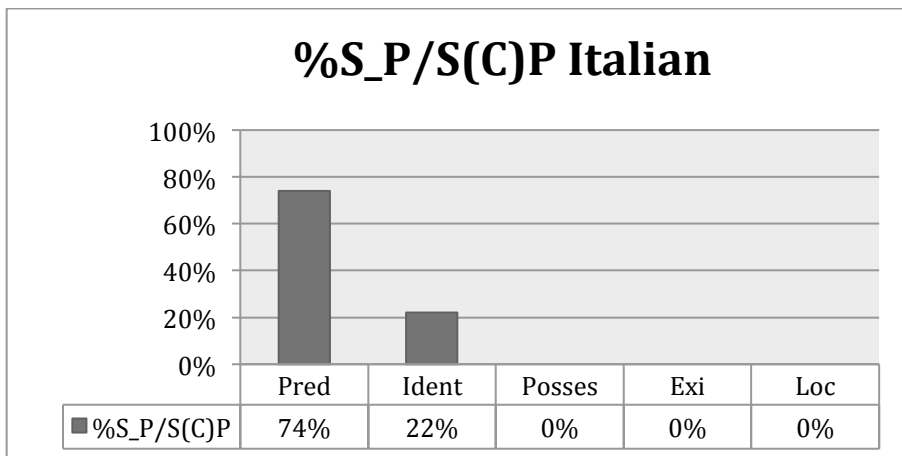


Table 27: number and percentage of copula omission in each category

	_P/(C)P		S_P/S(C)P	
Predicative	153/173	88%	20/27	74%
Identificative	195/297	66%	18/81	22%
Possessive	3/29	10%	0/3	0%

Existential	18/35	51%	0/16	0%
Locative	16/40	40%	0/24	0%

The following examples show Pietro's sentences for each class.

Predicative

83) B(r)ut(t)o (_P) (Pietro 1;9.23)

(ugly)

It is ugly

84) Que(s)to (è) rosso (S_P) (Pietro 1;11.13)

This (is) red

Identificative

85) (le)oni (_P) (Pietro 1;9.23)

(lions)

These are lions

86) Que(s)ta (è la) giraffa (S_P) (Pietro 2;2.5)

This (is the) giraffe

Possessive

87) è mia (CP) (Pietro 1;10.8)

(is mine)

(This) is mine

Existential

88) non c'è (CP) (Pietro2;3.5)

(It) is not there

Locative

89) (sono) sotto (_P) (Pietro 1;9.23)

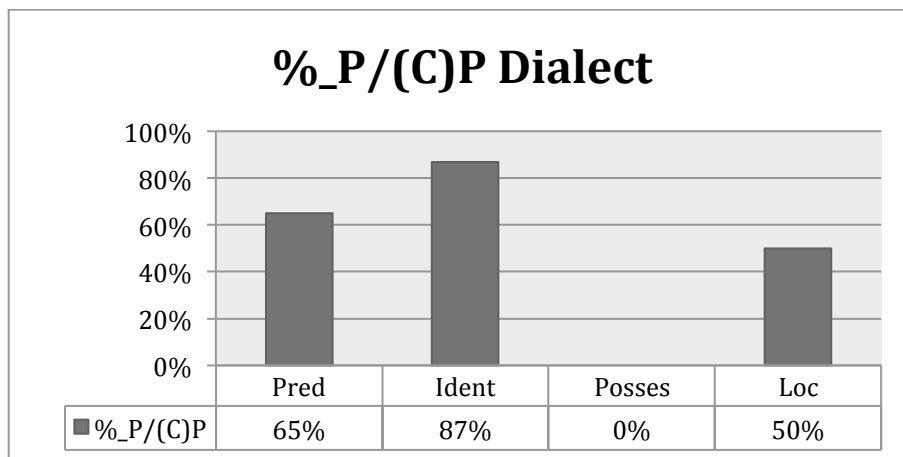
(are) underneath

(They are) underneath

In 4.1, I have described the work by Becker (2000), who found a trend in English where the copula was omitted more often with Locative Predicates than with Nominal Predicates.

My results do not confirm this study, but I can also say, as Franchi (2004) did, that the percentage of omission are unpredictable, and it seems that there is not a precise trend.

Graph 36: percentage of copula omission in contexts with non-overt subjects (Pietro, Dialect)



Graph 37: copula omissions in subject realized contexts (Pietro, Dialect)

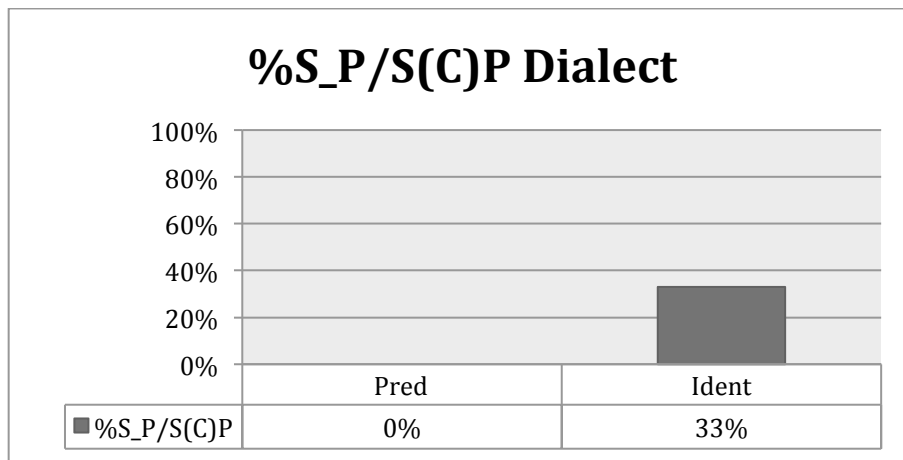


Table 28: number and percentage of copula omission in each category

	_P/(C)P		S_P/S(C)P	
Predicative	22/34	65%	0/4	0%
Identificative	76/87	87%	1/3	22%
Possessive	0/4	0%	0/0	-
Existential	0/0	-	0/0	-
Locative	1/2	50%	0/0	-

Looking at the Dialect, the number of contexts was very low with respect to Italian, and sometimes there was not even a single context produced for some categories. *Existentials* are missing in graph (36), and *Possessives*, *Locatives* and *Existentials* in graph (37).

In Dialect the percentage of omission in Locative Predicates is quite high but notice that Pietro pronounced only 2 Locative contexts with non-overt subjects.

Below, the examples show Pietro's omissions in Dialect in each class.

Predicative

90) (zé) beo [=è bello]

(Pietro 1;7.17)

(is) beautiful

(It is) beautiful

Identificative

91) (zè un) omo [=uomo] (Pietro 1;10.8)

(He is a) man

92) a queo muca [=quella (è una) mucca] (Pietro 1;7.17)

That one (is) a cow

Locative

93) soto eto [=sotto letto] (Pietro 1;9.23)

under bed

(It is) under (the) bed

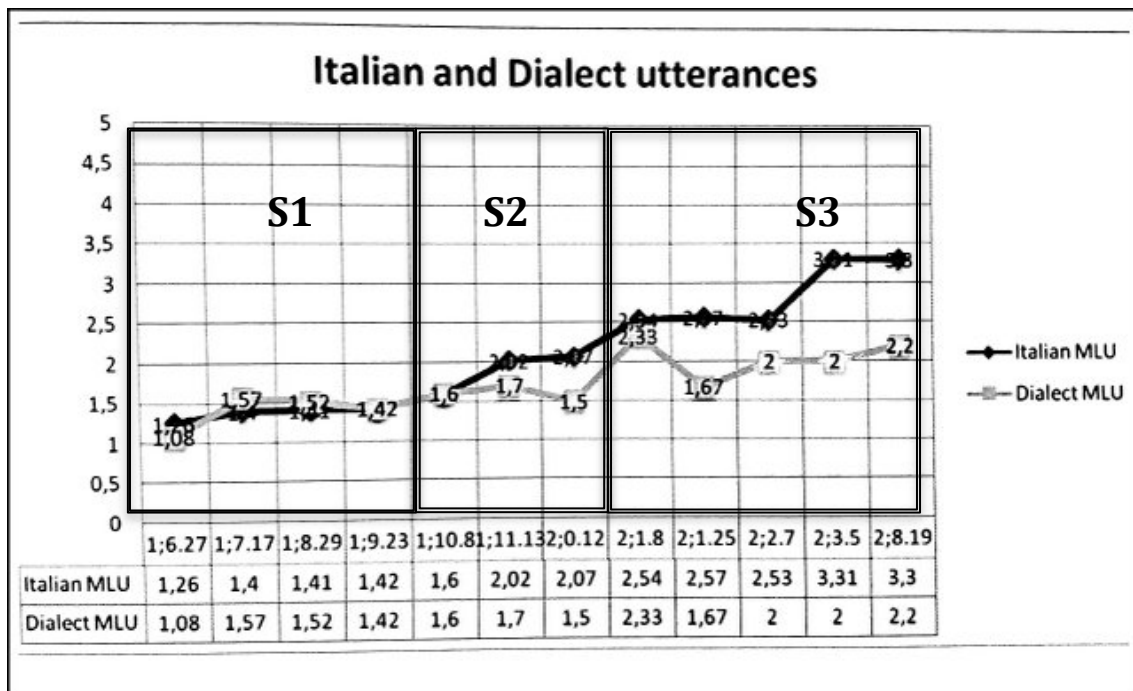
In conclusion, I suggest that Becker's (2000) observations for English are not replicated in the Dialect either, and no particular trend in copula omissions can be identified.

5.1.3 Focusing on agreement

In this section, I am going to observe the copulas produced by Pietro in order to check whether there are agreement errors or not.

In graph (38) Pietro's MLU is illustrated. I have divided the utterances in three different stages according to the MLU values suggested by Caprin and Guasti (2006). The first 4 recordings belong to Stage 1, then I gathered the three in the middle to build Stage 2 and the last five recordings compose Stage 3.

Graph 38: Pietro's MLU divided into Caprin and Guasti's stages



In table (29), I have listed the Italian structures with overt copulas, divided into the three stages according to the MLU values.

Table 29: number of correct/wrong forms in Pietro's corpus, Italian

ITALIAN	Correct forms	Wrong forms	Total structures
Pietro S1	13	/	13
Pietro S2	25	/	25
Pietro S3	221	12	233
Tot.	259	12	271

In "Pietro S1" the contexts where the copula is realized are only 13, they are all correct. All of them are 3rd person singular forms.

In "Pietro S2" the copula is realized in 25 constructions, always correct and always in the 3rd person singular.

The last group "Pietro S3" includes the last 5 recordings and the highest number of sentences with the copula realized: 233. Only 12 wrong forms can be found (3 in declarative sentences and 9 in Wh questions), and all mistakes have the same origin: Pietro used the 3rd person singular instead of the plural one. Probably, these mistakes are due to an influence by Dialect, because in this language there are no 3rd person plural forms of the verb *to be*, as shown in section 3.1.

So, if I compare Pietro productions in Italian with the result found by Caprin and Guasti (2006) I may say that the percentage of accuracy with the 3rd person singular is in all the three groups 100% (as in Caprin and Guasti). The 3rd person plural is never produced in S1 and S2, while in S3 there are 26 cases, 12 are wrong but the remaining 14 are correctly produced. The percentage of correctness is 46%, which is rather different from the 96% reported in Caprin and Guasti (2006), see table (3).

Table 30: number of correct/wrong forms in Pietro's corpus, Dialect

DIALECT	Correct forms	Wrong forms	Total structures
Pietro S1	1	/	1
Pietro S2	2	/	2
Pietro S3	29	/	29
Tot.	32	/	32

In Dialect I have counted very few productions of the copula, only 32. In "Pietro S1" there is just 1 copular sentence and it is correct. In "Pietro S2" the utterances are 2, and both are correct. One of them shows a proper use of the 3rd person plural.

In the third group "Pietro S3", there are 29 sentences, which are all correct. Among them there are 5 constructions with the 3rd person plural, as in (94a), and 1 with the 2nd person singular, as in (94b).

- 94) a. (i) zé [=sono] rotti [Pietro 2;0.12]
(They) are broken
- b. (s)ito [=sei] matto? [Pietro 2;1.8]
Are you crazy?

5.1.4 Declaratives versus Wh contexts

In this section, the Wh productions of Pietro are analyzed to check whether he shows different omission percentages in different clause types.

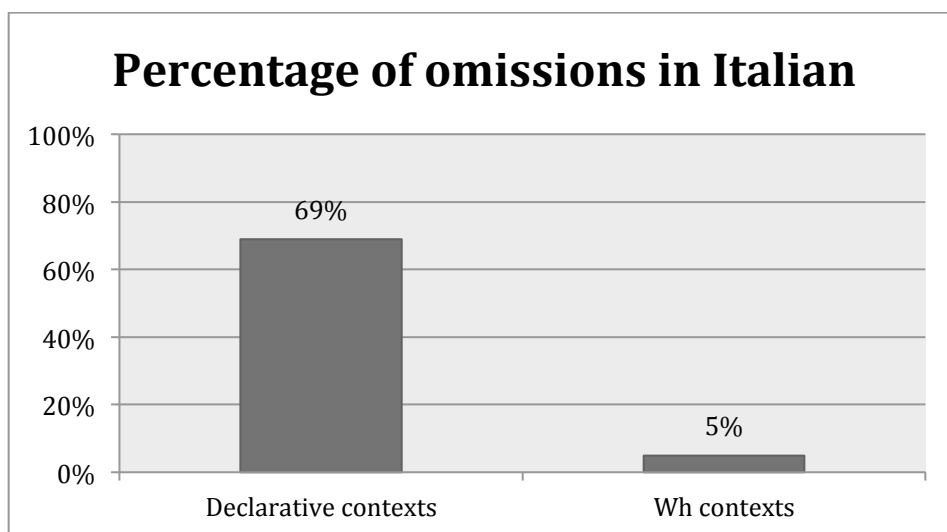
I collected 161 Wh contexts in Pietro's tables reported in Cecchin (2009), 152 are pronounced in Italian and 9 in Dialect. In table (31) I have reported the number and percentage of omissions in Italian, whereas in table (32) I have reported the data about Dialect.

Table 31: copula omission in Wh contexts (Pietro, Italian)

	Contexts	Omissions	Productions	%Omission
1;6.27	-	-	-	-
1;7.17	-	-	-	-
1;8.29	6	3	3	50%
1;9.23	5	3	2	60%
1;10.8	8	0	8	0%
1;11.13	-	-	-	-
2;0.12	2	0	2	0%
2;1.8	22	0	22	0%
2;1.25	13	0	13	0%
2;2.7	24	1	23	4%
2;3.5	57	0	57	0%
2;8.19	15	0	15	0%
TOT.	152	7	145	5%

In graph (39), I have represented the percentage of omission in Italian declarative sentences and in Italian Wh contexts.

Graph 39: percentage of omissions in Wh contexts versus declarative sentences (Pietro, Italian)



The total amount of Wh copular contexts in Italian is 152, Pietro omits the verb only 7 times, and 6 of them are produced in early recordings. The percentage of omission in Wh questions is very low, confirming Franchi's observation that while omission of the copula in declarative contexts happens quite often, the omission of the verb in Wh questions is not allowed in early grammar. In this case the *cut* line between the *two stages* can be placed between 1;9.23 and 1;10.8 because from that moment on, the cases of omission drastically decrease and only one more omission is found.

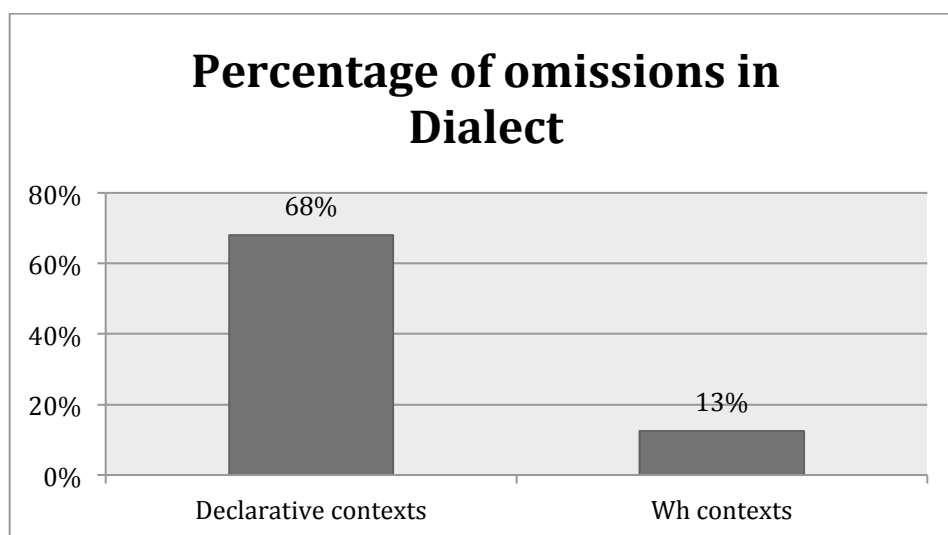
Table 32: copula omission in Wh contexts (Pietro, Dialect)

	Contexts	Omissions	Productions	%Omission
1;6.27	-	-	-	-
1;7.17	1	0	1	0%

1;8.29	1	1	0	100%
1;9.23	-	-	-	-
1;10.8	-	-	-	-
1;11.13	-	-	-	-
2;0.12	-	-	-	-
2;1.8	3	0	3	0%
2;1.25	-	-	-	-
2;2.7	-	-	-	-
2;3.5	-	-	-	-
2;8.19	4	0	4	0%
TOT.	9	1	8	13%

The graph below shows the percentage of omissions in declarative sentences and Wh contexts realized in Dialect.

Graph 40: percentage of omissions in Wh contexts versus declarative sentences (Pietro, Dialect)



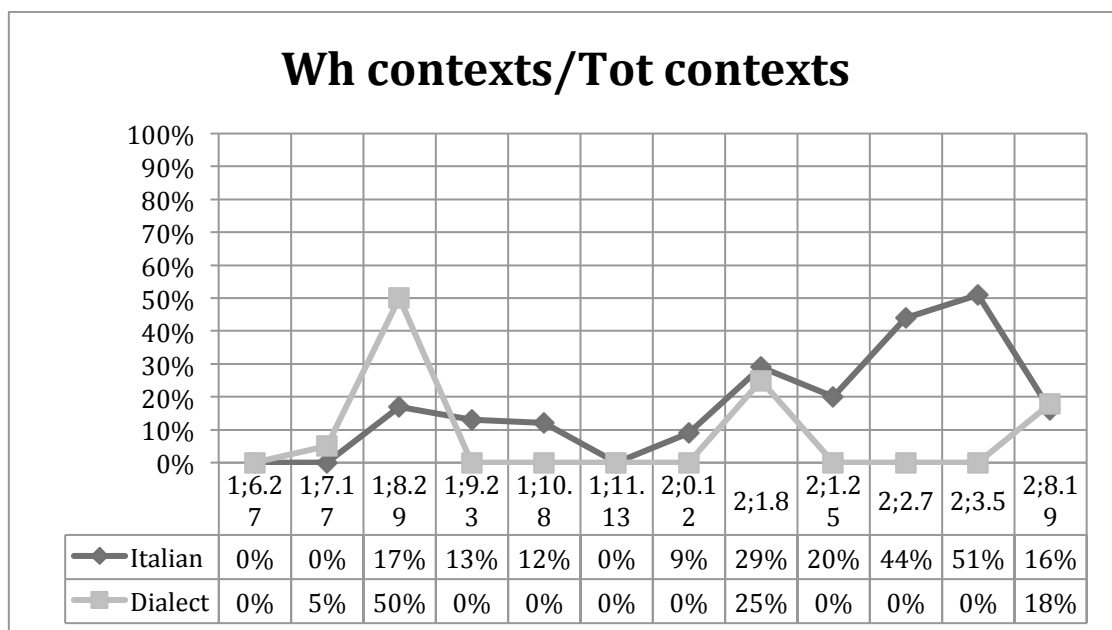
In Dialect Pietro only produced 9 Wh questions. The number is not high enough in order to see a trend, but since only 1 omission was produced, it is

possible to claim that Pietro's grammar does not allow the omission of the copula in Wh contexts in this language either.

Tables (31) and (32) show that the number of Wh sentences in Italian increases a lot in the last recordings (see graph 41). The Dialectal trend is however not so regular.

The Wh contexts in Italian are a significant percentage of the total amount of copular sentences, and they show the realization of the verb in the vast majority of cases. Thus, I have re-considered the omission of the copula in Italian, counting only the declarative sentences, in order to see if the Wh questions have influenced my previous results, see table (33).

Graph 41: percentage of Wh contexts in relation to the total amount of copula contexts for each recording (Pietro, Italian and Dialect)



The table below shows the percentage of copula omission in declarative contexts. I have also reported table (24), repeated here as (33b), to compare the percentages of all contexts together more easily (Declaratives + Wh)

Table 33: percentage of copula omission in Declarative contexts (Pietro, Italian)

	S_P/S±CP		_P/±CP		(S)_P/(S)(C)P	
1;6.27	0/0	-	26/27	96%	26/27	96%
1;7.17	2/3	67%	46/48	96%	48/51	94%
1;8.29	1/1	100%	29/29	100%	30/30	100%
1;9.23	0/1	0%	32/34	94%	32/35	91%
1;10.8	15/16	94%	35/41	85%	50/57	88%
1;11.13	0/2	0%	7/11	64%	7/13	54%
2;0.12	0/0	-	18/20	90%	18/20	90%
2;1.8	7/7	100%	27/48	56%	34/55	62%
2;1.25	9/13	69%	24/38	63%	33/51	65%
2;2.7	0/4	0%	15/26	58%	15/30	50%
2;3.5	1/28	4%	13/27	48%	14/55	25%
2;8.19	5/13	38%	33/63	52%	38/76	50%
TOT.	40/88	46%	305/412	74%	345/500	69%

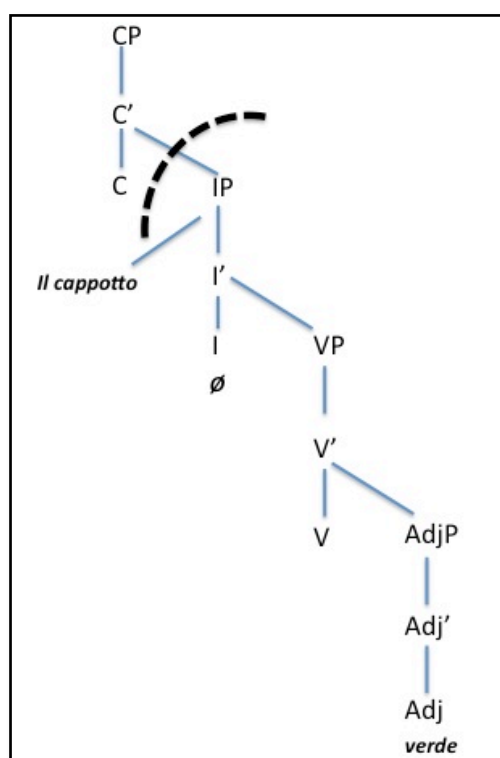
Table 33b: omission of the copula in all contexts (Pietro, Italian)

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
1;6.27	0/0	-	26/27	96%	26/27	96%
1;7.17	2/3	67%	46/48	96%	48/51	94%
1;8.29	½	50%	32	94%	34	92%
1;9.23	0/1	0%	35/39	90%	35/40	88%
1;10.8	15/23	65%	35/42	83%	50/65	77%
1;11.13	0/2	0%	7/11	64%	7/13	54%
2;0.12	0/0	-	18/22	82%	18/22	82%
2;1.8	7/17	41%	27/60	45%	34/77	44%
2;1.25	9//13	69%	24/51	47%	33/64	52%

2;2.7	0/10	0%	16/44	36%	16/54	30%
2;3.5	1/69	1%	13/43	30%	14/112	13%
2;8.19	5/14	36%	33/77	43%	38/91	42%
TOT.	40/154	26%	312/498	63%	352/652	54%

The percentage of omission of the copula in declarative contexts is higher, especially in contexts with realized subjects (46%). This consistent omission in S_P contexts means that the structure is truncated above IP and the copula in I is not realized, as shown in (95).

95)



While in _P contexts, the structure is elliptical, as I suggested before. Omissions values in declarative contexts (table (33)) are higher than Franchi's result (see table 1 and 2), especially in sentences with overt subjects.

5.1.5 Articles

In this section, I will briefly consider the production of articles in Pietro's copular contexts, both in Italian and Dialect. I counted all the contexts that would require the use of the article in an adult grammar and I listed productions and omissions. In Italian, I have counted 264 situations, of which only 67 display an overt article. In Dialect, the situations requiring the article were only 40, and the articles produced were only 11. In (96), (97), (98) and (99) I reported some examples of Pietro's use of the articles.

Articles omission

96) ITALIAN

Bici [=mici=gatti]

(Pietro 1;7.17)

cats

The cats.

97) DIALECT

Omo [=uomo]

(Pietro 1;10.8)

man

The man

Articles production

98) ITALIAN

Qua c'è l'osso.

(Pietro 2;3.5)

Here there is the bone

99) DIALECT

a boto [=moto]

(Pietro 2;1.8)

The motorbike

If Pietro is compared to Sara (4.2.4), it can be easily seen that there is a big difference in the percentage of produced articles (Sara: 89%).

Table 34: percentage of article use in Italian and Dialect

	ITALIAN	DIALECT
S_P	15%	0%
_P	17%	17%
SCP	41%	67%
CP	49%	67%
Tot.	25%	28%

In conclusion, Pietro has not yet developed a full competence about articles at this stage, but he will surely improve, given that in the last recordings the number of articles produced increases.

5.2 Marco

The data about Marco are taken from the corpus collected and transcribed by Fabris (2010). In his first recording, this child was 2;0.17 and in his last one 3;0.0.

I counted all the copula constructions both in Italian and in Dialect, and I reported them in table (35) and (36) following the organization proposed by Franchi. I have also found some copular contexts in mixed utterances, and I described them in table (37).

Table 35: Marco's copular contexts in Italian

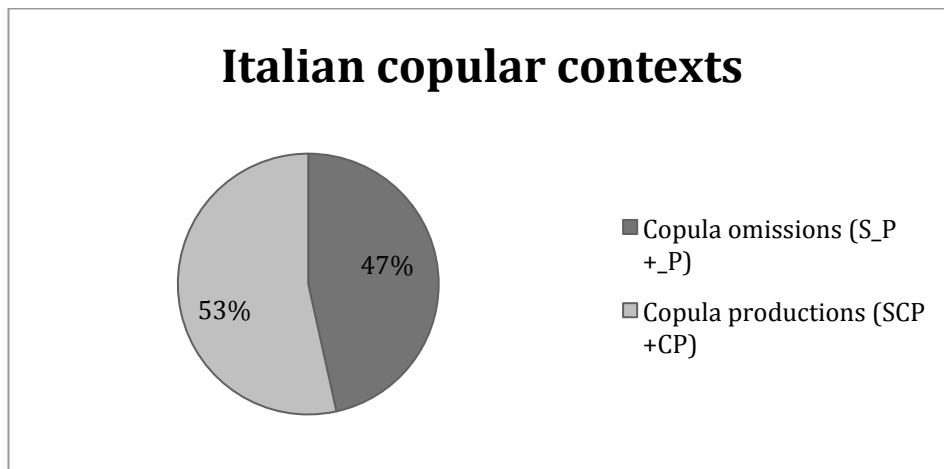
	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
2;0.17	4	23	0	1
2;0.29	0	21	0	2
2;1.13	1	28	1	1
2;1.26	1	24	4	5
2;2.11	0	10	1	6
2;3.0	0	7	2	4

2;3.14	2	1	7	15
2;3.29	0	3	6	4
2;4.10	1	1	1	6
2;4.19	1	4	0	4
2;5.9	0	1	2	0
2;6.19	0	0	8	4
2;7.4	0	1	1	1
2;7.29	0	1	3	3
2;8.11	0	2	2	10
2;8.29	0	0	4	4
2;9.13	0	2	11	4
2;10.3	0	1	1	4
2;10.20	0	0	5	1
2;11.11	0	0	7	4
3;0.0	1	0	6	7
Tot.	11	130	72	90
Tot.	141		162	
Tot.	303			

Marco produces 303 copular structures in Italian, and he produces the copula in 162 cases, whereas its omission involves 141 cases. The S_P constructions are only 11, the _P ones are many more: 130. The number of structures where the copula is realized is almost the same in the two contexts (72 and 90, respectively).

The following graph shows the percentage values of productions and omissions.

Graph 42: Marco's Italian copular contexts



The percentage of Marco's productions and omissions is very balanced, although he produces the copula in slightly more contexts.

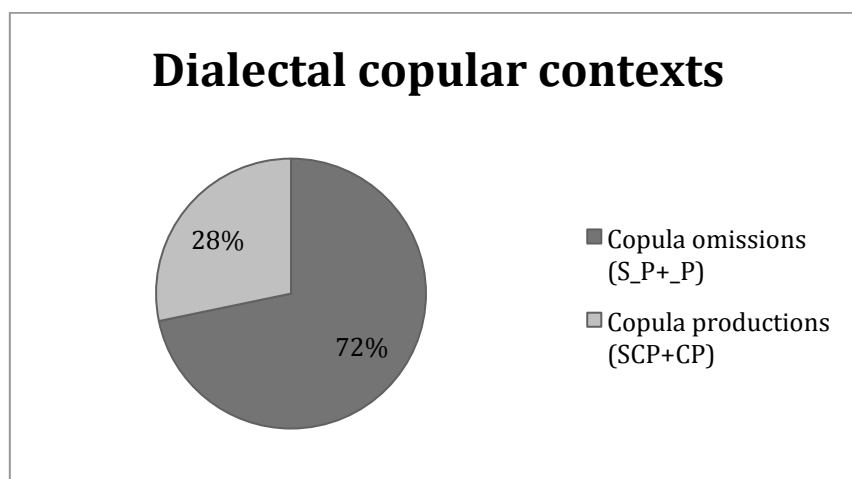
Table 36: Marco's copular contexts in Dialect

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
2;0.17	1	8	0	0
2;0.29	0	11	0	0
2;1.13	0	8	0	0
2;1.26	0	3	0	1
2;2.11	0	0	1	0
2;3.0	0	1	0	0
2;3.14	0	0	0	0
2;3.29	0	1	0	0
2;4.10	0	0	0	0
2;4.19	0	0	0	3
2;5.9	0	0	1	2

2;6.19	0	0	0	0
2;7.4	0	0	0	0
2;7.29	0	0	0	0
2;8.11	0	0	0	2
2;8.29	0	0	0	2
2;9.13	0	0	0	0
2;10.3	0	0	0	0
2;10.20	0	0	1	0
2;11.11	0	0	0	0
3;0.0	0	0	0	0
Tot.	1	32	3	10
Tot.	33		13	
Tot.	46			

In Dialect Marco produces fewer utterances than in Italian, only 46, and in the majority of cases he omits the copula (33 cases out of the total amount 46), as shown in graph (43). Also in this case, Marco omits the copula in sentences without the subject (32 _P), but maybe the cases with omission of the copula in constructions with overt subjects are too few to make reliable comparisons.

Graph 43: Marco's Dialectal copular contexts



Graphs (42) and (43) show that Marco produces the copula slightly more in Italian (53%), considering the total amount of contexts (303). Looking at Dialect, the contexts are only 46, and he omits the copula in 72% of cases.

When he realizes the copula, he does it correctly; I mean that no structural or morphological mistakes are present, as shown in (100), (101) for Italian and (102), (103) for Dialect.

100)(s)ono cadute pete poie [=cadute queste foglie] (Marco 2;1.6)

are fallen these leaves

These leaves are fallen down

101) è pulita (Marco 2;3.14)

is clean

This is clean

102) a [z]é [=lei è] rotta (Marco 2;2.1)

It is broken

103) Dove [z]éó zuzzo? [=dov'è il ciuccio?] (Marco 2;5.9)

where is dummy?

Where is the dummy?

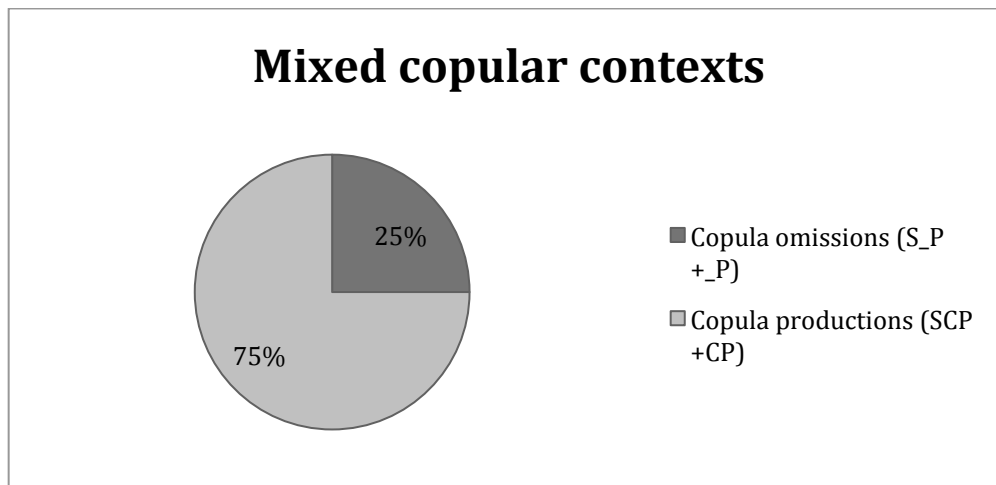
The following table and graph represent the copular contexts found in mixed utterances and the percentage of omission and production of the copula.

Table 37: Marco's copular contexts in mixed utterances

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
2;0.17	0	2	0	0
2;0.29	1	0	0	0

2;1.13	0	1	0	0
2;1.26	0	0	1	1
2;2.11	0	0	1	0
2;3.0	0	0	1	1
2;3.14	0	2	1	1
2;3.29	0	0	0	2
2;4.10	0	1	0	0
2;4.19	0	0	1	0
2;5.9	0	1	5	0
2;6.19	0	0	4	1
2;7.4	0	0	1	0
2;7.29	0	0	1	0
2;8.11	0	0	1	1
2;8.29	0	0	3	0
2;9.13	0	0	2	0
2;10.3	0	0	0	0
2;10.20	0	0	0	0
2;11.11	0	0	0	0
3;0.0	2	1	1	3
Tot.	3	8	23	10
Tot.	11		33	
Tot.	44			

Graph 44: Marco's copular contexts in mixed utterances



The copular contexts in mixed utterances that I have found are 44, and in this case the percentage of copula omissions is 25%, most of which are found in *_P* contexts. In this case I discovered that the highest number of contexts produced is in SCP: 23. In other words, more than a half of the total amount of constructions analyzed.

As I said before for Italian and Dialect, the realization of the copula is done in a correct way, without structural or morphological mistakes, as shown in (104) and (105).

104) *è chiuso desso [=adesso]*

(Marco 2;3.0)

is closed now

It is closed now

105) *io sono passùo [=sazio]*

(Marco 2;8.29)

I am sated

As for Pietro, I will show the percentage of copula omission in contexts with realized subjects, with non-overt subjects, and the total amount of omission on the total number of copular contexts. I will consider Italian and Dialect separately.

The Italian data are shown in graph (45) and table (38), the Dialect data in graph (46) and table (39).

Graph 45: percentage of copula omission in Marco's Italian sentences

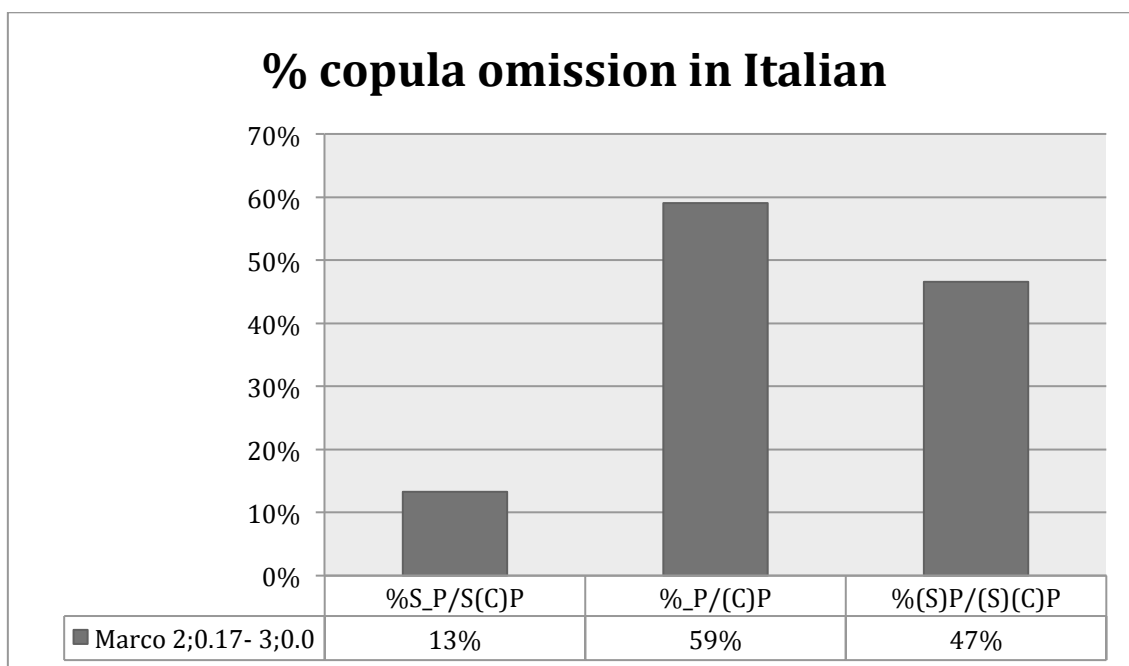


Table 38: percentage of copula omission in Marco's Italian sentences

	Contexts S_P/S(C)P	% S_P/S(C)P	Contexts _P/(C)P	% _P/(C)P	Contexts (S)_P/(S)(C)P	% (S)_P/(S)(C)P
Marco 2;0.17- 3;0.0	11/83	13%	130/220	59%	141/303	47%

Marco produces 303 copular sentences in Italian, and he omits the verb in almost half of the cases (141/303). This means that copula's omission is a phenomenon accepted by his grammar. Similarly to Pietro (section 5.5.1), he mostly does so in sentences with non-overt subjects (130/220), whereas omissions with overt subjects are quite few (11/83).

Notice however that Marco produces fewer S(C)P contexts compared to those analyzed by Franchi (see table (8), section 4.2.1).

The graph and table below show the data about Dialect.

Graph 46: percentage of copula omission in Marco's Dialectal sentences

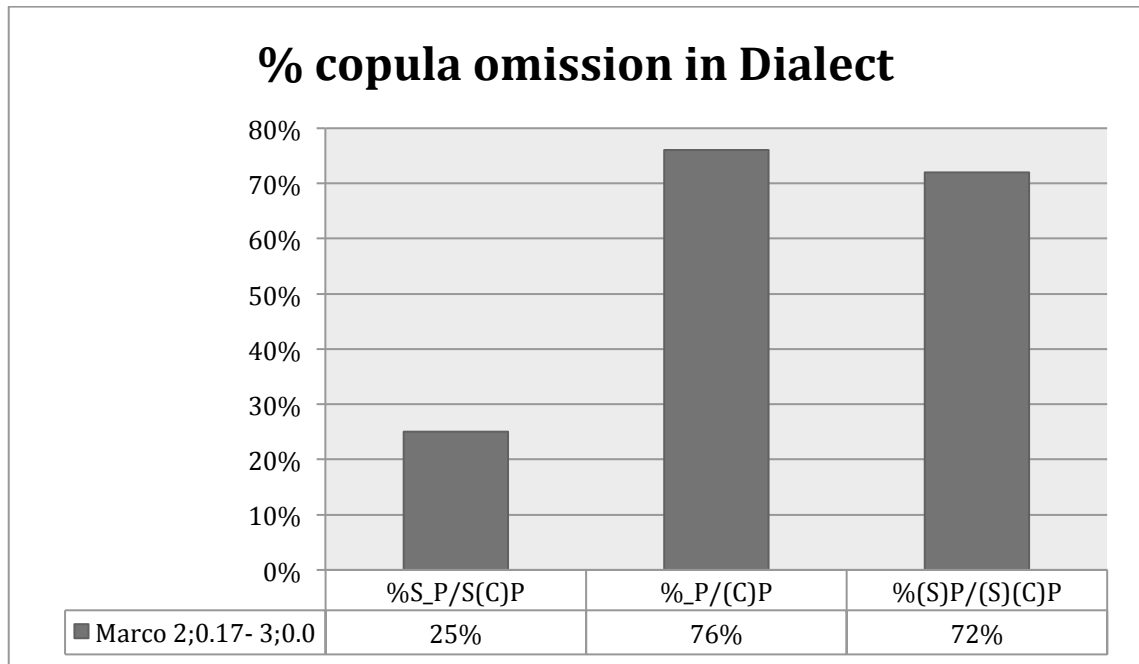


Table 39: percentage of copula omission in Marco's Dialectal sentences

	Contexts S_P/S(C)P	% S_P/S(C)P	Contexts _P/(C)P	% _P/(C)P	Contexts (S)_P/(S)(C)P	% (S)_P/(S)(C)P
Marco 2;0.17- 3;0.0	1/4	25%	32/42	76%	33/46	72%

The copular contexts produced by Marco in Dialect are only 46, and the percentage of omission is high (72%) because he omits the copula in 33 cases out of 46. This value is influenced by the contexts with non-realized subjects because they are 42 with 32 omissions. Similarly to Italian, the omission of the copula is

mostly found in $_P$ contexts, while in constructions with realized subjects, the percentage is lower (25%). Notice, however that the value is based on only 4 contexts, and they are very few to trace a trend.

In any case, the copular construction is available also in Dialect and omission is allowed in Marco's grammar.

The following graph and table show the copular contexts in mixed utterances, i.e. sentences that include words in both Italian and Dialect.

Graph 47: percentage of copula omission in Marco's mixed utterances

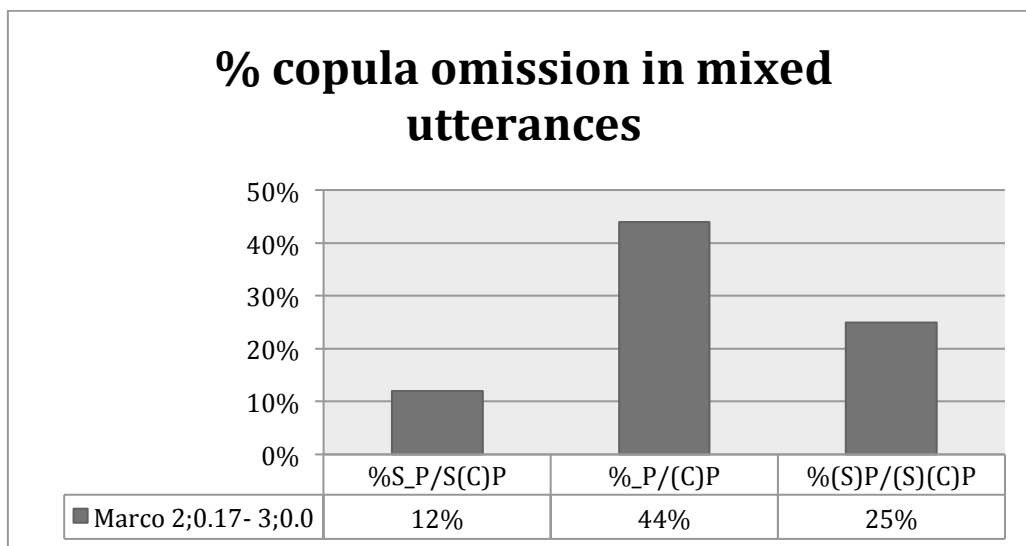


Table 40: percentage of copula omission in Marco's mixed utterances

	Contexts	%	Contexts	%	Contexts	%
	S_P/S(C)P	S_P/S(C)P	_P/(C)P	_P/(C)P	(S)_P/(S)(C)P	(S)_P/(S)(C)P
Marco 2;0.17- 3;0.0	3/26	12%	8/18	44%	11/44	25%

The mixed utterances are 44, almost the same as in Dialect, but in this case the omission percentage is lower: only 25%. This is due to the presence of more

contexts with realized subjects, where the percentage of omission is very low (3/26).

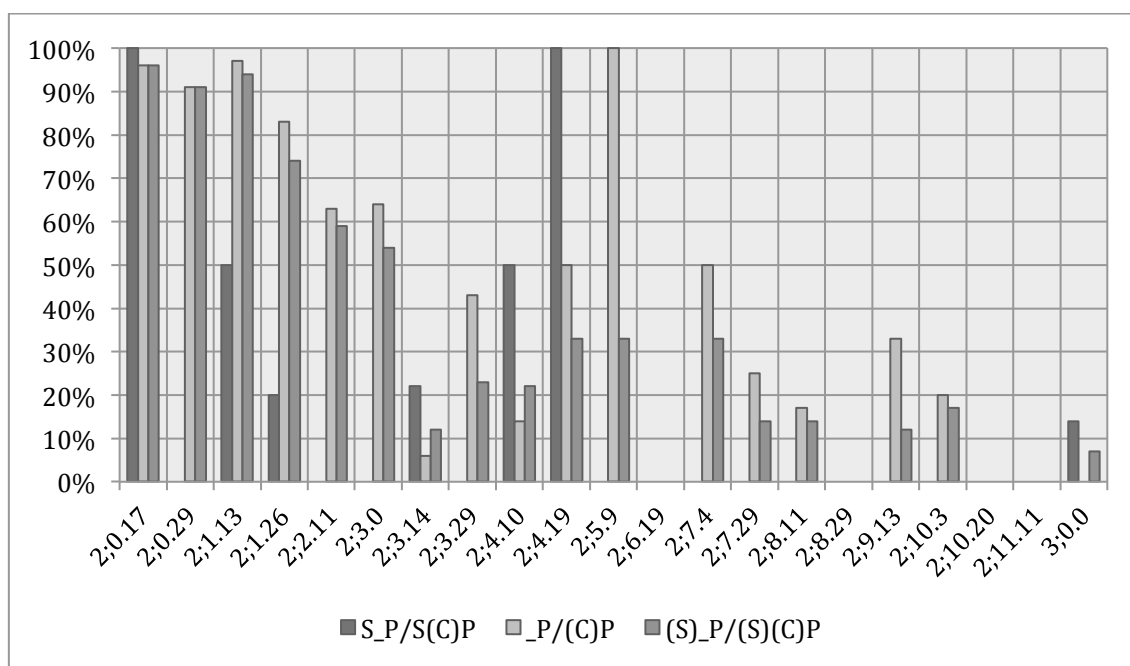
I will now consider the development of copula omission in a longitudinal perspective. In table (41), (42) and (43) the number and percentage of omission are reported in Italian, Dialect, and mixed utterances, respectively. Graphs (48), (49) and (50) are the graphical representations of the values in the tables I just mentioned.

Table 41: copula omission in number and in percentage for each recording (Marco, Italian)

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
2;0.17	4/4	100%	23/24	96%	27/28	96%
2;0.29	0/0	-	21/23	91%	21/23	91%
2;1.13	1/2	50%	28/29	97%	29/31	94%
2;1.26	1/5	20%	24/29	83%	25/34	74%
2;2.11	0/1	0%	10/16	63%	10/17	59%
2;3.0	0/2	0%	7/11	64%	7/13	54%
2;3.14	2/9	22%	1/15	6%	3/25	12%
2;3.29	0/6	0%	3/7	43%	3/13	23%
2;4.10	1/2	50%	1/7	14%	2/9	22%
2;4.19	1/1	100%	4/8	50%	5/9	33%
2;5.9	0/2	0%	1/1	100%	1/3	33%
2;6.19	0/8	0%	0/4	0%	0/12	0%
2;7.4	0/1	0%	1/2	50%	1/3	33%
2;7.29	0/3	0%	1/4	25%	1/7	14%
2;8.11	0/2	0%	2/12	17%	2/14	14%
2;8.29	0/4	0%	0/4	0%	0/8	0%
2;9.13	0/11	0%	2/6	33%	2/17	12%
2;10.3	0/1	0%	1/5	20%	1/6	17%

2;10.20	0/5	0%	0/1	0%	0/6	0%
2;11.11	0/7	0%	0/4	0%	0/11	0%
3;0.0	1/6	14%	0/6	0%	1/14	7%
TOT.	11/83	13%	130/220	59%	141/303	47%

Graph 48: copula omission in number and in percentage for each recording (Marco, Italian)



The omission of the copula is a phenomenon present in Marco's Italian productions. It is relevant in early recordings and then it gradually decreases. Note that at 2;4.19 and 2;5.9, the percentage of the contexts with overt and non-overt subjects jump to 100%, but this must not be taken into great consideration because Marco produces only one structure for each category and therefore the percentage is misleading.

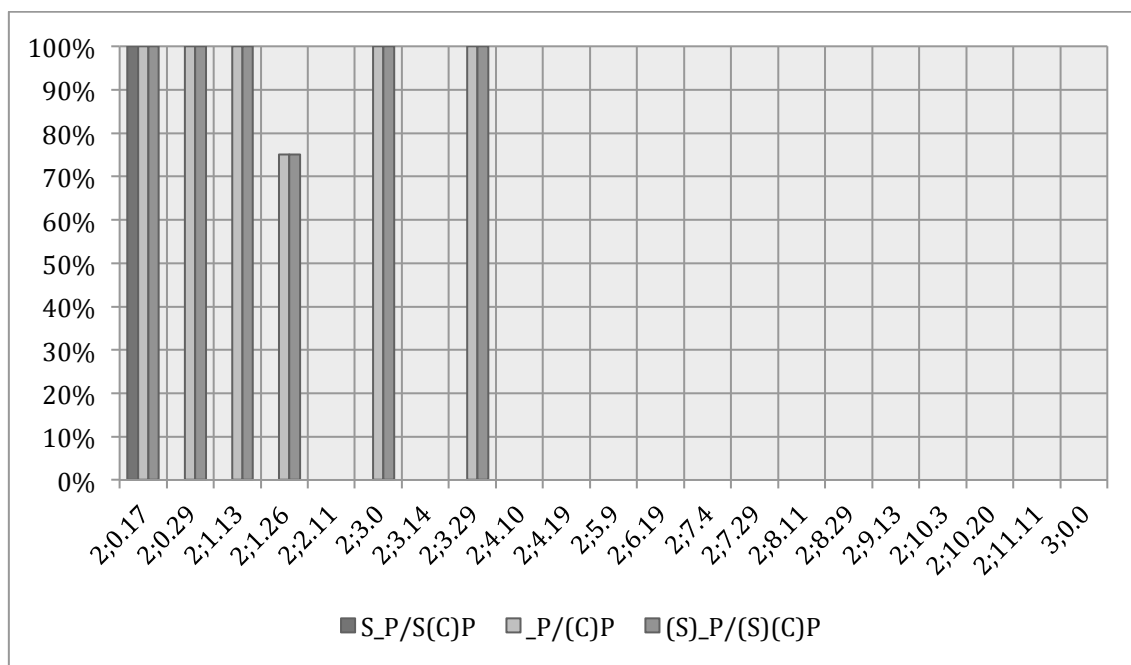
Marco shows a trend similar to Sara, first because he produces only 11 structures with the subject realized and the copula omitted, second because he omits the copula very often in *_P* contexts. I therefore suppose that Marco's structure is not truncated at IP when the subject is pronounced.

Below the data for Dialect are reported.

Table 42: copula omission in number and in percentage for each recording (Marco, Dialect)

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
2;0.17	1/1	100%	8/8	100%	9/9	100%
2;0.29	0/0	-	11/11	100%	11/11	100%
2;1.13	0/0	-	8/8	100%	8/8	100%
2;1.26	0/0	-	3/4	75%	3/4	75%
2;2.11	0/1	0%	0/0	-	0/1	0%
2;3.0	0/0	-	1/1	100%	1/1	100%
2;3.14	0/0	-	0/0	-	0/0	-
2;3.29	0/0	-	1/1	100%	1/1	100%
2;4.10	0/0	-	0/0	-	0/0	-
2;4.19	0/0	-	0/3	0%	0/3	0%
2;5.9	0/1	0%	0/2	0%	0/3	0%
2;6.19	0/0	-	0/0	-	0/0	-
2;7.4	0/0	-	0/0	-	0/0	-
2;7.29	0/0	-	0/0	-	0/0	-
2;8.11	0/0	-	0/2	0%	0/2	0%
2;8.29	0/0	-	0/2	0%	0/2	0%
2;9.13	0/0	-	0/0	-	0/0	-
2;10.3	0/0	-	0/0	-	0/0	-
2;10.20	0/1	0%	0/0	-	0/1	0%
2;11.11	0/0	-	0/0	-	0/0	-
3;0.0	0/0	-	0/0	-	0/0	-
TOT.	1/4	25%	32/42	76%	33/46	72%

Graph 49: copula omission in number and in percentage for each recording (Marco, Dialect)



In Dialect the total number of contexts I have collected is 46 and the omission phenomenon is mostly present in the first recordings and then it suddenly disappears. Note that the moment when omission stops is when Italian becomes the *Stronger Language* (see graph 3, section 2.4), around 2;4.10 and 2;4.19.

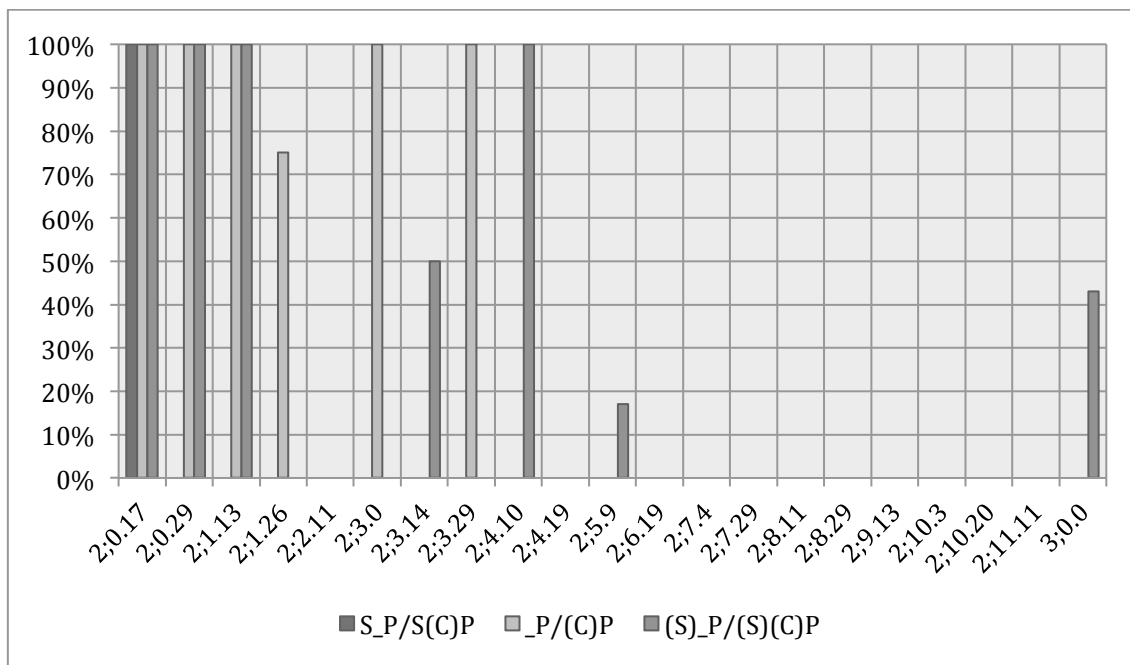
The vast majority of omissions (32/42) are found in contexts with non-overt subjects (_P). When the subject is pronounced, omissions are very few (1/4). With regard to this case, it must be pointed out that 4 contexts are not enough to trace a reliable trend.

Table 43: copula omission in number and in percentage for each recording (Marco, mixed utterances)

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
2;0.17	0/0	100%	2/2	100%	2/2	100%
2;0.29	1/1	-	0/0	100%	1/1	100%

2;1.13	0/0	-	1/0	100%	1/1	100%
2;1.26	0/1	-	0/1	75%	0/2	0%
2;2.11	0/1	0%	0/1	-	0/1	0%
2;3.0	0/1	-	0/1	100%	0/2	0%
2;3.14	0/1	-	2/3	-	2/4	50%
2;3.29	0/0	-	0/2	100%	0/2	0%
2;4.10	0/0	-	1/1	-	1/1	100%
2;4.19	0/1	-	0/1	0%	0/1	0%
2;5.9	0/5	0%	1/1	0%	1/6	17%
2;6.19	0/4	-	0/1	-	0/5	0%
2;7.4	0/1	-	0/0	-	0/1	0%
2;7.29	0/1	-	0/0	-	0/1	0%
2;8.11	0/1	-	0/1	0%	0/2	0%
2;8.29	0/3	-	0/0	0%	0/3	0%
2;9.13	0/2	-	0/0	-	0/2	0%
2;10.3	0/2	-	0/0	-	0/0	-
2;10.20	0/0	0%	0/0	-	0/0	-
2;11.11	0/0	-	0/0	-	0/0	-
3;0.0	2/3	-	1/4	-	3/7	43%
TOT.	3/26	12%	8/18	44%	11/44	25%

Graph 50: copula omission in number and in percentage for each recording (Marco, mixed utterances)



The omission percentage considering mixed utterances is lower in comparison to Italian and Dialect (11/44). The first thing to notice is that omissions in S_P contexts are very rare (3/26): 1 in the second recording and 2 in the last one. In _P contexts, the omission percentage does not go higher than 44%. Also in this case, the omission phenomenon stops when Italian becomes the *Stronger Language*.

From now on, I will take only Italian and Dialect into consideration for my investigation, disregarding mixed utterances.

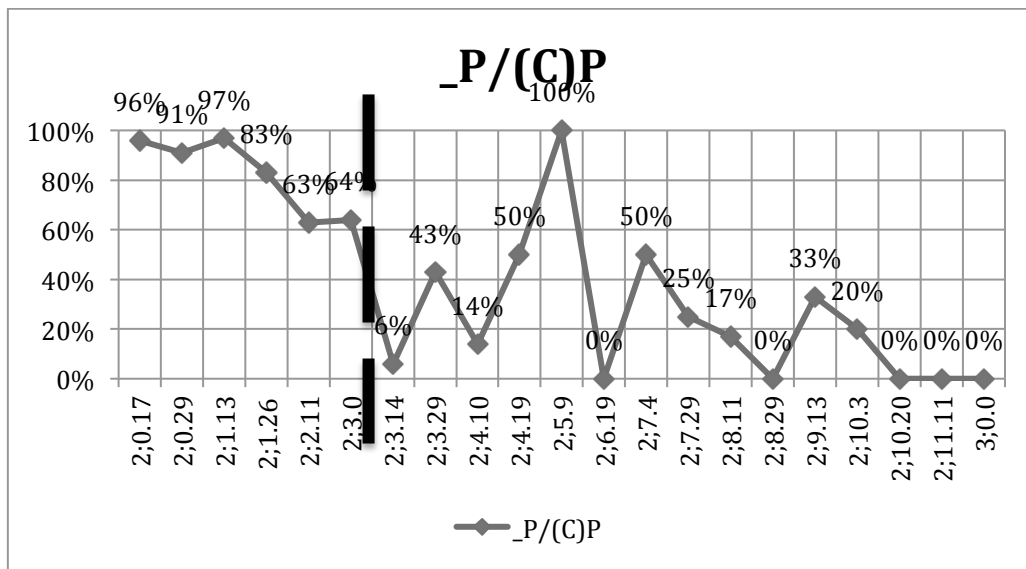
5.2.1 Two stages in copula omission

In this section, I will consider if in Marco's productions there are the two *stages* identified by Franchi (2004).

In graphs (51), (52) and (53) the three categories are reported (with overt subjects, with non-realized subjects, and the total amount of omissions) in Italian. A vertical line identifies the *cut* between the *two stages*.

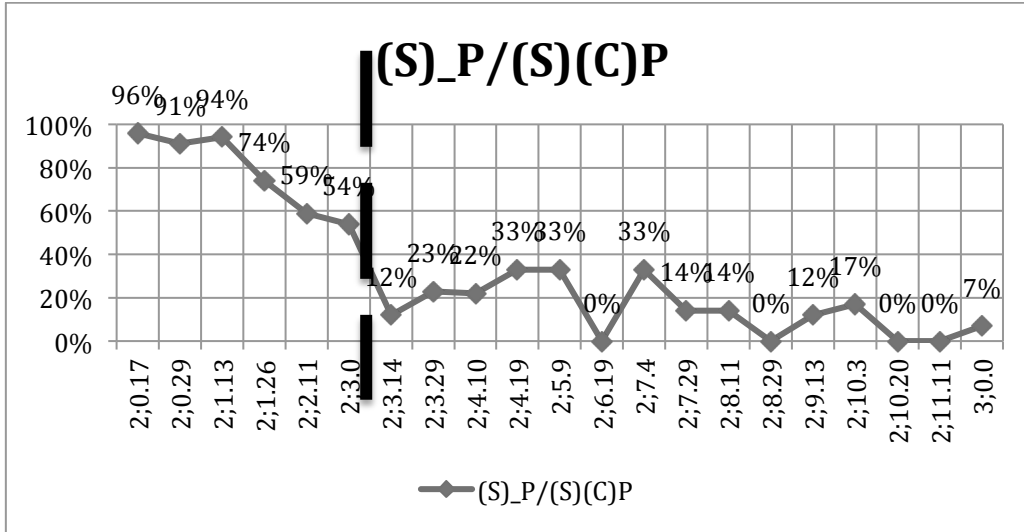
In graph (51) it is easy to notice a sudden and strong change between 2;3.0 and 2;3.14. In the first half of the recordings, the percentage goes from 97% to 63%, while in the second half, the values go from 100% (with only 1_P context) to 0%. Also the mean is very different before (83%) and after (24%) the *cut* point. I can therefore say that in Marco's productions with non-realized subjects, the *cut* is between 2;3.0 and 2;3.14.

Graph 51: percentage of copula omission in utterances with non-realized subjects and the cut point between the two stages (Marco, Italian)



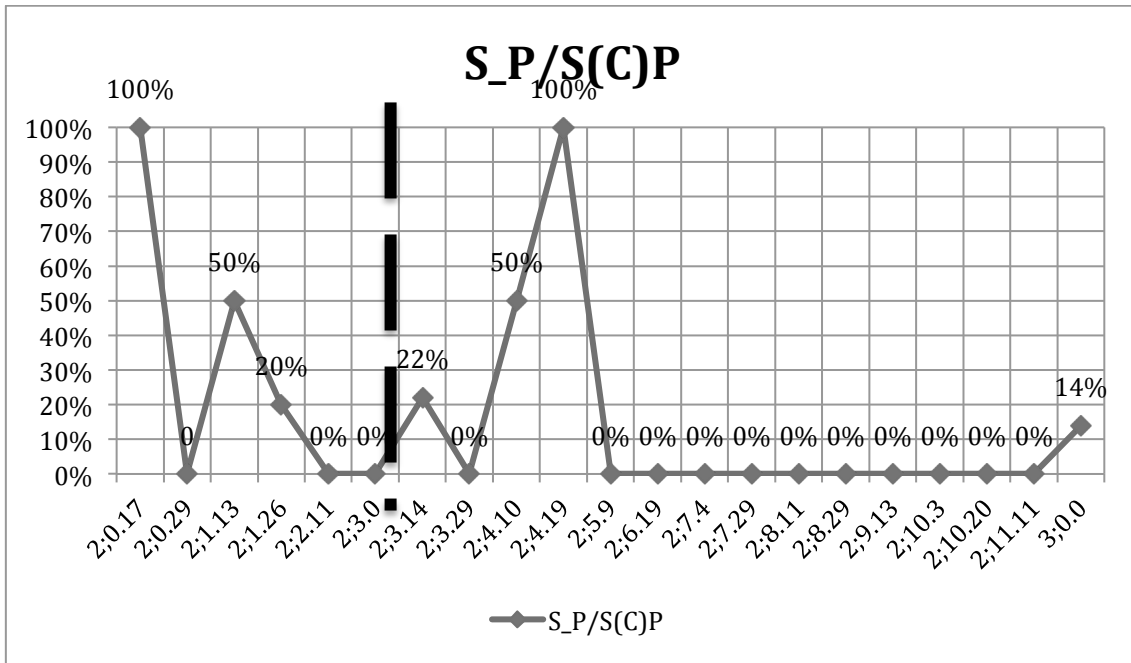
The trend of the total percentage of copula omission is very similar to the previous one, and therefore the cut point has been set in the same place. In the *first stage* the percentage mean is 78%, in the *second stage* is 15%.

Graph 52: total percentage of copula omission and the cut point between the two stages (Marco, Italian)



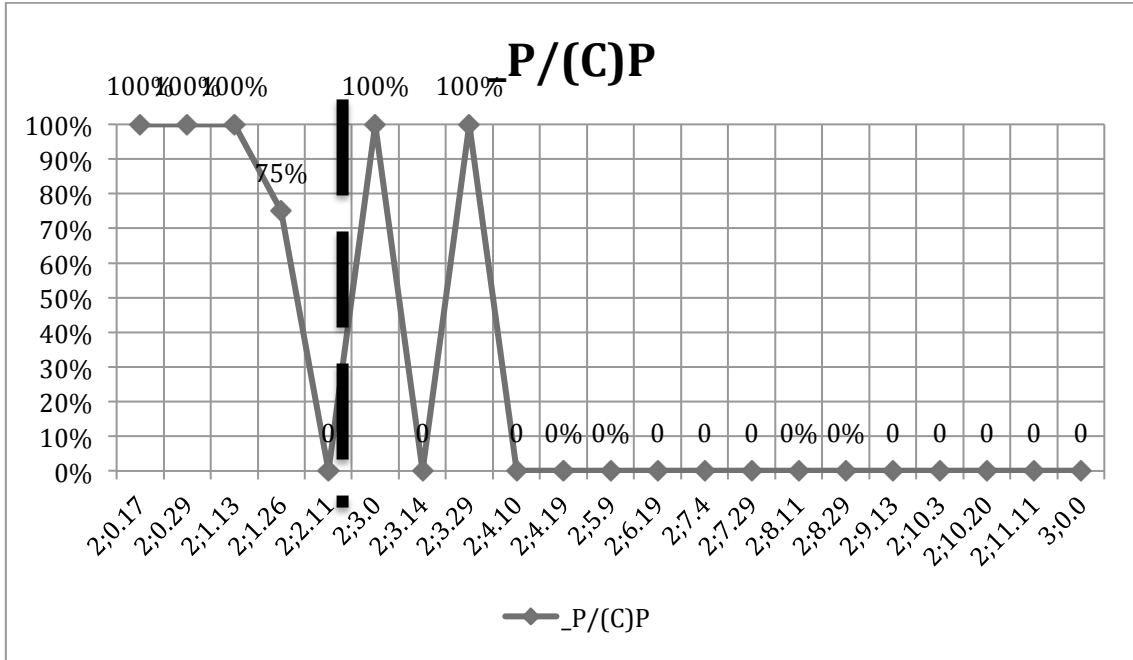
The "pure" category, that is the group with overt subjects, shows a trend that confirms the existence of the two stages hypothesized by Franchi (2004), because from 2;3.0 on, Marco's percentage of omissions is almost always 0% and when he produces omissions, he does it in just one or two contexts. The *cut* point is therefore placed at the same age as the other cases, more precisely between 2;3.0 and 2;3.14.

Graph 53: contexts with overt subjects and the cut point between the two stages (Marco, Italian)

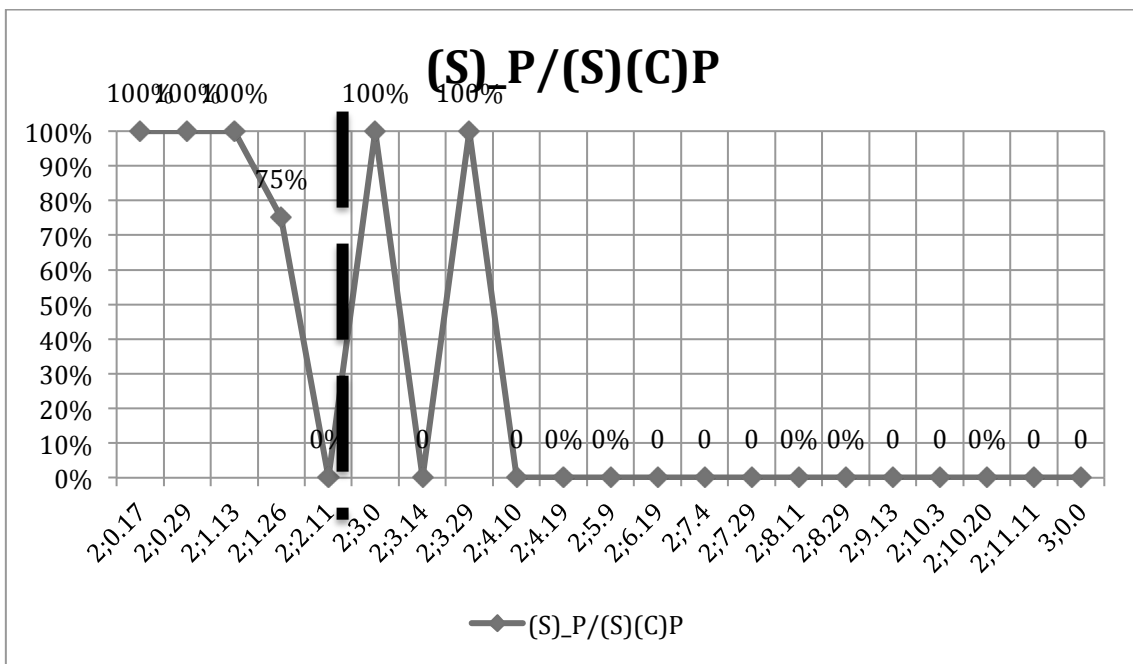


The graphs below concern the Dialect's data. The sentences with non-overt subjects show a change between 2;2.11 and 2;3.0 because after that moment the cases of omission are just 1 in each recording (2;3.0 and 2;3.29). Consequently, I located there the *cut* between the *two stages*. It is placed one month earlier than the one found in Italian and is present in the same moment in the following graph, which is clearly influenced by the *_P* context, since it includes most cases of omission (42/46).

Graph 54: percentage of copula omission in utterances with non-realized subjects and the cut point between the two stages (Marco, Dialect)

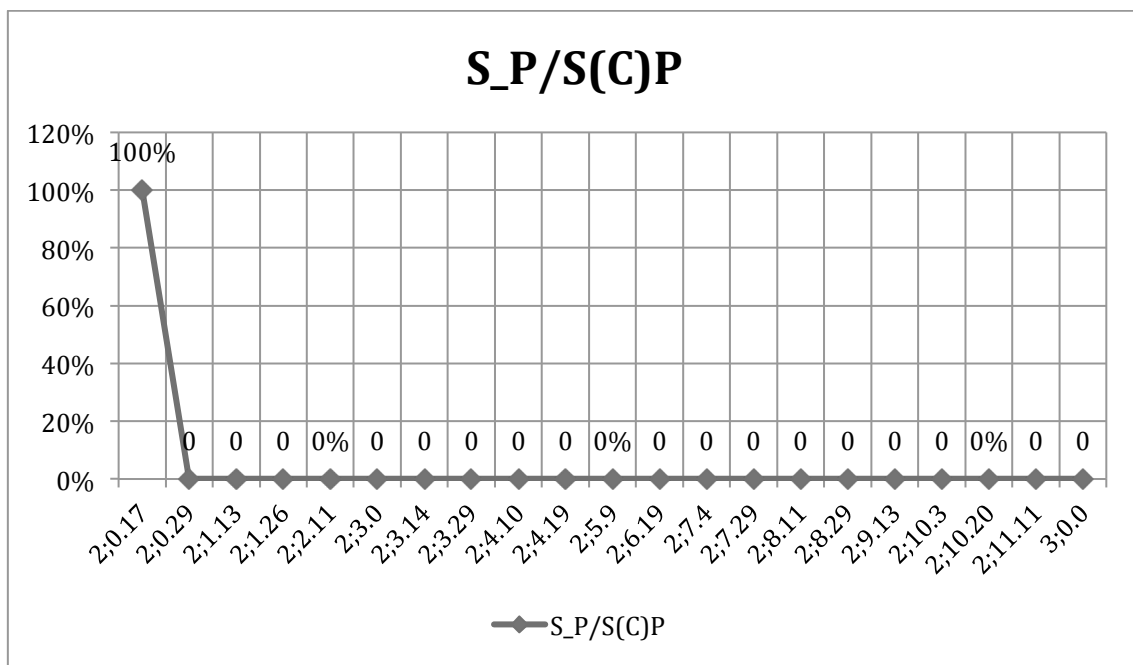


Graph 55: total percentage of copula omission and the cut point between the two stages (Marco, Dialect)



I have collected only 4 sentences in the group of contexts with overt subjects and the unique case of omission is produced in the first recording. This is not enough to trace a trend and I have therefore supposed that the *cut* point identified in the previous graphs is the one valid for Dialect and probably also for the contexts with overt subjects.

Graph 56: contexts with overt subjects and the cut point between the two stages (Marco, Dialect)



5.2.2 How repetition affects Marco's productions

In this section I will consider how the repetition phenomenon has influenced Marco's copular contexts that I have analyzed until now. In table (44) I have reported the number of repetition that he makes in Italian in each recording, when he produces copular structures. It is clear that they are very few: only 21 out of 303 copular contexts. All repetitions are produced in the *_P* context and in the first recordings. There are no repetitions in other contexts.

Table 44: cases of repetition in Marco's Italian corpus

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
2;0.17	0	5	0	0
2;0.29	0	7	0	0
2;1.13	0	1	0	0
2;1.26	0	6	0	0
2;2.11	0	0	0	0
2;3.0	0	2	0	0
2;3.14	0	0	0	0
2;3.29	0	0	0	0
2;4.10	0	0	0	0
2;4.19	0	0	0	0
2;5.9	0	0	0	0
2;6.19	0	0	0	0
2;7.4	0	0	0	0
2;7.29	0	0	0	0
2;8.11	0	0	0	0
2;8.29	0	0	0	0
2;9.13	0	0	0	0
2;10.3	0	0	0	0
2;10.20	0	0	0	0
2;11.11	0	0	0	0
3;0.0	0	0	0	0
Tot.	0	0	0	0
Tot.	0	21	0	0

Table 45: contexts of free production (Marco, Italian)

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
2;0.17	4	18	0	1
2;0.29	0	14	0	2
2;1.13	1	27	1	1
2;1.26	1	18	4	5
2;2.11	0	10	1	6
2;3.0	0	5	2	4
2;3.14	2	1	7	15
2;3.29	0	3	6	4
2;4.10	1	1	1	6
2;4.19	1	4	0	4
2;5.9	0	1	2	0
2;6.19	0	0	8	4
2;7.4	0	1	1	1
2;7.29	0	1	3	3
2;8.11	0	2	2	10
2;8.29	0	0	4	4
2;9.13	0	2	11	4
2;10.3	0	1	1	4
2;10.20	0	0	5	1
2;11.11	0	0	7	4
3;0.0	1	0	6	7
Tot.	11	109	72	90
Tot.	120		162	
Tot.	282			

In table (45b) I calculated the rate of omissions again without counting repetitions. The result is similar to the original data.

Table 45b: rate of omissions without repetition (Marco, Italian)

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
2;0.17	4/4	100%	18/24	75%	22/28	79%
2;0.29	0/0	-	14/23	61%	14/23	61%
2;1.13	1/2	50%	27/29	93%	28/31	90%
2;1.26	1/5	20%	18/29	62%	19/34	56%
2;2.11	0/1	0%	10/16	63%	10/17	59%
2;3.0	0/2	0%	5/11	45%	5/13	38%
2;3.14	2/9	22%	1/15	6%	3/25	12%
2;3.29	0/6	0%	3/7	43%	3/13	23%
2;4.10	1/2	50%	1/7	14%	2/9	22%
2;4.19	1/1	100%	4/8	50%	5/9	33%
2;5.9	0/2	0%	1/1	100%	1/3	33%
2;6.19	0/2	0%	0/4	0%	0/12	0%
2;7.4	0/1	0%	½	50%	1/3	33%
2;7.29	0/3	0%	¼	25%	1/7	14%
2;8.11	0/2	0%	2/12	17%	2/14	14%
2;8.29	0/4	0%	0/4	0%	0/8	0%
2;9.13	0/11	0%	2/6	33%	2/17	12%
2;10.3	0/1	0%	1/5	20%	1/6	17%
2;10.20	0/5	0%	0/1	0%	0/6	0%
2;11.11	0/7	0%	0/4	0%	0/11	0%
3;0.0	1/6	14%	0/1	0%	1/14	7%
TOT.	11/83	13%	109/220	50%	120/303	40%

I did the same observation also in Dialect and I found only 4 cases of repetition: 1 in the first recording and 3 in the second one, all of them are _P constructions.

Table 46: cases of repetition in Marco's Dialectal corpus

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
2;0.17	0	1	0	0
2;0.29	0	3	0	0
2;1.13	0	0	0	0
2;1.26	0	0	0	0
2;2.11	0	0	0	0
2;3.0	0	0	0	0
2;3.14	0	0	0	0
2;3.29	0	0	0	0
2;4.10	0	0	0	0
2;4.19	0	0	0	0
2;5.9	0	0	0	0
2;6.19	0	0	0	0
2;7.4	0	0	0	0
2;7.29	0	0	0	0
2;8.11	0	0	0	0
2;8.29	0	0	0	0
2;9.13	0	0	0	0
2;10.3	0	0	0	0
2;10.20	0	0	0	0
2;11.11	0	0	0	0
3;0.0	0	0	0	0
Tot.	0	4	0	0

Table 47: contexts of free production (Marco, Dialect)

	COPULA OMISSION		COPULA PRODUCTION	
	S_P contexts	_P contexts	SCP contexts	CP contexts
2;0.17	1	7	0	0
2;0.29	0	8	0	0
2;1.13	0	8	0	0
2;1.26	0	3	0	1
2;2.11	0	0	1	0
2;3.0	0	1	0	0
2;3.14	0	0	0	0
2;3.29	0	1	0	0
2;4.10	0	0	0	0
2;4.19	0	0	0	3
2;5.9	0	0	1	2
2;6.19	0	0	0	0
2;7.4	0	0	0	0
2;7.29	0	0	0	0
2;8.11	0	0	0	2
2;8.29	0	0	0	2
2;9.13	0	0	0	0
2;10.3	0	0	0	0
2;10.20	0	0	1	0
2;11.11	0	0	0	0
3;0.0	0	0	0	0
Tot.	1	28	3	10
Tot.	29		13	
Tot.	42			

As I did for Sara, I calculated the rate of omission again, without counting repetitions in table (47b).

Table 47b: rate of omissions without repetition (Marco, Dialect)

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
2;0.17	1/1	100%	7/8	88%	8/9	89%
2;0.29	0/0	-	8/11	73%	8/11	73%
2;1.13	0/0	-	8/8	100%	8/8	100%
2;1.26	0/0	-	¾	75%	3/4	75%
2;2.11	0/1	0%	0/0	-	0/1	0%
2;3.0	0/0	-	1/1	100%	1/1	100%
2;3.14	0/0	-	0/0	-	0/0	-
2;3.29	0/0	-	1/1	100%	1/1	100%
2;4.10	0/0	-	0/0	-	0/0	-
2;4.19	0/0	-	0/3	0%	0/3	0%
2;5.9	0/1	0%	0/2	0%	0/3	0%
2;6.19	0/0	-	0/0	-	0/0	-
2;7.4	0/0	-	0/0	-	0/0	-
2;7.29	0/0	-	0/0	-	0/0	-
2;8.11	0/0	-	0/2	0%	0/2	0%
2;8.29	0/0	-	0/2	0%	0/2	0%
2;9.13	0/0	-	0/0	-	0/0	-
2;10.3	0/0	-	0/0	-	0/0	-
2;10.20	0/1	0%	0/0	-	0/1	0%
2;11.11	0/0	-	0/0	-	0/0	-
3;0.0	0/0	-	0/0	-	0/0	-
TOT.	1/4	25%	28/42	67%	29/46	63%

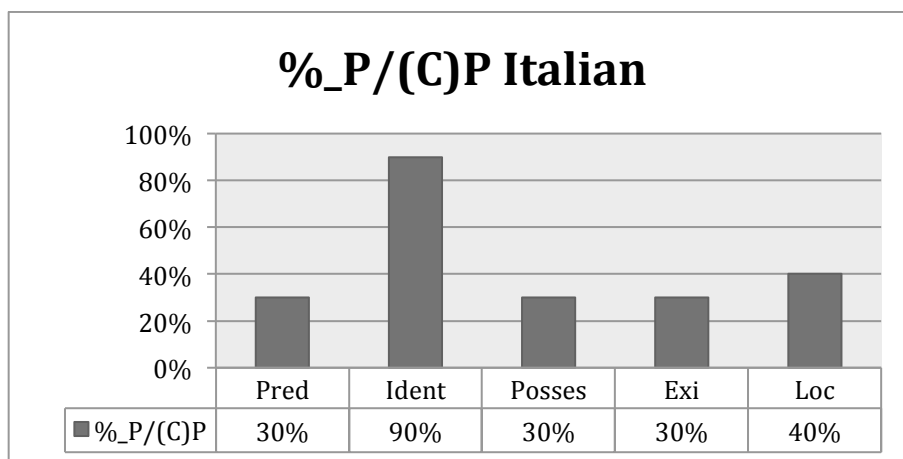
Marco produces very few repetitions, therefore the percentage of omission in both Italian and Dialect are not influenced by this phenomenon. His repetitions are all $_P$ structures. He never repeated a structure with overt subjects or overt copulas. This means that all copula's productions are realized in free productions.

5.2.3 Effects of grammatical or semantic class of the predicate on copula omission

In this section, I followed Franchi's classification, described in 4.1.3.1 (see graphs (11), (12) and (13)) in order to examine whether Marco omits the copula more often in some semantic categories than in others.

In graph (57) Marco's copula omissions in Italian contexts with non-realized subjects are reported ($_P/(C)P$), whereas graph (58) shows the Italian constructions with overt subjects ($S_P/S(C)P$).

Graph 57: percentage of copula omissions in contexts with non-overt subjects (Marco, Italian)



Graph 58: percentage of copula omission with overt subjects (Marco, Italian)

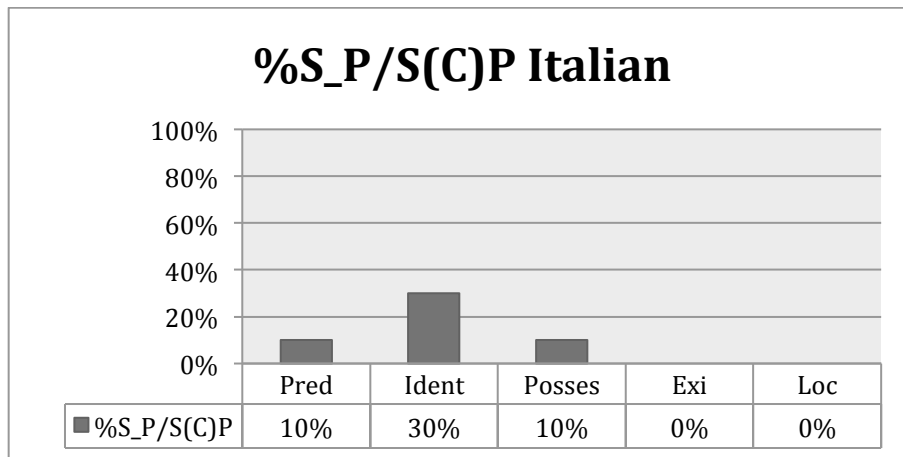


Table 48: number and percentage of copula omission in each category

	_P/(C)P		S_P/S(C)P	
Predicative	26/89	30%	5/38	10%
Identificative	92/101	90%	5/18	30%
Possessive	3/9	30%	1/11	10%
Existential	2/7	30%	0/14	0%
Locative	5/12	40%	0/7	0%

The examples below show the omissions in each category.

Predicative

106) (è) pocco [=sporco]

(Marco 2;1.13)

(It is) dirty

107) (è) tutta poca pella [=sporca quella]

(Marco 2;3.14)

all dirty that one

That one is completely dirty

Identificative

108) scimmia (Marco 2;3.29)

(This one is a) monkey

109) que(s)ta (è) la mucca (Marco 2;1.26)

This one (is) the cow

Possessive

110) (è) del nonno Gianni (Marco 2;4.19)

(is) of the grandfather Gianni

(It is) grandfather Gianni's

111) La ruspa (è) mia (Marco 2;4.19)

The bulldozer (is) mine

Existential

112) (c'è) la luna p(i)ena (Marco 2;1.13)

(there is) the full moon

Locative

113) (è) dento [=dentro] là (Marco 2;0.17)

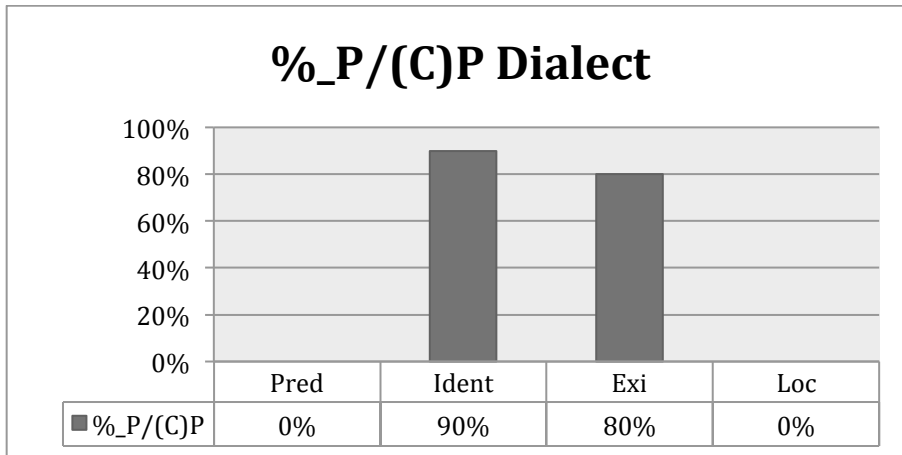
(it is) inside there

It is there inside

The results for Italian show that the percentage of omission is unpredictable and the semantic class does not influence it.

Graph (58) and (59) report the data from the Dialect.

Graph 59: percentage of copula omissions in contexts with non-overt subjects (Marco, Dialect)



Graph 60: percentage of copula omission with overt subjects (Marco, Dialect)

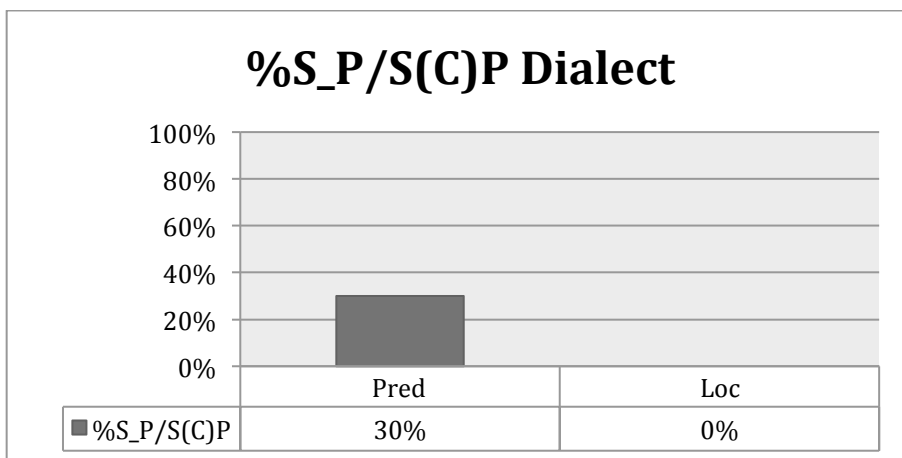


Table 49: number and percentage of copula omission in each category

	_P/(C)P		S_P/S(C)P	
Predicative	0/4	0%	1/3	30%
Identificative	27/29	90%	0/0	-
Possessive	0/0	-	0/0	-

Existential	4/5	80%	0/0	-
Locative	0/3	0%	0/1	0%

In Dialect, I found omissions in only 3 categories: *Identificative*, *Existential* and *Predicative*. The omission value in the first category is quite high (90%) and in Dialect Marco omits the copula also in existential constructions.

Below, the examples show the omissions in Marco's sentences.

Identificative

114) (zé) a bissi [=bicicletta] (Marco 2;0.29)
(it is) a bicycle

Existential

115) el nono [=il nonno] (Marco 2;1.13)
(there is) the grandfather

Predicative

116) (zé) uto potto [=è tutto a posto] (Marco 2;0.17)
(is) everything all right
Everything (is) all right

My results do not confirm Becker's (2000, 2004) hypothesis (see 4.1.3) because Marco omits the copula more often in nominal predicates, than in locative ones.

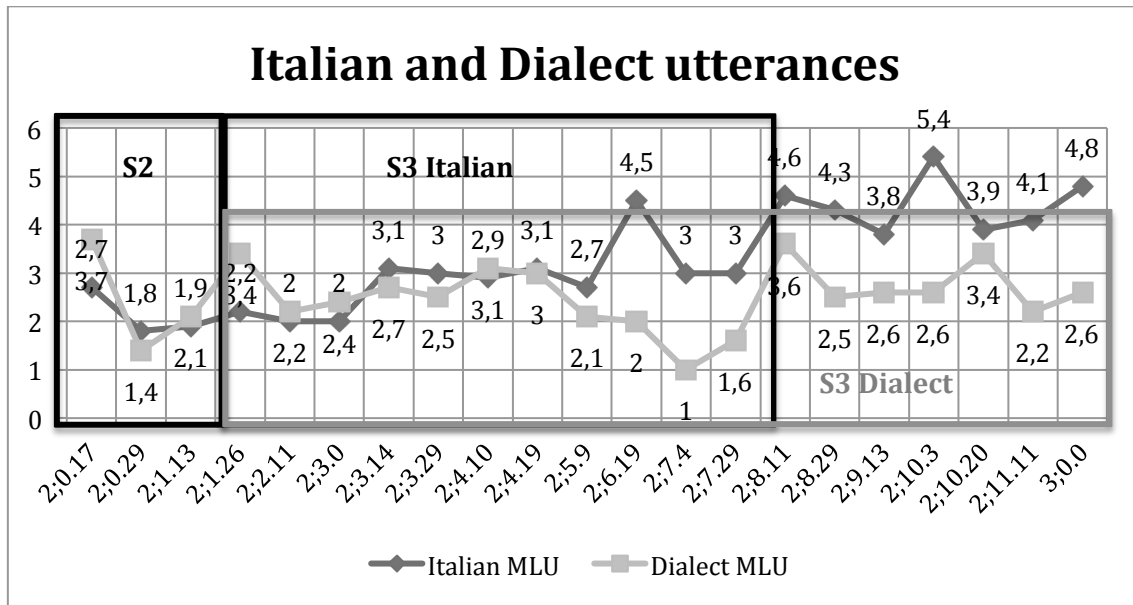
5.2.4 Focusing on agreement

In this section, I will analyze Marco's copula production, comparing his data with the results in Caprin and Guasti (2006). In graph (61) I divided his MLU into the three stages identified by Caprin and Guasti (2006) and described in 4.1.2.

Note that Marco's MLU never goes under 1,4 (except once in 2;7.4), therefore there is no "MarcoS1" in my data. In order to follow Caprin and Guasti's

methodology, I had to divide "Marco S3": one for Italian and one for Dialect, which lasts until the end of the recordings because the MLU is almost always below 3.

Graph 61: Marco's MLU divided into Caprin and Guasti's groups



In table (50) I have listed all the copula realizations divided into two groups: "Marco S2 Italian", and "Marco S3 Italian".

Table 50: number of correct/wrong forms in Marco's corpus, Italian

ITALIAN	Correct forms	Wrong forms	Total structures
Marco S2	5	/	5
Marco S3	33	3	36
Tot.	38	3	41

In Italian, Marco produced 41 copulas: in the first stage, there are only 5 realizations and in the second one 33, with only 3 mistakes. These errors consist in

the use of the 3rd person singular instead of the 3rd plural. Marco produces 9 plural forms and 6 of them are correct (117).

117) (s)ono cadute pete poie [=cadute queste foglie] (Marco 2;1.26)
are fallen these leaves
These leaves are fallen

In Dialect (table 51) there are even fewer copula productions (12), but no mistakes are found. Marco never produces plural forms.

Table 51: number of correct/wrong forms in Marco's corpus, Dialect

DIALECT	Correct forms	Wrong forms	Total structures
Marco S2	/	/	/
Marco S3	10	/	10
Tot.	10	/	10

The number of contexts analyzed for Marco is very low in comparison with the structures analyzed by Caprin and Guasti (2006), but very few mistakes can be observed.

5.2.5 Declaratives versus Wh contexts

This section is devoted to the analysis of the interrogative contexts produced by Marco.

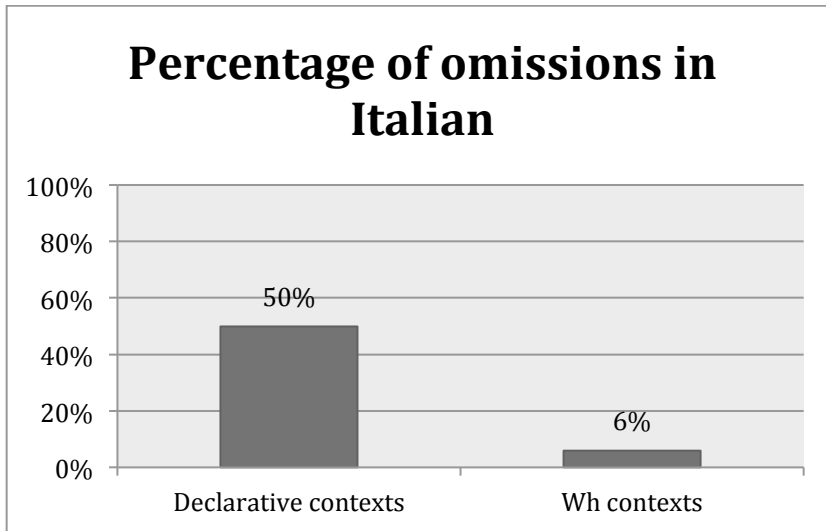
27 interrogative sentences were collected, 19 produced in Italian (table (52)) and 8 in Dialect (table (53)).

Table 52: copula omission in Wh contexts (Marco, Italian)

	Contexts	Omissions	Productions	% Omission
2;0.17	0	0	0	-
2;0.29	0	0	0	-
2;1.13	0	0	0	-
2;1.26	1	1	0	100%
2;2.11	0	0	0	-
2;3.0	0	0	0	-
2;3.14	1	0	1	0%
2;3.29	2	0	2	0%
2;4.10	0	0	0	-
2;4.19	0	0	0	-
2;5.9	0	0	0	-
2;6.19	3	0	3	0%
2;7.4	1	0	1	0%
2;7.29	1	0	1	0%
2;8.11	1	0	1	0%
2;8.29	1	0	1	0%
2;9.13	1	0	1	0%
2;10.3	0	0	0	-
2;10.20	1	0	1	0%
2;11.11	4	0	4	0%
3;0.0	2	0	2	0%
TOT.	19	1	18	6%

Graph (62) represents the percentage of omission in declarative contexts versus the interrogative ones.

Graph 62: percentage of omissions in Wh contexts versus declarative sentences (Marco, Italian)



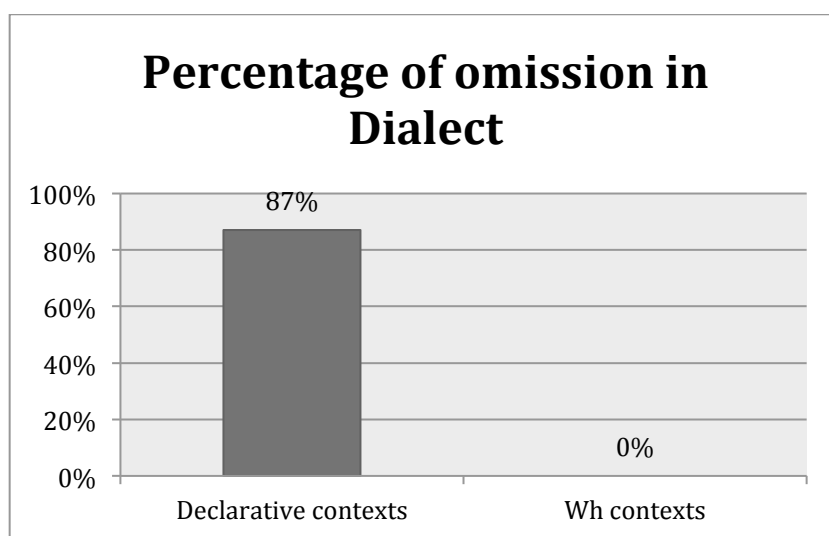
Below, the data about Dialect are reported.

Table 53: copula omission in Wh contexts (Marco, Dialect)

	Contexts	Omissions	Productions	% Omission
2;0.17	0	0	0	-
2;0.29	0	0	0	-
2;1.13	0	0	0	-
2;1.26	0	0	0	-
2;2.11	0	0	0	-
2;3.0	0	0	0	-
2;3.14	0	0	0	-
2;3.29	0	0	0	-
2;4.10	0	0	0	-
2;4.19	3	0	3	0%
2;5.9	3	0	3	0%
2;6.19	0	0	0	-

2;7.4	0	0	0	-
2;7.29	0	0	0	-
2;8.11	0	0	0	-
2;8.29	2	0	2	0%
2;9.13	0	0	0	-
2;10.3	0	0	0	-
2;10.20	0	0	0	-
2;11.11	0	0	0	-
3;0.0	0	0	0	-
TOT.	8	0	8	0%

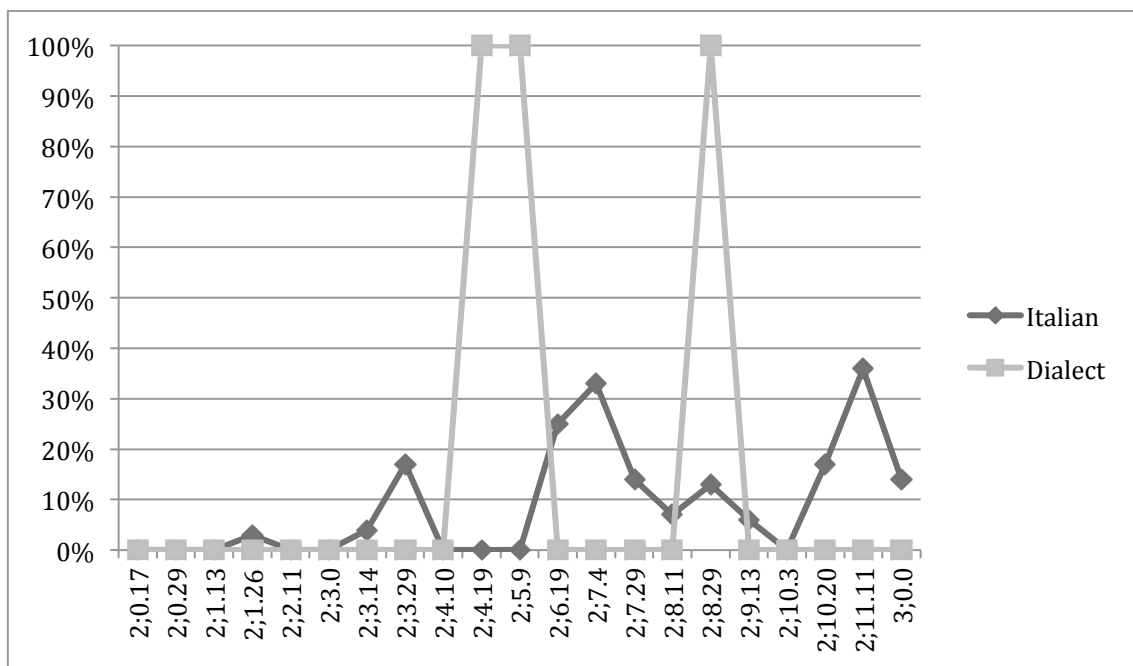
Graph 63: percentage of omissions in Wh contexts versus declarative sentences (Marco, Dialect)



The amount of contexts collected in Marco's corpus is not very consistent, but the trend is absolutely clear: he omits the copula in only 1 context out of 27, this happens in Italian and in the fourth recording, therefore very early. In Dialect, he never omits the copula in interrogative sentences, whereas in declarative constructions the omission reaches 87%. In conclusion, Marco's grammar does not allow omission of the copula in Wh contexts.

Graph (64) shows that there is not a gradual growth of interrogative sentences, he actually produces very few of them.

Graph 64: percentage of interrogative sentences in relation to the total amount of copular contexts for each recording



The table below (54) shows the percentage of copula omission in declarative contexts. I have also reported table (41), repeated here as (54b), to compare the percentages of all contexts together more easily (Declaratives + Wh)

Table 54: percentage of copula omission in declarative contexts (Marco, Italian)

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
2;0.17	4/4	100%	23/24	96%	27/28	96%
2;0.29	0/0	-	21/23	91%	21/23	91%
2;1.13	1/2	50%	28/29	97%	29/31	94%

2;1.26	1/5	20%	23/28	82%	24/33	73%
2;2.11	0/1	0%	10/16	63%	10/17	59%
2;3.0	0/2	0%	7/11	64%	7/13	54%
2;3.14	2/9	22%	1/15	7%	3/24	13%
2;3.29	0/4	0%	3/7	43%	3/11	27%
2;4.10	1/2	50%	1/7	14%	2/9	22%
2;4.19	1/1	100%	4/8	50%	5/9	33%
2;5.9	0/2	0%	1/1	100%	1/3	33%
2;6.19	0/6	0%	0/3	0%	0/9	0%
2;7.4	0/1	0%	1/1	100%	1/2	50%
2;7.29	0/2	0%	1/4	25%	1/6	17%
2;8.11	0/1	0%	2/12	17%	2/13	15%
2;8.29	0/3	0%	0/4	0%	0/7	0%
2;9.13	0/10	0%	2/6	33%	2/16	13%
2;10.3	0/1	0%	1/5	20%	1/6	17%
2;10.20	0/4	0%	0/1	0%	0/5	0%
2;11.11	0/4	0%	0/3	0%	0/7	0%
3;0.0	1/6	17%	0/6	0%	1/12	8%
TOT.	11/70	16%	129/214	60%	140/284	49%

Table 54b: omission of the copula in all contexts

	S_P/S(C)P		_P/(C)P		(S)_P/(S)(C)P	
2;0.17	4/4	100%	23/24	96%	27/28	96%
2;0.29	0/0	-	21/23	91%	21/23	91%
2;1.13	1/2	50%	28/29	97%	29/31	94%
2;1.26	1/5	20%	24/29	83%	25/34	74%
2;2.11	0/1	0%	10/16	63%	10/17	59%
2;3.0	0/2	0%	7/11	64%	7/13	54%

2;3.14	2/9	22%	1/15	6%	3/25	12%
2;3.29	0/6	0%	3/7	43%	3/13	23%
2;4.10	1/2	50%	1/7	14%	2/9	22%
2;4.19	1/1	100%	4/8	50%	5/9	33%
2;5.9	0/2	0%	1/1	100%	1/3	33%
2;6.19	0/8	0%	0/4	0%	0/12	0%
2;7.4	0/1	0%	1/2	50%	1/3	33%
2;7.29	0/3	0%	1/4	25%	1/7	14%
2;8.11	0/2	0%	2/12	17%	2/14	14%
2;8.29	0/4	0%	0/4	0%	0/8	0%
2;9.13	0/11	0%	2/6	33%	2/17	12%
2;10.3	0/1	0%	1/5	20%	1/6	17%
2;10.20	0/5	0%	0/1	0%	0/6	0%
2;11.11	0/7	0%	0/4	0%	0/11	0%
3;0.0	1/6	14%	0/6	0%	1/14	7%
TOT.	11/83	13%	130/220	59%	141/303	47%

Table (54) confirms that the omission trend in Marco is similar to Sara's, as I said before. He rarely omits the copula when the subject is pronounced (16%), and he often omits it when the subject is not realized (60%). The value for sentences with overt subjects is lower compared to Franchi's results (table 1 and 2), while in contexts with non-overt subject and the in total amount of omissions Marco's percentage is similar to the results in Franchi (2004, 2006).

5.2.6. Articles

In this last section about Marco, I will analyze his productions of articles in the copular contexts I have considered so far.

I have collected all the utterances where the article would have been realized in an adult grammar, and I have kept them divided into the 4 copula's categories.

In Italian, the contexts where the article should be realized are 141, and Marco produces them in 85 cases. In Dialect, the situations requiring the article were only 32, and he produced it 28 times. In (118), (119), (120) and (121) some examples of Marco's omission and production of the articles are reported.

Articles omission

118) ITALIAN

Olive

(Marco 2;3.0)

olives

The olives

119) DIALECT

Toia [=foglia]

(Marco 2;0.17)

leaf

The leaf

Articles production

120) ITALIAN

Dov'è la macchina?

(Marco 3;0.0)

Where is the car?

121) DIALECT

A muca [=mucca]

(Marco 2;1.26)

The cow

The percentage of articles' productions in Italian and in Dialect is quite different (table (55)). The value in Dialect is more similar to Sara's value in Italian (89%) even though the contexts collected were few and only in _P and SCP contexts. In other words, for S_P and CP I could not find any context where the article was required.

Table 55: percentage of articles' use in Italian and Dialect

	ITALIAN	DIALECT
S_P	63%	-
_P	51%	90%
SCP	89%	0%
CP	83%	-
Tot.	60%	88%

In conclusion, at this stage Marco has not developed a full competence of the article, yet.

5.3 Summing up

In this chapter I analyzed various aspects of the copula produced or omitted by Pietro and Marco, two bilingual children.

First of all, I have presented the copular contexts I collected for each of them. For Pietro, I found 652 contexts in Italian (352 are omissions and 300 are productions), 83 contexts in Dialect (51 omissions and 32 realizations) and 14 contexts in mixed utterances (6 omissions and 8 productions of the copula). In Marco's corpus, I counted 303 copular contexts in Italian (141 omissions and 162 productions), 46 constructions in Dialect (33 omissions and 13 productions), 44 contexts in mixed utterances (11 omissions and 33 productions). I noticed that Marco produces very few S_P cases (11), compared to the _P contexts (130), probably because his structure is complete and full, on the contrary Pietro omits the copula in 46% of cases with overt subjects, this means that his structure is truncated at IP.

Then I considered copula omission from a longitudinal perspective and I observed that in Pietro and Marco, in both their languages, the percentage of omissions in contexts with realized subject (S_P/S(C)P) is never higher than 26%, whereas in contexts with non-overt subjects, the value may be up to 76%. The omission is more present at the beginning and then it gradually reduces.

Following Franchi (2004), *two stages* can be identified.

Considering Pietro, I located the *cut* between the *two stages* between 2;1.25 and 2;2.7 for Italian and between 2;1.8 and 2;1.25 for Dialect. Analyzing Marco I located the *cut* between 2;3.0 and 2;3.14 for Italian and a little bit earlier for Dialect (2;2.11 and 2;3.0). They are all very similar to the *cut* found by Franchi (see table (10)).

Since I could not access the corpus of Pietro, I analyzed the repetition cases only for Marco. I found that the repetitions are few (21 in Italian and 4 in Dialect) and all produced in *_P* contexts, this means that this phenomenon does not influence Marco's production very much.

I observed if there is a particular trend in copula omission depending on the semantic class. It emerged that Pietro and Marco's omissions are mostly found in the *Predicative* and *Identificative* copular constructions.

Concerning the agreement between the subject and the copula, I found that both children produce few cases of wrong forms (12 Pietro and 3 Marco). When it happens, they both use the 3rd person singular instead of the plural one. This could be an influence from their Dialects, because in both of them, the plural form is not different from the singular one (see 3.1 and 3.2).

I then analyzed the interrogative sentences, and I found that the percentage of omission of the copula is very low. In Italian, Pietro omits the copula in 5% of cases, and in Dialect 13% (but the *Wh* contexts collected here were only 9), and Marco's omission in Italian are 6% (i.e. 1/out of 19 contexts) and in Dialect 0% (0 out of 8 contexts).

In the last part of the chapter, I have examined the production of articles in copular contexts: Pietro produces them in 25% (Italian) and 28% (Dialect) of the cases, while Marco is a little bit more competent: 60% in Italian and 88% in Dialect.

6. Conclusions

In this thesis I have analyzed the productions of three children: Sara, who is monolingual Italian, Pietro who is bilingual and speaks both Italian and the Dialect of Cittadella, and Marco, who is bilingual too, speaks Italian and the Dialect of Rosà. Sara was recorded from age 1;9.7 to 2;4.20, Pietro from age 1;6.27 to 2;8.19 and Marco from age 2;0.17 to 3;0.0.

In chapter 2, I studied the three children's MLU, following the *Ivy Hypothesis* (Bernardini and Schlyter, 2004) and I noticed that the MLUs are very similar in the three children and in both Pietro and Marco the *Stronger Language* is Italian. In Pietro's MLU, the moment where the Dialect MLU and the Italian one start to grow differently is at 1;10.8, some months before Marco (2;4.19).

In chapter 3, I have described the morphology and the distribution of the copula in both Dialects considered in my research (Cittadella and Rosà).

Chapter 4 and 5 concerned the analysis of the copula in Sara, Pietro and Marco. I first collected all the copular contexts that they produced: 282 for Sara, 652 in Italian and 83 in Dialect for Pietro, 303 in Italian and 46 in Dialect for Marco. In all of them, omission of the copula is found: 42% Sara, 54% in Pietro's Italian, and 61% in Pietro's Dialect, 47% in Marco's Italian and 72% in Marco's Dialect.

Analyzing their omissions deeper, I noticed that the percentage decreases as they grow up and it is higher in contexts with non-overt subjects, whereas the omission percentage in constructions with realized subjects is quite low in Sara and Marco. I argued that this suggests a tendency to produce the copula when the structure is more complex (due to the presence of the subject). In other words, when the subject is realized, Sara and Marco use the full structure (CP included). Pietro omits the copula in 46% of cases with declarative overt subjects, this means that his structure is truncated at IP.

In all the children, I located the cut between the *two stages* (Franchi, 2004): between 1;10.5 and 1;10.12 for Sara, for Pietro 2;1.25 - 2;2.7 in Italian and 2;1.8 - 2;1.25 in Dialect, for Marco 2;3.0-2; 3.14 in Italian and between 2;2.11 and 2;3.0 in Dialect. Sara's cut between the *first* and the *second stage* is very early, nonetheless, she showed a quicker development in acquisition compared to the other children, including those analyzed in Franchi (2004).

I then investigated if the semantic classes influenced omission of the copula and I noticed that the highest percentage of omissions is in the *Predicative* and *Identificative* categories.

The agreement of the copula and its subject is generally well produced, few cases of wrong forms are found (8 in Sara, 12 in Pietro and 3 in Marco), and when it happens it is because they use the 3rd singular form instead of the 3rd plural one.

The percentage of omission in interrogative contexts is low: 6% in Sara, 5% in Italian and 13% in Dialect for Pietro, 6% in Italian and 0% in Dialect for Marco.

The last thing I observed was the production of the articles in the copular contexts and I concluded that Sara has a full competence because her production percentage is 89%, whereas Pietro (25% Italian and 28% Dialect) and Marco (60% Italian and 88% Dialect) are not fully competent yet.

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Appendix A

Sara's MLU Tables

Recording 1

RECORDING 1: DATE 26.06.2006	
CHILD'S AGE 1;9.7	
Nr.	ITALIAN
1	ade te te [=?]
2	a chechele [=cracker]
3	uadda focca [=guarda sporca]
4	cochi [=yogurt]
5	dent(r)o
6	dalli [=?] ## to [=tieni] [/n]
7	ee be [=per me]
8	qua
9	le pal(l)ine [/n]
10	su li [=sono li]
11	su li [=sono li]
12	a(n)ch'io [/n]
13	accà [=qua]
14	mam(m)a
15	nata [=un'altra] ## e tutta ## a du## a duda ancora
16	ancora una
17	pacchè [=perchè?]
18	(l)e pal(l)ine
19	(l)e pal(l)ine
20	(l)e pal(l)ine [/n]
21	(l)e pal(l)ine [/n] mamma (l)e pal(l)ine [/n]
22	è pacio [=?]
23	oo quetla [=?]
24	oppa [=?]

RECORDING 1: DATE 26.06.2006	
CHILD'S AGE 1;9.7	
Nr.	ITALIAN
25	così (l)e cose laccio [=lancio]
26	che giù [/n] da
27	là
28	(ci)ao
29	deba [=zebra]
30	e vuba [=?]
31	e bagi [=teletubbies]
32	e bagi [=teletubbies]
33	la ciufa [=?]
34	e bagi [=teletubbies]
35	cadeve e meo [=gatto]
36	meo [=gatto]
37	(l)a mucca
38	(l)a pal(l)ina
39	la pa(l)a p(r)endo
40	Sara
41	cadere
42	ades(s)o i noni
43	(l)a barca
44	e treno
45	fa ## così
46	la baca [=barca]
47	(l)e torri
48	ti dudi [=?]
49	Giulia e Teo
50	palle
51	pal(l)ine
52	palle [/n]
53	pal(l)ina
54	nata [=un'altra] pal(l)ina

RECORDING 1: DATE 26.06.2006	
CHILD'S AGE 1;9.7	
Nr.	ITALIAN
55	vedde [=verde]?
56	otta otta [=rossa] eta [=questa] pal(l)ina
57	a tut(t)e le luci
58	bia[=via] tut(t)i
59	nata [=un'altra] pal(l)ina
60	pal(l)ina
61	bia[=via]
62	pal(l)ina
63	tao [=ciao]
64	(pren)dere treno
65	tore [=prendere] treno
66	tleno [=treno]
67	apè li nato [=?]
68	la callutta [=Carlotta]
69	caduti
70	calini [=?]
71	bia [=via]
72	e gande[=grande]
73	u cadeddu [=il carrello]
74	tu a letto
75	(l)a nanna
76	suseli [=?]
77	tao [=ciao]
78	tao [=ciao]
79	q(u)i
80	q(u)i
81	letto
82	tuo letto
83	e male [/n]
84	male a(l) dito

RECORDING 1: DATE 26.06.2006	
CHILD'S AGE 1;9.7	
Nr.	ITALIAN
85	e mallo [=?]
86	mallo [=?]
87	e dallo [=?]
Tot. words	180
Tot. utterances	87
MLU	2

Recording 2

RECORDING 2: DATE 24.07.2006	
CHILD'S AGE 1;10.5	
Nr.	ITALIAN
1	guadda [=guarda]
2	Pooh [= Winnie Pooh]
3	Giulia e Teo
4	ecco strolì [=?]
5	ecco qua
6	libretto
7	dal(l)a Calutta [=Carlotta]
8	ap(r)ire
9	gelato
10	t(i)eni
11	questo
12	qui
13	ecco
14	dietlo [=dietro]
15	Maria
16	cade tut(t)o
17	ciao ciao

RECORDING 2: DATE 24.07.2006	
CHILD'S AGE 1;10.5	
Nr.	ITALIAN
18	(fat)ta bua [=male]
19	qua cerotto
20	qui
21	ecco ## mamma
22	male dito
23	dottorressa
24	ecco la bua
25	ecco ce [=ce l'ha] la Calotta
26	aa [=qua] a(l) minga [=dito mmignolo]
27	quello mignolo
28	questo qua
29	qui
30	sotto
31	ecco
32	qui
33	ecco qua
34	gua(r)da # è la bua
35	dai lappo [=?]
36	via cola [=?]
37	ecca la la luce
38	bagnato qua
39	nos(t)ri
40	(de)vo passare
41	lo fai
42	tattio [=passeggino]
43	la Sara
44	la fuoli [=fuori]
45	lo fai

RECORDING 2: DATE 24.07.2006	
CHILD'S AGE 1;10.5	
Nr.	ITALIAN
46	(ad)dosso
47	salata [/n]
48	salata
49	la Giulia
50	da Calutta [=della Carlotta]
51	chiedielo
52	gilato [=gelato]
53	è Micco [=Mirko]
54	la focchetta [=forchetta]
55	gelato
56	la Sara
57	la Sara [/n]
58	la bua
59	la Teta [=Petra]
60	Teta [=Petra]
61	la Sara per la mamma
62	pochi
63	lele [=Gioele]
64	fa male
65	ecco
Tot. words	119
Tot. utterances	65
MLU	1,8

Recording 3

RECORDING 3: DATE 31.07.2006	
CHILD'S AGE 1;10.12	
Nr.	ITALIAN

RECORDING 3: DATE 31.07.2006	
CHILD'S AGE 1;10.12	
Nr.	ITALIAN
1	posto
2	oh caduto
3	là posto
4	giochiamo
5	guadda [=guarda] [/n]
6	la Petra ehi tao [=ciao]
7	suffiari [=soffiare]
8	guadda [=guarda]
9	è un pal(l)one
10	al sicuro [/n]
11	la mamma
12	la mamma
13	(d)ella Ca(r)otta
14	foie [=foglie]
15	oppalalà
16	ricca
17	orrore
18	la nonna
19	++chetta
20	la t(r)omba
21	sal(g)o
22	ciao
23	ancora
24	ancora
25	cuif ciuf
26	(l)a mamma
27	e adesso
28	ciao ciao
29	il treno

RECORDING 3: DATE 31.07.2006	
CHILD'S AGE 1;10.12	
Nr.	ITALIAN
30	è caduto
31	aiuto [/n]
32	la bursa [=borsa]
33	è qui
34	a pallone
35	(del)la mamma
36	città
37	salto
38	++rina
39	mamma [/n] ciao
40	la Sara
41	l'atta [=altra]
42	e l'altla [=altra]
43	i so(l)dini
44	la mamma
45	la mamma la Ca(r)lotta
46	la mamma ancora la Ca(r)lotta
47	il latte
48	pe(r) bere [/n]
49	a(n)cora latte
50	la mamma
51	co(n) la paletta
52	qua
53	mamma
54	la
55	la s(t)oria lì
56	a fa(r)falle
57	e l'ape
58	ter(r)a

RECORDING 3: DATE 31.07.2006	
CHILD'S AGE 1;10.12	
Nr.	ITALIAN
59	nonno
60	(d)e(l) nonno
61	a mamma
62	la Calotta
63	e la mamma
64	gua(r)da
65	lavorare
66	i bi(s)cotti
67	(l)a Sara
68	a(n)che uno a la Calotta
69	(si)gnorine
70	ge(n)tile
71	la ba(r)ca
72	(an)cora
73	nonni
74	t(r)eno
75	tao [=ciao] bi(s)cottino
76	caduti
77	i colombi
78	e Callutta [=Carlotta]
79	pocco [=sporco]
80	un atto [=altro]
81	Toeie [=Gioele]
82	la mamma di Toeie [=Gioele]
83	ancora
84	pe(zzet)tino
85	alalo [=mangiato]
86	aa [=mangia] ancora
87	mamma lui aa [=mangia] biscotto

RECORDING 3: DATE 31.07.2006	
CHILD'S AGE 1;10.12	
Nr.	ITALIAN
88	q(u)ello è Micco [=Mirko]
Tot. words	167
Tot. utterances	88
MLU	1,8

Recording 4

RECORDING 4: DATE 28.08.2006	
CHILD'S AGE 1;11.9	
Nr.	ITALIAN
1	(atten)zione
2	raffeddore [=raffreddore]
3	(dal)la dottoressa
4	(con)fus(i)one
5	pappe
6	è f(r)eddo la tata [=bambola]
7	pampola [=bambola]
8	lo sai
9	proprio [/n]
10	rosso [/n]
11	eh sì rosso
12	pentolina
13	e dopo
14	adesso cucchiamo [=cuciniamo]
15	no(n) ci [=c'è] più
16	le conchiglie
17	qua
18	la crucca [=cucca]
19	tuffi
20	la conchiglia

RECORDING 4: DATE 28.08.2006	
CHILD'S AGE 1;11.9	
Nr.	ITALIAN
21	mattoncino
22	a posto
23	ordite [=ordine]
24	le pappe
25	aspetta Pooh [=Winnie Pooh]
26	è stretto
27	laggo [=allargo]
28	mangiare
29	me(tt)o questo
30	non voo [=voglio]
31	l'elastico
32	ancora
33	questa
34	una la mamma
35	liberi
36	sorellina [=signorina]
37	il fornello [/n]
38	cuoce
39	ecco
40	lo zucchero
41	oh la pappa
42	la pentola (del)la Sara
43	la Callotta [=Carlotta]
44	allora
45	futtello [=coltello] e la fochetta
46	quasi
47	il piatto
48	allora zucchero e caffè
49	il sale

RECORDING 4: DATE 28.08.2006	
CHILD'S AGE 1;11.9	
Nr.	ITALIAN
50	la Sara
51	la Sara
52	la pimpa [=bimba, bambola]
53	taglia
54	e cucinare
55	il fuoco
56	devo cucinare
57	duve [=dove] il cuccaio [=cucchiaio]?
58	grande
59	questo no
60	l'insalata
61	Calutta [=Carlotta]
62	la Ca(r)lotta
63	Pooh
64	la Sara
65	allora
66	cucino
67	l'insalata
68	qua
69	dopo
70	piatto e dopo
71	il cutello [=coltello]
72	cutello [=coltello] e la fucchetta [=forchetta]
73	questo
74	prepriamo [=prepariamo]
75	allora
76	l'nsalata
77	du [=dove] è l'insalata?
78	la Sara

RECORDING 4: DATE 28.08.2006	
CHILD'S AGE 1;11.9	
Nr.	ITALIAN
79	taffè [=caffè]
80	solo taffè [=caffè]
81	caffè
82	vo(g)lio il caffè
83	eccola qua
84	sì taffè [=caffè] vedere
85	la Ca(r)lotta
86	ciao
87	si bene
88	il caffè è pronto
89	il caffè
90	la cioccolata
91	ecco pe(r) la Ca(r)lotta
92	adesso prepriamo [=prepariamo]
93	la Callotta [=Carlotta]
94	ciao Pooh
95	guadda [=guarda]
96	anche lui
97	pe(r) terra
98	amore amore
99	guadda [=guarda]
100	la Sara
Tot. words	190
Tot. utterances	100
MLU	1,9

Recording 5

RECORDING 5: DATE 19.09.2006
CHILD'S AGE 1;11.27

Nr.	ITALIAN
1	voglio la prugna [/n]
2	voglio la prugna [/n]
3	l'osso tieni l'osso
4	la mamma
5	la mamma
6	ancora la prugna
7	voglio la prugna
8	voio [=voglio] l'osso
9	non mi piace
10	i nonni
11	la Paola
12	Gianni
13	e la Paola?
14	ancora la prugna
15	due tre
16	piccola
17	l'osso
18	l'osso no
19	gua(r)da
20	al mare
21	tuffi
22	la doccia
23	la mamma
24	la Ca(r)lotta
25	che si rompono
26	vollo [=voglio] vedere questi
27	da qua
28	tigro
29	la notte
30	la mangia tigro
31	i saldi [=salti]

RECORDING 5: DATE 19.09.2006	
CHILD'S AGE 1;11.27	
Nr.	ITALIAN
32	qua, qua ha la coda
33	Pooh è a casa
34	a casa
35	rusa la mia mamma
36	il pannolino
37	allora ta mallo [=?] [/n]
38	a bibbona [=birbona]
39	tao lota [=ciao Carlotta]
40	domenica
41	(ar)rabbiata
42	cadi
43	tigro
44	Winnie Pooh
45	no è mio chesto [=questo]
46	le sette
47	ma chesto [=questo] alla mamma
48	no l'ho fatto
49	ecco
50	allora [/n]
51	mamma metti chesto [=questo]
52	metti te
53	sì qua
54	due tre
55	due tre
56	lo compra
57	no nonno
58	me lo togliolo [=tolgo]
59	mamma metti questo
60	ecco

RECORDING 5: DATE 19.09.2006	
CHILD'S AGE 1;11.27	
Nr.	ITALIAN
61	allora
62	giro giro tondo casta [=casca] il mondo casta [=casca] la ter(r)a tutti pe(r) ter(r)a
63	la voce
64	urlato
65	ecco
66	un bacio mamma
67	non vole [=voglio] i bacini
68	sulla guancia
69	coccolona
70	b(u)ongiorno
71	a te
72	no questo
73	no la mamma
74	così
75	e la Callotta [=Carlotta] aiuta
76	Callotta [=Carlotta]
77	logio [=orologio]
78	anch'io lologio [=orologio]
79	ate [=piace] molto
80	la cruccra [=testa]
81	anch'io
82	sto savari [=?]
83	i savari [=?]
84	savari [=?]
85	savari [=?] [/n]
86	savari [=?]
87	questa balla
88	stomp [=?] [/n]
89	safari

RECORDING 5: DATE 19.09.2006	
CHILD'S AGE 1;11.27	
Nr.	ITALIAN
90	il savari stomp [/n]
91	ti te ta
92	è mia
93	e la bocca
94	aia la bocca aia
95	no è mio la molletta
96	è mio
97	ecco no
98	asilo
99	in classe
100	m(a)estre
Tot. words	241
Tot. utterances	100
MLU	2,4

Recording 6

RECORDING 6: DATE 03.10.2006	
CHILD'S AGE 2;0.14	
Nr.	ITALIAN
1	ghepaddo [=ghepardo]
2	quetto [=questo]
3	quetto [=questo] è suo amico
4	amico
5	t(i)eni
6	la tartaruga
7	pavoni?
8	la totta [=torta]
9	rinocironte [=rinoceronte]
10	la tartarughe

RECORDING 6: DATE 03.10.2006	
CHILD'S AGE 2;0.14	
Nr.	ITALIAN
11	quelle [/n]
12	i tavoni [=pavoni] [/n]
13	quetto [=questo] qui
14	c(hi)udi
15	questo no
16	l'altra qui
17	eccolo
18	ecco [/n]
19	voglio quetti [= questi]
20	questi [/n]
21	questi e uno
22	e questo
23	tutti [/n]
24	anche quitti [=questi]
25	anche questi
26	cosa facciamo
27	aiuto
28	du è [=dov'è] la sua (a)mica?
29	questa è la sua amica
30	rinocironti [=rinoceronti]
31	e vedi la Veronica
32	anche la Veronica a questi
33	anch'io
34	qua questo
35	in fondo
36	eccolo
37	questo è la sua amica
38	qui no
39	(rino)ceronti

RECORDING 6: DATE 03.10.2006	
CHILD'S AGE 2;0.14	
Nr.	ITALIAN
40	cicirinti [=rinoceronti] [/n]
41	la sua amica
42	cinoceronti [=rinoceronti]
43	guadda [=guarda]
44	guadda [=guarda] Veronica
45	guarda así [=così]
46	scatolina
47	cinoceronti [=rinoceronti]
48	du è [=dov'è] la sua (a)mica?
49	da(m)meli
50	questa è la sua amica
51	du è [=dov'è] ?
52	là sono i cironti [=rinocernoti]
53	che freddo
54	guarda cironti [=rinoceronti]
55	anche questi
56	questi [/n]
57	fammi vedere la Sara
58	così
59	du è [=dov'è] la Callotta [=Carlotta]?
60	fa vedere
61	la Callotta [=Carlotta]
62	du è [=dov'è] la Sara?
63	du è [=dov'è] ?
64	du è [=dov'è] ?
65	du è [=dov'è] la?
66	la sua amica du è?
67	riposare
68	la sua amica

RECORDING 6: DATE 03.10.2006	
CHILD'S AGE 2;0.14	
Nr.	ITALIAN
69	questa è la sua amica
70	la sua
71	du è [=dov'è] rinocironti ?
72	du è [=dov'è] sotto?
73	trovato rinocironti
74	cinocironti [=rinoceronti]
75	c'hanno tenuti questi
76	tinti [=?]
77	io lo rovescio
78	dov'è i cinocironti?
79	il bagnetto
80	ricironti [=rinoceronti]
81	questi [/n]
82	e diddi [=?] quetto [=questo]
83	anche questi
84	prendili i colombi
85	prendili i colombi
86	du è [=dov'è] cinocironti ?
87	questo
88	anche qui
89	io voglio la Sara
90	du è [=dov'è] la Callotta [=Carlotta]?
91	stanca
92	è qui la Sara
93	qui?
94	riposando qui?
95	li dentro?
96	qui no
97	lì dentro

RECORDING 6: DATE 03.10.2006	
CHILD'S AGE 2;0.14	
Nr.	ITALIAN
98	guara [=guarda] [/n]
99	è qui vicino
100	è mia
Tot. words	236
Tot. utterances	100
MLU	2,3

Recording 7

RECORDING 7: DATE 21.10.2006	
CHILD'S AGE 2;1.12	
Nr.	ITALIAN
1	ciao mao [=gatto]
2	vollio [=voglio] le gocce
3	vollio [=voglio] le gocce
4	il gatto
5	tao tao [=ciao]
6	come mai?
7	il plumchet [=plumcake]
8	il plumchet [=plumcake] [/n]
9	guarra [=guarda]
10	vollio [=voglio] uno
11	quetti [=questi]
12	quetti [=questi]
13	vollio [=voglio] uno
14	uno
15	guarra [=guarda]
16	il gattino
17	e coccolone la Callotta
18	no non ha fatto male alla Callotta [=Carlotta]

RECORDING 7: DATE 21.10.2006	
CHILD'S AGE 2;1.12	
Nr.	ITALIAN
19	la Callotta [=Carlotta]
20	du è [=dov'è] la Ca+?
21	du è [=dov'è] la Veronica?
22	eccola
23	guadda [=guarda]
24	la Veronica
25	no viene
26	la torta
27	io lo leggio questa
28	un principe
29	la corona
30	annusa
31	i piedini
32	giù le la zampa
33	ta(n)to male
34	e fate e bella bella io
35	che piccolo eh?
36	ancora
37	vai via
38	vai via [/n]
39	casta [=casca] il mondo
40	tutti giù pe(r) terra
41	giro giro tondo carstram [=casca] mondo oppe oppe
42	ques(t)a è brutta
43	questa è cattiva cattiva
44	cattiva questa è
45	coccolando
46	coccolando [/n]
47	eh lupete [=?]

RECORDING 7: DATE 21.10.2006	
CHILD'S AGE 2;1.12	
Nr.	ITALIAN
48	arrabbiata
49	tutta abbuiata [=arrabbiata]
50	il giamante [/n]
51	il draghi
52	il fuoco?
53	du è [dov'è]?
54	du è [=dov'è] l'altro?
55	du è [=dov'è] l'altro?
56	è di là in camera
57	io lo cercare [=cercare]
58	anche questa
59	la vacca [=barca] a vvela
60	questa è la vacca [=barca]
61	ecco la croce
62	du è [=dov'è] l'altro?
63	qua
64	qua
65	eccolo
66	questo
67	è questo
68	du è [=dov'è] l'altro?
69	questo gatto
70	du è [=dov'è] l'a(l)tro?
71	dove sono?
72	lo so
73	non lo so
74	era qui
75	(rino)ceronte
76	giochi

RECORDING 7: DATE 21.10.2006	
CHILD'S AGE 2;1.12	
Nr.	ITALIAN
77	l'a(l)tro
78	la sua amica
79	guarra [=guarda]
80	guarda Veronica
81	guadda [=guarda]
82	guara [=guarda]
83	guara [=guarda]
84	quisti [=queste] i li zampe
85	cinocironti [=rinoceronti]
86	tu adda [=guarda] le Sara
87	anche la Veronica
88	dammi
89	du è [dov'è]?
90	fammi vedere
91	lì dentro?
92	guara [=guarda] fazzoletti
93	ullio [=voglio] mangiarli
94	du è [=dov'è] l'a(l)tri?
95	uno
96	no e nutto
97	ecco
98	mangi
99	guara [=guarda]
100	guara [=guarda] il lama
Tot. words	230
Tot. utterances	100
MLU	2,3

Recording 8

RECORDING 8: DATE 03.11.2006	
CHILD'S AGE 2;1.15	
Nr.	ITALIAN
1	a zubi
2	ciao
3	tanto male la faccia
4	la pallina
5	e zubi
6	voglio scrivere questo
7	no g(r)affiallo [=graffiarlo]
8	no lo lo voglio metti
9	non graffiarlo
10	io voglio colorare
11	questi qua
12	i colori
13	in meggio
14	la mamma
15	e zubi
16	voglio la Sara
17	guarda zubi
18	io voglio questo lì
19	do è [=dov'è] la banana?
20	anche qui
21	e se ve se
22	questo è rosa
23	no giocare
24	a mamma
25	quetto [=questo] qua
26	appetta [=aspetta]
27	siedo
28	seduto

RECORDING 8: DATE 03.11.2006	
CHILD'S AGE 2;1.15	
Nr.	ITALIAN
29	seduto [/n]
30	seduti lì
31	seduto qui
32	e vollo sedere
33	anche la Veronica
34	io lo cambiare
35	e beh
36	a te s(i)editi qua e le pappe pappe
37	posto
38	e ligare [=legare]
39	come le legare questo?
40	cade
41	posto
42	le zucchine
43	tolli [=togli]
44	io lo vollo [=voglio] togliere
45	voglio la musica
46	questa là
47	voglio la
48	questa qua
49	Pooh
50	io voglio Winnie Pooh
51	ho paura
52	di questo qua
53	graffiato
54	e zubi
55	si chiama zubi
56	gioca le capriole
57	ciao zubi

RECORDING 8: DATE 03.11.2006	
CHILD'S AGE 2;1.15	
Nr.	ITALIAN
58	il lettino
59	è qua
60	vollo [=voglio] giocare
61	solletico
62	la me solletico
63	la mamma
64	la pancia gancia [=bianca]
65	la coda coda
66	è mio tap(p)eto
67	guar(d)a qua
68	queste è nuovi
69	sono felice
70	voglio la mamma
71	la mamma
72	a mamma
73	e cont(r)ollare
74	è qua
75	eccola qua
76	duv'è [=dov'e]?
77	duv'è [=dov'e]?
78	duv'è [=dov'e] la Callotta [=Carlotta] ?
79	anche la Sara
80	chiuse
81	qua fai
82	anche qua
83	guara [=guarda] qua
84	ecco lì
85	è zubi
86	c'è una galletta

RECORDING 8: DATE 03.11.2006	
CHILD'S AGE 2;1.15	
Nr.	ITALIAN
87	voglio pallolino [=pannolino]
88	voglio pallolino [=pannolino]
89	vado a prendere Winnie Pooh in bagno
90	voglio passare e la bua e il caffè
91	voglio mettere buccia gruccia
92	è sonno
93	è sonno Winnie
94	voglio il taffè [=caffè] pe(r) io
95	voglio un caffè
96	in bagno
97	voglio il taffè [=caffè]
98	voglio
99	no lo togliere il panno l'ha fatta
100	è bravo
Tot. words	257
Tot. utterances	100
MLU	2,5

Recording 9

RECORDING 9: DATE 24.11.2006	
CHILD'S AGE 2;2.5	
Nr.	ITALIAN
1	voglio vedere
2	Sara
3	duv'è [=dov'è] la Carlotta
4	ecco
5	c'è cenerenta [=Cenerentola]
6	là
7	guadda [=guarda]

RECORDING 9: DATE 24.11.2006	
CHILD'S AGE 2;2.5	
Nr.	ITALIAN
8	la bila [=bella] addormentata
9	pussola [=puzzola] fifona
10	fifona
11	la mamma
12	prince [=principe]
13	la strega
14	e questa è un'altra
15	la mamma
16	ciao [/n]
17	aia incastrato il biscotto mio
18	incastrato
19	mi ero spottata [=spostata]
20	voglio sedere
21	sulla sedia
22	adda [=guarda]
23	c'è
24	gadda
25	prima banca questa qua
26	questa qua
27	costa molto
28	adda [=guarda] la bo(r)setta
29	pecchè [=perchè] in braccio non ci dedere [=?] in braccio
30	è pisante [=pesante]
31	questa è la roba
32	duv'è [=dov'è] la roba?
33	papà
34	cos fai?
35	ques(t)a è la roba
36	me pussionale [=?]

RECORDING 9: DATE 24.11.2006	
CHILD'S AGE 2;2.5	
Nr.	ITALIAN
37	questa è [/n] la Callotta [=Carlotta]
38	questa è la Sara
39	questa è il papà
40	questa è il papà e la rotta
41	io la metto
42	l'ho messa a posto
43	questo là
44	lascio
45	questo
46	allora
47	lo piace di più qui i maialini
48	cos'è?
49	colori
50	è giallo il sole
51	e questo è rosso
52	e questo è la giucca [=zucca]
53	è rosso
54	vedere
55	questo è roso [=rosa]
56	e questo
57	questo [/n] è il tempurale [=temporale]
58	fa dente [=niente]
59	questo è giallo
60	è blu
61	questa è la Serena
62	la Serena
63	non lo trovo
64	du è [=dov'è]?
65	eccolo

RECORDING 9: DATE 24.11.2006	
CHILD'S AGE 2;2.5	
Nr.	ITALIAN
66	c'è soldini
67	c'è le caramelle
68	si ma(n)gia la caramella
69	non lo trovo il gilato [=gelato]
70	eccolo il gilato [=gelato]
71	non cerco le caramelle
72	caramelle
73	le carramelle [=caramelle]
74	du è [=dov'è] la caramella?
75	la caramella [/n]
76	c'è un altro maialino
77	come questo uguale
78	così maialino
79	così
80	si invese [=invece] questa è la Pimpa
81	questa è la scimmietta
82	questa non non lo so
83	che domme [=dorme]
84	io lo rompo io
85	ceronti [=rinoceronti]
86	proprio lui
87	c'è un altro mimaletto [=animaletto] si chiama
88	du è [=dov'è] un altro
89	un altro
90	si chiama
91	si chiama
92	si chiama
93	riocironti [=rinoceronti]
94	dov'è l'altro?

RECORDING 9: DATE 24.11.2006	
CHILD'S AGE 2;2.5	
Nr.	ITALIAN
95	non c'è
96	non c'è un timporale [=temporale] qua
97	non c'è un maialino qua
98	no questo
99	aiuto
100	ciao
Tot. words	288
Tot. utterances	100
MLU	2,8

Recording 10

RECORDING 10: DATE 19.11.2006	
CHILD'S AGE 2;3.0	
Nr.	ITALIAN
1	guarra [=guarda] il fuoco
2	il ffuoco
3	piange
4	piange
5	perché
6	la mamma di Sara
7	e lavoro la Sara
8	mamma
9	mamma
10	anche la mamma
11	anche la Callotta [=Carlotta]
12	un pò di sparento [=spavento]
13	piange
14	e pecché [=perchè]
15	cambiamolo

RECORDING 10: DATE 19.11.2006	
CHILD'S AGE 2;3.0	
Nr.	ITALIAN
16	è tanto tanti di pusolente [=puzzolente]
17	cambialo te
18	un pò bibbone [=birbone]
19	guadda [=guarda] [/n]
20	non ci sta il pallolino [=pannolino]
21	p(r)endo Winnie Pooh
22	in camera
23	eccolo
24	eccolo qui [/n]
25	e pecché [=perchè] è pussolente
26	che puzza
27	questa è puzza di cacca
28	pe(rchè) sennò
29	buttalo via
30	questo è pulito
31	guadda [=guarda]
32	lo cambiamo bene allora
33	lo cambiamo qua e dopo
34	allora
35	lo cambio Winnie Pooh
36	io lo bravissima io
37	guadda [=guarda] è pulito
38	anche questo
39	anche questo puzza di cacca
40	e adesso lo cambiamo qui voglio
41	lo cambiamo bene qua e dopo e dopo fa la nanna bene bene
42	nel lettone
43	non ci [=ce] l'ho e dopo non ci l'ho e dopo dormire Winnie Pooh

RECORDING 10: DATE 19.11.2006	
CHILD'S AGE 2;3.0	
Nr.	ITALIAN
44	messo in camera
45	v(i)eni veni
46	veni veni [=vieni]
47	guarda
48	guarda Winnie Pooh che dormiva
49	gua(r)da [/n]
50	guarda lui gli occhi chiusi
51	guarda
52	guarda la bocca
53	la bocca è chiusa
54	(a)desso lo letto [=metto]
55	guarda
56	lo metto un pò di crema
57	lo metto come prema [=crema]
58	e un poco di prema così guarda è pulito questo
59	un pò di crema
60	Winnie Pooh
61	e pecché [=perchè] aprila
62	senti
63	che pulito
64	se li fa la nanna pecché lo svegliamo adesso
65	è mio
66	è mio
67	è mio Winnie Pooh
68	in braccio
69	con la mamma di Sara
70	questi aprire questo
71	la Sara
72	le pecorelle

RECORDING 10: DATE 19.11.2006	
CHILD'S AGE 2;3.0	
Nr.	ITALIAN
73	un gatto
74	il riccio?
75	questa è la mucca
76	Caralila [=Carolina]
77	la mucca Caralila
78	finiro
79	addio
80	butto via questo
81	butta a te
82	è qua
83	guarda
84	questo non ci sta qua?
85	qui
86	ciao
87	guarda
88	è buio
89	fa la nanna
90	la mucca Caralila
91	guarda la mucca Caralila
92	la mucca Caralila
93	liggiamo [=leggiamo] questo
94	gli (a)natroccoli
95	questo è mio
96	questo è mio
97	è felice
98	è felice
99	la farfalla
100	è triste
Tot. words	309

RECORDING 10: DATE 19.11.2006	
CHILD'S AGE 2;3.0	
Nr.	ITALIAN
Tot. utterances	100
MLU	3

Recording 11

RECORDING 11: DATE 08.01.2007	
CHILD'S AGE 2;3.20	
Nr.	ITALIAN
1	metti la Minù l'olio
2	una birba
3	metti la Minù il coso di l'olio
4	il coso di l'olio e la
5	la Minù
6	nella pancia del(l)a Minù
7	eri tutta nera e tutta bianca
8	tutta nera
9	tutta bianca
10	e no fare il bagno
11	adesso
12	adesso (a)sciugo la pallina adesso
13	adesso (a)sciugo la pallina
14	questa qua
15	la Sara
16	questo è pe(r) il regalino pe(r) la Veronica
17	tu uscire da qui
18	metti la fascia nella mano
19	e la mamma de(l)la Federica
20	de(l)la Federica
21	de(l)la Federica
22	questo è per la Federica bel regalo

RECORDING 11: DATE 08.01.2007	
CHILD'S AGE 2;3.20	
Nr.	ITALIAN
23	bel regalo
24	sì pe(r) la Federica
25	un regalino pe(r) la Veronica
26	pe(r) la Federica
27	pe(r) la Federica
28	pe(r) la mamma
29	guarda
30	v(i)eni a guardare
31	gua(r)da
32	gua(r)da
33	questo è pe(r) tu
34	ho fatto la cacca io
35	è un pò fredda
36	basta Minù
37	cade
38	cade
39	è mio
40	du è [=dov'è] [/4] il regalino per la mamma?
41	vedi c'è l'acqua vedi
42	c'è l'acqua pe(r) io
43	pe(r) la Minù e pe(r) la mamma
44	la mamma e pe(r) la Minù
45	gua(r)da
46	voglio
47	voglio qua
48	voglio quella quella calda
49	voglio quella calda [/n]
50	stare qua
51	voglio fare la cacca io

RECORDING 11: DATE 08.01.2007	
CHILD'S AGE 2;3.20	
Nr.	ITALIAN
52	ciao minù
53	il mio tesoro è la minù
54	cosa fai?
55	lela caccatina [=?]
56	nel lettone?
57	e dopo vado saltare sentita
58	come ti ho detto io
59	dì sei brutta
60	dì sei brutta
61	pecché [=perchè] sei la faccia brutta brutta
62	brutta
63	dammi [/n]
64	voglio la fascia
65	mettere la mamma
66	mi piace
67	mi piace
68	togliamo
69	gua(r)da
70	voglio cara cara
71	e la lampada [/n]
72	è la lampada questa
73	e la lampada [/n]
74	Minù
75	Minù sei bibbona [=birbona] tu
76	sei bibbona [=birbona]
77	ciao
78	come stai?
79	bene
80	come stai?

RECORDING 11: DATE 08.01.2007	
CHILD'S AGE 2;3.20	
Nr.	ITALIAN
81	bene
82	è Ezio
83	come la mamma
84	di Ezio
85	la Callotta [=Carlotta]
86	guadda [=guarda]
87	dammelo [/n]
88	mio
89	qui?
90	grazie grazie Sara
91	ancora
92	mi sembra di sì
93	dalli la Minù
94	tutta fredda
95	i pelucchi
96	guadda [=guarda]
97	un atta [=altra]
98	voglio ancora
99	ho un pochino
100	è tanto
Tot. words	311
Tot. utterances	100
MLU	3,1

Recording 12

RECORDING 12: DATE 25.01.2007	
CHILD'S AGE 2;4.6	
Nr.	ITALIAN
1	facciamo il cecchio [=cerchio] così

RECORDING 12: DATE 25.01.2007	
CHILD'S AGE 2;4.6	
Nr.	ITALIAN
2	guadda [=guarda]
3	guarda tutti in cerchio
4	guarda
5	guarda
6	cosa c'è?
7	vuoi uscire?
8	vuole uscire
9	ecco
10	lui
11	perchè vuole uscire la Minù
12	brutti
13	questi
14	io faccio il cerchio qui
15	questo
16	questo è uguale
17	questo sì
18	è uguale
19	guadda [=guarda]
20	è quello
21	si questo
22	questo uguale
23	ciao
24	adda [=guarda]
25	quello giallo
26	anche questo ce l'ha giallo
27	guadda [=guarda] uno
28	questi li
29	guadda [=guarda]
30	guadda [=guarda] come

RECORDING 12: DATE 25.01.2007	
CHILD'S AGE 2;4.6	
Nr.	ITALIAN
31	voglio ancora l'Esisa
32	guarati [=guardati] questa
33	guadda [=guarda]
34	viaggio
35	insieme
36	la pipì
37	questo
38	no questo
39	uno a te
40	uno alla Callotta
41	io tiego [=tengo] questi
42	voglio vedere
43	vedere
44	voglio vedere la Sara
45	e andiamo
46	l'hai fatta la pipì?
47	ancora
48	il treno
49	fare la pipì
50	voglio vedere la Verochica [=Veronica]
51	dammi
52	a iuppi [/n]
53	le mie gambe
54	voglio
55	voglio ancora l'Elisa
56	la Veronica
57	guadda [=guarda]
58	guadda [=guarda] come ro
59	guadda [=guarda] sì uguale come ro

RECORDING 12: DATE 25.01.2007	
CHILD'S AGE 2;4.6	
Nr.	ITALIAN
60	ricordo bene?
61	sono triste anch'io
62	dopo
63	a Macco [=Marco]
64	è l'amico lela [=della] Vironica [=Veronica]
65	è buono
66	è brutto
67	è brutto
68	dispettoso
69	io lo faccio la pipì
70	io l'ho già fatta
71	lo sapevo
72	è brutto
73	dammi
74	è mio
75	non c'è
76	guadda [=guarda] tutto colorato
77	io voglio quella sì [=di] Sasà
78	e Sasà [/n]
79	non c'è finito de le borse
80	è pe(r) terra
81	ma
82	quelli lì guarda
83	ma quello ci sarà
84	questo è tuo questo
85	il micio
86	l'uccellino
87	l'uccellino
88	ma sciasciolos [=?] tutta

RECORDING 12: DATE 25.01.2007	
CHILD'S AGE 2;4.6	
Nr.	ITALIAN
89	pecchè [=perché] io schiaccio questi
90	quando arriva la mamma
91	fra un po'
92	sì pecchè [=perché] adesso da adesso arriva la mamma
93	tu arrivi e devi stare pecché lo
94	la Sara
95	pecché [=perché] va via la Sara
96	va a questo
97	ma qua
98	tifoniamo [=telefoniamo] alla nonna adesso
99	guarda si rompe qua
100	si rompe
Tot. words	263
Tot. utterances	100
MLU	2,6

Recording 13

RECORDING 13: DATE 08.02.2007	
CHILD'S AGE 2;4.20	
Nr.	ITALIAN
1	no anch'io
2	dov'è la Veronica?
3	no qui
4	adda [=guarda]
5	no solo questo e la mucca
6	in bagno?
7	me lo prendo
8	mi ha regalato questo qui
9	sì io adesso ma le ha adesso andia a casa lela [=della] Veronica

RECORDING 13: DATE 08.02.2007	
CHILD'S AGE 2;4.20	
Nr.	ITALIAN
10	si lo volei [=vorrei]
11	io l'ho messo questi gli elefanti
12	la Minù
13	la Minù
14	guadda [=guarda]
15	a Trivolta
16	a Trieste
17	fatto una putina [=?]
18	no pecché c'è questo
19	è una pella [=perla]
20	guadda una pella [=perla]
21	du è [=dov'è] quello viola?
22	ecco quello viola
23	è giallo
24	quetta [=questa]
25	quetta [=questa]
26	gialla
27	quetta [=questa]
28	duv'è [dov'è]?
29	guadda [=guarda]
30	guarda
31	guadda [=guarda] quella
32	dov'è quello rosso?
33	ecco quello rosso
34	basta basta
35	guadda [=guarda] qui
36	elasto [=elastico]
37	questo è rosa
38	ecco

RECORDING 13: DATE 08.02.2007	
CHILD'S AGE 2;4.20	
Nr.	ITALIAN
39	lo usiamo qui questo qui
40	tieni
41	voglio colorare qui
42	facciamo un istrone popoli [=?]
43	è rosso quello
44	guadda [=guarda]
45	quest'è [/n]
46	è viola
47	questo è azzurro
48	forse questo è ponte chericoloso [=pericoloso]
49	voi vi piaci
50	tanto male piede
51	gua(r)da il ponte
52	è picci [=piccoli] questi
53	ecco
54	la Minù
55	è andata via pecché è si ro va la sua mamma
56	però
57	io faccio un ponte bellissimo pe(r) la Veronica
58	ecco
59	ah che bella
60	una campanella
61	così
62	ecco
63	colora qui tu
64	io col resto ponte così
65	guar(d)a il ponte
66	io la giostra sul bruco [/n]
67	però io non voglio sul bruco

RECORDING 13: DATE 08.02.2007	
CHILD'S AGE 2;4.20	
Nr.	ITALIAN
68	io sopra peccché quello è li tutta menti ma io non voglio
69	questo voglio
70	no questo
71	di questo
72	è questo
73	questo è il rosa
74	lo stesso
75	poci ro [=?]
76	questo
77	io faccio un rolo [=?] lungo
78	guada [=guarda]
79	lo mettiamo qui
80	ecco
81	cos'
82	e adesso arriva la Veronipa [=Veronica] che peccché arriva la veronica e la Callotta
83	guada [=guarda]
84	quella quella è viola
85	ecco
86	ma questo è rosa questo
87	ecco
88	e adesso
89	metti così
90	ecco
91	il trenino bello ciuf ciuf
92	così va sto così
93	qui
94	a bologna
95	voglio la manina
96	usiamo quello rosa

RECORDING 13: DATE 08.02.2007	
CHILD'S AGE 2;4.20	
Nr.	ITALIAN
97	una manina
98	qui
99	anche questa
100	anche qui
Tot. words	300
Tot. utterances	100
MLU	3

Sara's Tables of the copula

Recording 1

		RECORDING 1 DATE 26.06.2006 AGE 1;9.7			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
Declarative Sentences	1	otta otta [=rossa] eta [=questa] pal(l)ina	uadda focca [=guarda sporca]		su lì [=sono lì]
	2		dent(r)o		su lì [=sono lì]
	3		accà [=qua]		è pacio [=?]
	4		deba [=zebra]		e gande [=grande]
	5		e bagi [=teletubbies]		
	6		e bagi [=teletubbies]		
	7		e bagi [=teletubbies]		
	8		meo [=gatto]		
	9		(l)a pal(l)ina		
	10		(l)a barca		
	11		la baca [=barca]		
	12		pal(l)ina		
	13		pal(l)ina		
	14		q(u)i		
	15		q(u)i		
Tot.		1	15	/	4
WH Questions	1		vedde [=verde]?		

RECORDING 1 DATE 26.06.2006				
AGE 1;9.7				
ITALIAN				
Omission			Production	
S_P	_P		SCP	CP
Tot. WH Q.	/	1	/	/
Tot.	1	16	/	4

Recording 2

RECORDING 2 DATE 24.07.2006				
AGE 1;10.5				
ITALIAN				
Omission			Production	
S_P	_P		SCP	CP
Declarative sentences	1	bagnato qua	Giulia e Teo	gua(r)da # è la bua
	2		dal(l)a Calutta [=Carlotta]	è Micco [=Mirko]
	3		nos(t)ri	
	4		salata	
	5		da Calutta [=della Carlotta]	
	6		gilato [=gelato]	
	7		la focchetta [=forchetta]	
	8		la Sara	
	9		la Sara [/n]	
	10		la Teta [=Petra]	
	11		Teta [=Petra]	
	12		pochi	
Tot.	1	12	/	2
Tot. WH Q.	/	/	/	/
Tot.	1	12	/	2

Recording 3

		RECORDING 3 DATE 31.07.2006 AGE 1;10.12			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
Declarative sentences	1		la Petra ehi tao [=ciao]	q(u)ello è Micco [=Mirko]	è un pal(l)one
	2		(d)ella Ca(r)otta		è qui
	3		foie [=foglie]		e la mamma
	4		ricca		
	5		il treno		
	6		la bursa [=borsa]		
	7		(del)la mamma		
	8		il latte		
	9		a fa(r)falle		
	10		e l'ape		
	11		nonno		
	12		(d)e(l) nonno		
	13		a mamma		
	14		la Calotta		
	15		la ba(r)ca		
	16		pocco [=sporco]		
Tot.		/	16	1	3
Tot. WH Q.		/	/	/	/
Tot.		/	16	1	3

Recording 4

		RECORDING 4 DATE 28.08.2006 AGE 1;11.9			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
Declarative sentences	1		eh sì rosso	il caffè è pronto	no(n) ci [=c'è] più
	2		pentolina		è stretto
at	iv e s e s	3	le conchiglie		è qua

		RECORDING 4 DATE 28.08.2006 AGE 1;11.9				
		ITALIAN				
		Omission		Production		
		S_P	_P	SCP	CP	
i v e s	4		la conchiglia			
	5		il fornello [/n]			
	6		lo zucchero			
	7		la pentola (del)la Sara			
	8		futtello [=coltello] e la fochetta			
	9		il piatto			
	10		la Sara			
	11		la Sara			
	12		la pimpa [=bimba, bambola]			
	13		la Ca(r)lotta			
	14		ecco pe(r) la Ca(r)lotta			
	Tot.		/	14	1	3
	WH Questions	1	duve [=dove] il cuccaio [=cucchiaio]?		du [=dove] è l'insalata?	
		2	du [=dov'è] la futtetta [=forchetta]?			
Tot. WH Q.		2	/	1	/	
Tot.		2	14	2	3	

Recording 5

		RECORDING 5 DATE 15.09.2006 AGE 1;11.27			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
Declarative sentences	1		la mamma	Pooh è a casa	è mia
	2		la mamma	no è mio chesto [=questo]	e la bocca
	3		la mamma	no è mio la molletta	è mio
Declarative	4		la Ca(r)lotta		è mia

		RECORDING 5 DATE 15.09.2006 AGE 1;11.27			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
sentences	5		a casa		
	6		coccolona		
	7		in classe		
Tot.		/	7	3	3
Tot. WH Q.		/	/	/	/
Tot.		/	7	3	3

Recording 6

		RECORDING 6 DATE 03.10.2006 AGE 2;0.14			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
Declarative sentences	1		ghepaddo [=ghepardo]	quetto [=questo] è suo amico	è qui vicino
	2		amico	questa è la sua amica	è mia
	3		la tartaruga	questo è la sua amica	
	4		i tavoni [=pavoni] [/n]	questa è la sua amica	
	5		in fondo	là sono i cironti [=rinocernoti]	
	6		la sua amica	questa è la sua amica	
	7		cinoceronti [=rinoceronti]	è qui la Sara	
	8		la Callotta [=Carlotta]		
	9		la sua amica		
	10		cinocironti [=rinoceronti]		
	11		stanca		
	12		lì dentro		
Tot.		/	12	7	2
WH Questions	1			du è [=dov'è] la sua (a)mica?	du è [=dov'è] ?
	2			du è [=dov'è] la sua (a)mica?	du è [=dov'è] ?
	3			du è [=dov'è] la Callotta [=Carlotta]?	du è [=dov'è] ?
	4			du è [=dov'è] la Sara?	du è [=dov'è] la?

		RECORDING 6 DATE 03.10.2006 AGE 2;0.14			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
WH Questions	5			la sua amica du è?	du è [=dov'è] sotto?
	6			du è [=dov'è] rinocironti ?	
	7			dov'è i cinocironti?	
	8			du è [=dov'è] i cinocironti ?	
	9			du è [=dov'è] la Callotta [=Carlotta]?	
Tot. WH Q.		/	/	9	5
Tot.		/	12	16	7

Recording 7

		RECORDING 7 DATE 21.10.2006 AGE 2;1.2			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
Declarative sentences	1		un principe	ques(t)a è brutta	è di là in camera
	2		e fate e bella bella io	questa è cattiva cattiva	è questo
	3		il giamante [/n]	cattiva questa è	era qui
	4		il draghi	questa è la vacca [=barca]	
	5		la sua amica	quisti [=queste] i li zampe	
	6		anche la Veronica		
Tot.		/	6	5	3
WH Questions	1			du è [=dov'è] la Ca+?	du è [dov'è]?
	2			du è [=dov'è] la Veronica?	dove sono?
	3			du è [=dov'è] l'altro?	du è [dov'è]?
	4			du è [=dov'è] l'altro?	
	5			du è [=dov'è] l'altro?	
	6			du è [=dov'è] l'a(l)tri?	
Tot. WH Q.		/	/	/	/
Tot.		/	6	5	3

Recording 8

		RECORDING 8 DATE 03.11.2006 AGE 2;1.15				
		ITALIAN				
		Omission		Production		
		S_P	_P	SCP	CP	
i v e s	Declarative sentences	1		la pallina	questo è rosa	e zubi
		2		i colori	queste è nuovi	e zubi
		3		le zucchine	c'è una galletta	e zubi
		4				è qua
		5				è mio tap(p)eto
		6				sono felice
		7				è qua
		8				è zubi
		9				è sonno
		10				è sonno Winnie
		11				è bravo
Tot.		/	3	3	11	
WH Questions	1			duv'è [=dov'e] la Callotta [=Carlotta] ?	duv'è [=dov'e]?	
	2			do è l[=dov'è] a banana?	duv'è [=dov'e]?	
Tot. WH Q.		/	/	2	2	
Tot.		/	3	5	13	

Recording 9

		RECORDING 9 DATE 24.11.2006 AGE 2;2.5				
		ITALIAN				
		Omission		Production		
		S_P	_P	SCP	CP	
i v e s	Declarative sentences	1		Sara	c'è cenerenta [=Cenerentola]	c'è
		2		là	e questa è un'altra	è pisante [=pesante]
		3		la strega	questa è la roba	è rosso
		4		la Serena	ques(t)a è la roba	è blu
		5			questa è [/n] la Callotta [=Carlotta]	non c'è
		6			questa è la Sara	
		7			questa è il papà	
		8			questa è il papà e la rotta	
		9			è giallo il sole	
		10			e questo è rosso	
		11			questo è roso [=rosa]	
		12			questo [/n] è il tempurale [=temporale]	
		13			questo è giallo	
		14			questa è la Serena	

		RECORDING 9 DATE 24.11.2006 AGE 2;2.5			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
i v e s Declarative sentences	15			c'è soldini	
	16			c'è le caramelle	
	17			c'è un altro maialino	
	18			sì invese [=invece] questa è la Pimpa	
	19			questa è la scimmietta	
	20			c'è un altro mimaletto [=animaletto] si chiama	
	21			non c'è un timporale [=temporale] qua	
	22			non c'è un maialino qua	
Tot.		/	4	22	5
WH Questions	1			duv'è [=dov'è] la Carlotta	cos'è?
	2			duv'è [=dov'è] la roba?	du è [=dov'è]?
	3			du è [=dov'è] la caramella?	
	4			du è [=dov'è] un altro	
	5			dov'è l'altro?	
Tot. WH Q.		/	/	5	2
Tot.		/	4	27	7

Recording 10

		RECORDING 10 DATE 19.12.2006 AGE 2;3.0			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
i v e s Declarative sentences	1		un pò bibbone [=birbone]	questo è pulito	è tanto tanti di pusolente [=puzzolente]
	2		in camera	la bocca è chiusa	e pecché [=perchè] è pussolente
	3		le pecorelle	e un poco di prema così guarda è pulito questo	guadda [=guarda] è pulito
	4		un gatto	è mio Winnie Pooh	è mio
	5		gli (a)natroccoli	questa è la mucca	è mio
	6		la farfalla	questo è mio	è qua
	7			questo è mio	è buio
	8			questa è puzza di cacca	è felice
	9				è felice
	10				è triste
	11				è mio Winnie
Tot.		/	6	7	11
Tot.		/	/	/	/

RECORDING 10 DATE 19.12.2006 AGE 2;3.0				
ITALIAN				
Omission		Production		
S_P	_P	SCP	CP	
WH Q.				
Tot.	/	6	7	11

Recording 11

RECORDING 11 DATE 08.01.2007 AGE 2;3.20				
ITALIAN				
Omission		Production		
S_P	_P	SCP	CP	
Declarative sentences	1	una birba	questo è pe(r) il regalino pe(r) la Veronica	eri tutta nera e tutta bianca
	2	tutta nera	questo è per la Federica bel regalo	è un pò fredda
	3	tutta bianca	vedi c'è l'acqua vedi	è mio
	4	un regalino pe(r) la Veronica	c'è l'acqua pe(r) io	dì sei brutta
	5	brutta	il mio tesoro è la minù	dì sei brutta
	6	di Ezio	è la lampada questa	pecché [=perchè] sei la faccia brutta brutta
	7	mio	Minù sei bibbona [=birbona] tu	sei bibbona [=birbona]
	8	tutta fredda	questa è pe(r) tu	è Ezio
	9			è tanto
Tot.	/	8	8	9
WH Questions	1		du è [=dov'è] il regalino per la mamma?	
Tot. WH Q.	/	/	1	/
Tot.	/	8	9	9

Recording 12

RECORDING 12 DATE 25.01.2007 AGE 2;4.6				
ITALIAN				
Omission		Production		
S_P	_P	SCP	CP	
Declarative sentences	1	questo uguale	brutti	questo è uguale è uguale
	2	guadda [=guarda] tutto colorato	si questo	questo è tuo questo è quello
	3	quello giallo	guadda [=guarda] sì uguale come ro	sono triste anch'io è l'amico lela [=della] Vironica [=Veronica]
Declarative sentences	4		dispettoso	è buono
	5		l'uccellino	è brutto

		RECORDING 12 DATE 25.01.2007 AGE 2;4.6			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
i v e s	6		l'uccellino		è brutto
	7				è brutto
	8				è mio
	9				non c'è
	10				non c'è finito de le borse
	11				è pe(r) terra
Tot.		3	6	3	11
WH Questions	1				cosa c'è?
Tot. WH Q.		/	/	/	1
Tot.		3	6	3	12

Recording 13

		RECORDING 13 DATE 08.02.2007 AGE 2;4.20			
		ITALIAN			
		Omission		Production	
		S_P	_P	SCP	CP
i v e s	Declarative sentences	1	guadda una pella [=perla]	no peché c'è questo	è una pella [=perla]
		2	gialla	questo è rosa	è giallo
		3	di questo	è rosso quello	è viola
		4		questo è azzurro	è questo
		5		io sopra peché quello è li tutta menti ma io non voglio	è azzurro
		6		questo è il rosa	
		7		quella quella è viola	
		8		ma questo è rosa questo	
		9		questo è ponte cherichcoloso [=pericoloso]	
		10		è picci [=piccoli] questi	
Tot.		/	3	10	5
WH Questions	1			dov'è la Veronica?	duv'è? [=dov'è]
	2			dov'è quello rosso?	
	3			du è [=dov'è] quello viola?	
Tot. WH Q.		/	/	3	1
Tot.		/	3	13	6

Appendix B

Marco's MLU Tables

Recording 1

RECORDING 1: DATE 27.04.2007			
CHILD'S AGE 2;0.17			
Nr.	ITALIAN	DIALECT	MIXED
1	mamma	e pesse [=il pesce] Macco	e(l) petto lande [=il pezzo[=sasso] grande]
2	e pitta [=?]	taia [=taglia]	ap(r)i nona [=nonna] [/n]
3	butta [/n]	a tira [/n]	e lini a nona [=i fiorellini della nonna]
4	pira [/n] [=?]	via [/n] 3 Anna Macco pasa [=Marco passa]	
5	butta [/n]	la Anna no	
6	butta [=?]	e nono talalla [=il nonno tagliarla]	
7	toia [=toglila?]	a balla [=la palla]	
8	pire [=?]	a balalla [=la palla] [/n]	
9	pira [/n] [=?]	balalla [=la palla]	
10	titti [=sassi]	a pattalela [=la pattumiera]	
11	titti [=sassi]	petta [=aspetta]	
12	i(l) tatto [=il sasso]	detto [=adesso]	
13	puppa pella [= ruspa quella]	a coioia [=la carriola]	
14	brum brum [/n]	e(l) lulo [=rullo] tuto [=tutto] potto [=a posto]	
15	e dochi [i giochi]	(l)a bitti [=bici]	
16	eto [=questo] g(r)ande, visto	(l)a toia [=la foglia] [/n]	
17	picchi [=piccoli]	via e bagno [= che ti bagno]	
18	p(r)ende la puppa [=ruspa]	e cale e nono [=le calle del nonno]	
19	va via [/n]	e cale [=le calle]	
20	a puppa [=la ruspa]	la Anna [/n] pum	
21	a(s)petta	a toia [=la foglia]	

RECORDING 1: DATE 27.04.2007			
CHILD'S AGE 2;0.17			
Nr.	ITALIAN	DIALECT	MIXED
22	un petto lande [un pezzo grande]	toia [=foglia] [/n]	
23	a casa	xxx oio ancoa [=voglio ancora] [/n]	
24	ce(s)to	xxx ancoa voi ancoa [=voglio ancora] [/n] acco [=acqua]	
25	vitto tatti randi [visto i sassi grandi]	a toia peta toia [=la foglia aspetta la foglia] e lini [=fiorellini] orellini [=fiorellini] [/n]	
26	l'ebba [=erba] [/n]	nona e calle [=nonna le calle] [/n] 2	
27	tatta lela [/n] l'ata [=?]	detto batta [=adesso basta] detto ancona [=adesso ancora]	
28	(nell)a ter(r)a an(d)are tolo[=solo] i(l) non(n)o	xxx e calle [=le calle]	
29	anche papà	xxx nona voio ancoa [=nonna voglio ancora]	
30	tatto lande [=sasso grande]	dae a bee l'acco	
31	Macco [=Marco] papà	buta là [=butta lì] xxx Macco [Marco]	
32	(l)a balalla [/n] pesta [=la palla questa]	decco voio l'acco [=adesso voglio l'acqua] [/n]	
33	e pullone [=il pallone]	non(n)o x Macco [=Marco] non(n)o	
34	(qu)esti mette (l)a balla [=palla]		
35	due palle [/n] due pella [=palle]		
36	Ma(r)co lis(c)e [=Marco pulisce] [/n]		
37	(l)a (s)copa		
38	metti tole [=al sole]		
39	(s)copo [=scopo] [/n]		
40	(s)copa [=scopa]		
41	bene tutto		
42	p(r)endo (l)a taletta [=paletta] anco(r)a pocco [=sporco] [/n] adetto [=adesso] via		
43	metto dù [=giù]		

RECORDING 1: DATE 27.04.2007			
CHILD'S AGE 2;0.17			
Nr.	ITALIAN	DIALECT	MIXED
44	metti tole [=al sole]		
45	(l)a metto tole [=la metto al sole]		
46	din don dan		
47	din		
48	pum		
49	è (s)po(r)co		
50	doco [=gioco] pupa [=con la ruspa]		
51	a puppa [=la ruspa]		
52	(c)a(n)tina [/n]		
53	tutto qua		
54	tutto via [/n]		
55	mamma papà		
56	tutto via [/n]		
57	tutto potto [=apposto] [/n]		
58	tutti potto [=a posto] [/n]		
59	tutto potto [=apposto] [/n]		
60	l'attalena [=altalena]		
61	hai vi(s)to Macco [=Marco]		
62	dento [=dentro] là		
63	e be(r)e acco [=per bere l'acqua]		
64	pe(r) be(r)e l'acco [per dare da bere l'acqua]		
65	a bee l'acco [= bere l'acqua]		
66	via e bagno [/n]		
67	e bagno [=li bagno] [/n] via Anna		
68	bagno fiollini [=fiorellini]		
69	xxx bere		
70	no(n) tocca(r)e		

RECORDING 1: DATE 27.04.2007			
CHILD'S AGE 2;0.17			
Nr.	ITALIAN	DIALECT	MIXED
71	adetto batta adetto ancola [adesso basta adesso ancora]		
72	(gr)az(i)e mil(l)e		
73	seo [=sedano]		
74	voio ancola detto, voio ancola, detto voio ancola [= voglio ancora adesso, voglio ancora, adesso voglio ancora]		
75	tanta l'acco [=acqua]		
76	metta [=messa] t(r)oppo [/n]		
77	sì t(r)oppa		
78	dent(r)o		
79	adetto bee l'acco [=adesso bere l'acqua] [/n] 3		
80	xxx ecco		
81	mamma, nonna boia ancona [=mamma nonna voglio ancora]		
82	tattaluga [=tartaruga]		
83	xx (rubi)netto		
84	(qu)esto (rubi)netto		
85	(bag)nato pedi [=piedi]		
86	pedi [=piedi] [/n] (bag)nato pedi [=mi sono bagnato i piedi]		
87	e p(i)edi		
88	xx pocco [=sporco] [/n] (pie)dini		
89	tetto [=sasso]		
90	eu tatto [=un sasso]		
91	è (s)tata l'Anna		
Tot. words	246	125	Italian 6 Dialect 5
Tot. utterances	91	33	3
MLU	2.7	3.7	Italian 2 Dialect 1.6

Recording 2

RECORDING 2: DATE 09.05.2007			
CHILD'S AGE 2;0.29			
Nr.	ITALIAN	DIALECT	MIXED
1	i(l) cane	a muca [= la mucca] [/n]	a [=la] mucca [/n]
2	cane	e(l)tore [=il trattore]	co(n) l'omb(r)ello
3	balena	taia l'ebba [=taglia l'erba]	nelino [=cagnolino] (l)a mucca g(r)ande
4	birino [=bambino]	taia l'ebba [=taglia l'erba]	eco cellino [=ecco l'uccellino]
5	corolillo [=?]	na [=una] pettina [=?]	e(l) mi[tts]o [=il micio = gatto]
6	cocococo	taia l'ebba [=taglia l'erba]	e(l) mi[tts]o [=il micio = gatto] [/n]
7	(un)a casa	a bissi [=bici]	e(l) mi[tts]o [=il micio = gatto] [/n]
8	l'orololo [=orologio]	(bicicl)etta (d)e Macco [=Macco]	detto dù [=adesso giù]
9	è Macco [=Macco]	a lana [=la rana]	
10	ba(m)bina	a muca [= la mucca] [/n]	
11	l'a[ds]io l'assio [=asino]	sè [=sì]	
12	l'assio [=asino] [/n]	e(l) [=il] Cocco(l)ino	
13	e lo[z]o [=l'orologio]	visto là [=lì]	
14	l'o(rol)gio	e tattole taia l'ebba [=trattore taglia erba] [/n]	
15	tattole [=trattore]	taia l'ebba [=taglia erba]	
16	la pattina [=la bambina]	tutto anca là[=anche lì] taia l'ebba	
17	cavallo	taia l'ebba [=taglia l'erba]	
18	lino pito [=?bambino piccolo] [/n] 2	taia l'ebba e(l) tattole [=taglia l'erba il trattore]	
19	cocco(l)ino [/n]	taia l'ebba tuto [=taglia l'erba tutto]	
20	xxx via	taia l'ebba [=taglia l'erba]	
21	vaso	e(l) tattole [=il trattore]	
22	tetto	taia l'ebba vitto [=taglia l'erba, visto]?	
23	cocolillo [=coccodrillo]	taia l'ebba tuto [=taglia l'erba tutto]	
24	peto [=questo] vedi?	anca là taia l'ebba[=anche lì taglia l'erba]	

RECORDING 2: DATE 09.05.2007			
CHILD'S AGE 2;0.29			
Nr.	ITALIAN	DIALECT	MIXED
25	la tataluga [=tartaruga]	a muca [= la mucca]	
26	pino	e magna tutto [=mangia tutto]	
27	uno votta [=uno alla volta]	e(l) [=il] vaso	
28	(ra)nocchio	a tataluga [=la tartaruga] [/n]	
29	luca [=tartaruga]	e(l) tole [=il sole]	
30	(l)a tataluga [=tartaruga]	a caza [=la casa]	
31	(an)dato via	toe taia l'ebba [=il trattore taglia l'erba]	
32	(lon)tano [/n]	taia l'ebba [=taglia l'erba]	
33	è nato [=andato] via	taia l'ebba [=taglia l'erba]	
34	è nato [=andato] via	sè [=sì]	
35	no t(r)attore	e(l) caballo [=il cavallo]	
36	e luga [=la tartaruga]	a tataluga [=la tartaruga]	
37	cocococo	a tataluga [=la tartaruga]	
38	cocococo	sè [=sì]	
39	delato [=gelato]	a cadetta [=la casetta]	
40	po(r)tone	la Anna	
41	a lampa [=una lampada]	la Anna	
42	palumpe [=paralume]	sè [=sì]	
43	ba(s)ta	a nona [=la nonna]	
44	dù [=giù]	detto bata [=adesso basta]	
45	i(l) lupo	e(l) [=il] lupo	
46	è letto	e(l) tore taia l'ebba [=il trattore taglia l'erba]	
47	e coccolino	tore taia l'ebba [=trattore taglia l'erba]	
48	cane	sè [=sì]	
49	cane xxx la mucca	l'An(n)a xxx detto batta [=adesso basta]	
50	(gr)ande [/n]	a tataluga [=la tartaruga]	
51	è g(r)ande	sè [=sì]	

RECORDING 2: DATE 09.05.2007			
CHILD'S AGE 2;0.29			
Nr.	ITALIAN	DIALECT	MIXED
52	via	l' ommo [=l'uomo]	
53	l'ololodo [=orologio]	l' ommo [=l'uomo] [/n]	
54	l'olodo [=orologio]	a co[z]etta [=la cucinetta]	
55	vede(r)e l'o(r)a	a tataluga [=la tartaruga] [/n]	
56	l'o(r)a	a tataluga [=la tartaruga]	
57	lupo via [/n]	simieta [=scimmietta]	
58	lupo via [/n]	a muca [= la mucca]	
59	via	a galina [=la gallina]	
60	dalla nonna	tore taia l'ebba [=trattore taglia l'erba]	
61	(l)a valigia	taia l'ebba [=taglia l'erba]	
62	(l)a zazaa [=zanzara]	taia l'ebba [=taglia l'erba]	
63	ecelino [=uccellino] [/n]	du tottotoi taia l'ebba [= due trattori tagliano l'erba]	
64	è nato via [=andato via]	du tottotoi taia l'ebba [= due trattori tagliano l'erba] [/n]	
65	cellino [=uccellino] [/n]	taia l'ebba tuto [=taglia l'erba tutto] e(l) canio [=il camion]	
66	cataia [=chitarra]	detto bata [=adesso basta]	
67	mi[tts]o [=il micio = gatto] [/n]	el [z]io [=lo zio]	
68	lu[tts]o [=luciole] [/n]	el [z]io [=lo zio]	
69	lu[tts]o [=luciole]	l'Anna	
70	lu[tts]o [=luciole]	la Anna	
71	chelassio [=scoiattolo]		
72	e chelassio [=scoiattolo]		
73	calaccio [=scoiattolo]		
74	puzino [=pulcino]		
75	pu(l)cino [/n] e peto? [=questo]		
76	melino [=maialino]		

RECORDING 2: DATE 09.05.2007			
CHILD'S AGE 2;0.29			
Nr.	ITALIAN	DIALECT	MIXED
77	e gal(l)ina		
78	la gallina		
79	due t(r)atto(r)i		
80	(s)tanco damo dù [=andiamo giù]		
81	damo dù [=andiamo giù]		
82	damo dù [=andiamo giù]		
83	damo dù [=andiamo giù]		
84	damo dù [=andiamo giù] [/n]		
85	damo fuoi [=andiamo fuori]		
86	damo dù [=andiamo giù]		
87	damo dù, fuoi [=andiamo giù, fuori]		
88	damo fuoi [=andiamo fuori]		
89	cale [=giocare]		
90	(r)ullo		
Tot. words	165	100	Italian 13 Dialect 11
Tot. utterances	90	70	8
MLU	1.8	1.4	Italian 1.6 Dialect 1.3

Recording 3

RECORDING 3: DATE 23.05.2007			
CHILD'S AGE 2;1.13			
Nr.	ITALIAN	DIALECT	MIXED
1	petolini [=pesciolini]	el nonno fatto [=il nonno fatto]?	el nonno pedato [=il nonno ha appeso]
2	muro là	a panza [=la pancia]	lù [=lui] lui
3	ti [/n] tac	e(l) ecotto [=l'elicottero]	el nonno adutta là [=il nonna giusta lì]
4	ti tac [/n]	e(l) non(n)o (at)tacca	non(n)o (s)cappa [/n]
5	è andato e nonno là [=è andato il nonno là]	el nonno [=il nonno] (at)tacca	e(l) pete [=pesce] cane

RECORDING 3: DATE 23.05.2007			
CHILD'S AGE 2;1.13			
Nr.	ITALIAN	DIALECT	MIXED
6	e pedi [=i piedi]	el nono tacca là [=il nonno attacca lì]	
7	lava e pedi [=i piedi]	a cadollia [=la carriola]	
8	gioca	a colollia [=la carriola]	
9	e petto [=e questo]	titte via [=tirati via]	
10	apie [=aprire] (bot)tiglie	titte via [=tirati via] pocco là [=sporco lì]	
11	tie [=bottiglie]	non(n)o dent(r)o [/n]	
12	tucco [=succo] frutta	sè [=sì]	
13	adetto basta [=adesso basta]	camio(n)	
14	lui	nona [=nonna]	
15	lui	camio(n)	
16	petto [=aperto]	sè [=sì]	
17	petto [=aperto]	el nono [=il nonno] [/n]	
18	e titiglie [=le bottiglie]	là [=lì]	
19	Tiglie [=bottiglie]	a pissa [=la pizza]	
20	e tiglie [=le bottiglie]	a petta [=la barchetta]	
21	coccolillo [=coccodrillo] [/n]	a petta [=la barchetta]	
22	topa [=sopra]	casa [=a casa]	
23	++Tano [=Bassano]	e(l) tos [=il toast]	
24	oddio		
25	rotto [/n]		
26	adutta [=aggiusta]		
27	(l)a puppa [=ruspa] tatto [=rovesciato] là [lì] vedi?		
28	l'ecchio [=l'orecchio] [/n]		
29	l'ecchio [=l'orecchio]		
30	xxx tatto [=rovesciato] [/n]		
31	tatto [=rovesciato] tutto là [=lì]		
32	a casa		
33	papà		

RECORDING 3: DATE 23.05.2007			
CHILD'S AGE 2;1.13			
Nr.	ITALIAN	DIALECT	MIXED
34	Macco [=Marco]		
35	papà		
36	b(i)anco		
37	(ca)pelli		
38	Macco [=Marco] (s)copa [/n]		
39	pocco [=sporco]		
40	pocco [=sporco] [/n]		
41	tao [=ciao]		
42	tao [=ciao] [/n]		
43	tao [=ciao] [/n]		
44	pove [=piove]		
45	calolia [=carriola]		
46	nonno		
47	pove [=piove]		
48	(s)cappa		
49	senti go[tts]e [=gocce]		
50	senti go[tts]e [=gocce]		
51	una gocce		
52	uno t(r)e [/n]		
53	go[tts]e [=gocce] [/n]		
54	Anna v(u)oi acqua?		
55	la luna p(i)ena		
56	(l)una		
57	macchee [=maschere]		
58	macchee [=maschere]		
59	macchee [=maschere]		
60	macchee [=maschere]		
61	(l)e macchee [=le maschere]		
62	pipapà [=pipì papà] 3		

RECORDING 3: DATE 23.05.2007			
CHILD'S AGE 2;1.13			
Nr.	ITALIAN	DIALECT	MIXED
63	papà		
64	luna		
65	un 'a(l)tra luna		
66	due		
67	colone [=aquilone]		
68	questo è l'acolone [=l'aquilone]		
69	no è l'acolone [=aquilone]		
70	fa(r)falle		
71	colone [=aquilone]		
72	colone [=aquilone]		
73	la calela [=la corriera] potta [=porta] via [/n]		
74	male [=mare]		
75	e [=il] pane		
76	talame [=salame]		
77	pitta [=pizza] [/n]		
78	e patetine [=le patatine]		
79	la ba(r)ca		
80	nave [=la nave][/n]		
81	(f)etta (mel)one [/n]		
82	putto [=prosciutto]		
83	bomba		
84	(l)a bomba		
85	tutti tieme [=tutti insieme]		
86	vedi [=/n]		
87	via		
88	al male [=mare]		
89	vanno via [/n]		
90	acche Macco [=anche Marco] vida [=guida] [/n]		

RECORDING 3: DATE 23.05.2007			
CHILD'S AGE 2;1.13			
Nr.	ITALIAN	DIALECT	MIXED
91	solo (ba)mbini		
92	Macco vida [=Marco guida]		
93	Macco bida Macco vida [Marco guida]		
94	via (lon)tano		
95	lalaè [=lavorare]		
96	(lon)tano e (lon)tano via		
97	l'olo [=l'orologio]		
98	pottutto [=prosciutto] mangio [=formaggio]		
99	pelele [=preghiere]		
100	lotto [=rotto]		
101	lotto [=rotto] Pà Pio [=Padre Pio]		
Tot. words	196	49	Italian 6 Dialect 7
Tot. utterances	101	23	5
MLU	1.9	2.1	Italian 1.2 Dialect 1.4

Recording 4

RECORDING 4: DATE 05.06.2007			
CHILD'S AGE 2;1.26			
Nr.	ITALIAN	DIALECT	MIXED
1	dell'Anna	[z]é [=ce n'è] anco(r)a	neanche <u>spanto</u> [=rovesciato]
2	no, butta l'Anna	nona [=nonna]	il <u>canio</u> [=camion]
3	no, Macco [=Marco]	sè [=sì]	vedi <u>a</u> mama [=la mamma]
4	butto [=butto] [/n]	a mama [=la mamma]	beve <u>el</u> [=il] latte [/n]
5	tutto	a muca [=la mucca] [/n]	vedi, e(l) <u>tattoe taia</u> l'ebba [=il trattore taglia l'erba]
6	ap(r)i [/n]	e(l) [=il] <u>tattore taia</u> l'ebba [=trattore taglia l'erba] [/n]	vedi, e(l) <u>tattoe taia</u> l'ebba [=il trattore taglia l'erba]
7	g(r)azie	e(l) [=il] <u>tattore taia</u> l'ebba [=trattore taglia	tè <u>natro</u> [=c'è un altro]

RECORDING 4: DATE 05.06.2007			
CHILD'S AGE 2;1.26			
Nr.	ITALIAN	DIALECT	MIXED
		l'erba]	
8	ap(r)i [/n]	e(l) [=il] tattoe taia l'ebba [=trattore taglia l'erba] [/n]	leggio e(l) tattoe [=leggo il trattore]
9	ma è c(hi)uso	taia [=taglia] [/n]	vedi, e(l) tattoe <u>taia</u> l'ebba [=il trattore taglia l'erba], vedi?
10	no, no è cuso ancoa [=no, no è chiuso ancora]	no taia, taia l'ebba [=taglia taglia l'erba]	vedi, e(l) tattoe <u>taia</u> l'ebba [=il trattore taglia l'erba]
11	pe(r) piace(r)e mi (a)iuuti	taia [=taglia]	tono pocche [=sono sporche] e [=di] <u>pipì</u>
12	il caballo [=cavallo]	tattoe taia l'ebba [=il trattore taglia l'erba]	<u>nona</u> cudi [=chiudi]
13	caballo [=cavallo]	e(l) [=il] tore taia l'ebba [=trattore taglia l'erba] [/n]	nacche <u>nono</u> [=neanche il nonno]
14	cocodè	e mucche [=le mucche]	<u>tento</u> i pedi [=attento ai piedi] maialino
15	cocodè	e detto batta [= e adesso basta]	<u>tento</u> pedi [=attento ai pedi]
16	micio [=gatto]	tattoe taia l'ebba [=il trattore taglia l'erba]	vedi poie <u>pussa</u> [=foglie puzza]
17	e adetto batta [=e adesso basta]	taia l'ebba [=taglia l'erba]	è de(l) non(n)o
18	la ba(m)bina	taia [=taglia]detto naltro [=adesso un altro] [/n]	tolo <u>el nono</u> toca [=solo il nonno tocca]
19	e pello [=quello] [/n]	taia l'ebba taia [=taglia l'erba taglia]	le <u>pesi</u> [=i pesci]
20	pello [=quello]	e(l) [=il] tattoe taia l'ebba [=trattore taglia l'erba]	acche <u>el [z]io</u> Livio [anche lo zio Livio]
21	i caballi [=i cavalli]	taia pie [=taglia i piedi]	
22	callo [=carro]	tattoe taia l'ebba [=il trattore taglia l'erba]	
23	c(arri)ola	tattoe taia l'ebba [=il trattore taglia l'erba]	
24	e [=il] potto [=pozzo]	taia [=taglia] [/n]	
25	dopo té [=c'è] la milla [=?]	poie [=foglie]	
26	le gal(l)ine	banti [=avanti]	
27	peto é mito e petini [=questo è il micie pulcini]	sè [=sì]	
28	vedi male [=mare]	e(l) taiaebba [=tagliaerba]	

RECORDING 4: DATE 05.06.2007			
CHILD'S AGE 2;1.26			
Nr.	ITALIAN	DIALECT	MIXED
29	e caballo [=il cavallo]	taia l'ebba [=taglia l'erba]	
30	e l'asi(n)o		
31	gat(t)ino		
32	i maialini		
33	mucca		
34	dà latte e [=la] mucca		
35	vedi [/n] mucche		
36	e (s)talla vedi mucche mu:		
37	ba(m)bini		
38	vedi		
39	l'andio [=l'asino]		
40	l'andio [=l'asino]		
41	l'andio [=l'asino] [/n]		
42	(l)a mucca, tè [=c'è] la mucca		
43	la mucca, mucca		
44	anco(r)a		
45	(l)a mucca		
46	(l)a mucca		
47	que(s)ta la mucca.		
48	e [=i] maialini		
49	no leggio [=leggo]		
50	leggio [=leggo]		
51	leggio [=leggo]		
52	leggio [=leggo]		
53	semp(r)e bae [=arrabbiare]		
54	no il nonno		
55	(arr)abbia		
56	(arr)abbia		

RECORDING 4: DATE 05.06.2007			
CHILD'S AGE 2;1.26			
Nr.	ITALIAN	DIALECT	MIXED
57	come no?		
58	tono qua [=sono qui]		
59	fuoi [=fuori]		
60	anche bano [=bagno] [/n]		
61	e bano [=bagno]		
62	bano [=bagno] [/n]		
63	pe(r) piace(r)e		
64	banane		
65	topolino		
66	le mucche		
67	(s)talle e [=delle] mucche		
68	(s)talle e [=delle] mucche		
69	tattoe [= trattore]		
70	vedi e [=il] maialino [/n]		
71	e [=il] maialino [/n]		
72	a(u)tunno		
73	pedi [=piedi] [/n]		
74	nanche Macco [=neanche Marco]		
75	n(ess)uno		
76	vedi maialino?		
77	(s)ono cudute pete poie [=cadute queste foglie]		
78	è ve(le)no [/n]		
79	paco [=al parco] [/n]		
80	le oche		
81	no, è an(d)ato via		
82	le pappe		
83	acche [=anche] il nonno		
84	acche Macco [=anche Marco]		

RECORDING 4: DATE 05.06.2007			
CHILD'S AGE 2;1.26			
Nr.	ITALIAN	DIALECT	MIXED
85	vedi meleno [=veleno]?		
86	[d]e[] nonno		
87	vedi dent(r)o là?		
88	è dent(r)o là anche la caioia [=carriola]		
89	è dent(r)o		
90	vedi l'ebba [=l'erba]?[/n]		
91	(as)petta taio [=taglio]		
92	un uopo [=un uovo]		
93	è cuduto [=caduto]		
Tot. words	213	101	Italian 34 Dialect 38
Tot. utterances	93	29	20
MLU	2.2	3.4	Italian 1.7 Dialect 1.9

Recording 5

RECORDING 5: DATE 21.06.2007			
CHILD'S AGE 2;2.11			
Nr.	ITALIAN	DIALECT	MIXED
1	attacca	a l'aria	(h)a <u>tacato</u> el papà [=acceso il papà]
2	tì [=sì] anche sop(r)a attacca	tento [=attento]	sì xxx anche sop(r)a <u>tacata</u> [=accesa]
3	calda	petta [=aspetta]	sop(r)a <u>là</u>
4	tenti [=senti] cos'è^	a l'a(r)ia	sopra <u>là</u> <u>tacca</u> [=attacca]
5	anche dù [=giù] attacca	tacato rente [=attaccato la corrente] là	anche dù [=giù] <u>bas(s)o</u> <u>tacca</u> [=attacca]
6	sop(r)a	dato casa Macco e dopo rota pesso [=è andata a casa di Marco e ha rotto un pezzo]	vedi <u>zè</u> [=c'è] il lupo
7	arriba [=arriva]	sè [=sì]	<u>detto</u> [=adesso] passo
8	zè [=c'è] il lupo	sè [=sì]	

RECORDING 5: DATE 21.06.2007			
CHILD'S AGE 2;2.11			
Nr.	ITALIAN	DIALECT	MIXED
9	è c(hi)uso luze [=luce] là	a [z]é [=lei è] rotta	
10	(un)a bomba	la Anna	
11	Luca petti [=aperti]	tento [=attento]	
12	un'a(l)tra bomba	sè [=sì]	
13	no Alessia [li ha] rotti	sè [=sì]	
14	(l)a mamma è tato [=ha aggiustato]	io nato sieme [=andato insieme] Alessia	
15	dopo rotto petto [=questo]		
16	rotto [/n]		
17	(s)tata A(l)essia		
18	è lotto [=rotto]		
19	è lotto [=rotto]		
20	è lotto [=rotto] Alessia peso [=pezzo]		
21	Alessia butta [=brutta]		
22	l'oca		
23	l'oca		
24	gallina		
25	pulino [=pulcino]		
26	pulsina [=pulcino]		
27	e pedi pocchi [=i piedi sporchi]		
28	ho pedi pocchi [=i piedi sporchi]		
29	caballo [=cavallo]		
30	mucca		
31	rotta		
32	rotta tutta		
33	via passo [/n]		
34	caballo [=cavallo]		
35	(l)e mucche		
36	rotto		

RECORDING 5: DATE 21.06.2007			
CHILD'S AGE 2;2.11			
Nr.	ITALIAN	DIALECT	MIXED
37	è rotto		
38	cane		
39	e petto? [=questo]		
40	cavallana [=cavalla]		
41	cavalla [=cavalla]		
42	fischia		
43	conolino [=cagnolino]		
44	camio(n)		
45	papà		
46	via [/n]		
47	fatto male		
48	e gaccio [=il ghiaccio]		
49	un'ata [=un'altra] bomba		
50	la bomba		
51	pa(s)ta ciutta [=pastasciutta]		
52	tocchine [=zucchine]		
53	bomba un'a(l)tra bomba		
54	ba(s)ta bombe un'a(l)tra bomba		
55	tante bombe		
56	al ma(r)e		
57	un'a(l)tra bomba		
58	tabbia [=sabbia]		
59	tutta tutta		
60	tanta		
61	sechello [=secchiello]		
62	[z]io Paolo		
63	[z]io Paolo		
64	mamma		

RECORDING 5: DATE 21.06.2007			
CHILD'S AGE 2;2.11			
Nr.	ITALIAN	DIALECT	MIXED
65	io bevo acco [=acqua]		
66	pescina [=piscina]		
67	xxx palura [=paura]		
68	tivo [=scivolo]		
69	petto [=questo] grande là		
70	no [/n] xxx palura [paura]		
71	(a)vevo paula [=paura]		
72	è acco [=alto]		
73	Luca è nato [=è andato]		
Tot. words	148	32	Italian 12 Dialect 11
Tot. utterances	73	14	7
MLU	2	2.2	Italian 1.7 Dialect 1.5

Recording 6

RECORDING 6: DATE 10.07.2007			
CHILD'S AGE 2;3.0			
Nr.	ITALIAN	DIALECT	MIXED
1	cannelina [=candelina]	nea totta [=nella torta]	io <u>voi</u> zutto [=voglio il ciuccio]
2	al ma(r)e	vo zuccio [=voglio il ciuccio]	cappa [=acchiappa] a [=la] gallina [/n]
3	li [=i] bambini	po(r)to casa el nono [=il nonno] ades(s)o	è (ve)nuto dù [=giù] <u>el</u> [=il] <u>non(n)o</u>
4	i cavallini	i pesi [=ipesci] po(r)to [a] casa i pes(c)i	acche i <u>pessi</u> [=anche i pesci]
5	cavallini	a sabia [=la sabbia]	<u>poto casa el nono</u> adeso[=porto a casa del nonno adesso]
6	i cavallini	e [=le] onde	domani <u>po(r)to casa</u>
7	i(l) cavallino	scodea [=scodella]	<u>detto cudo</u> [=adesso chiudo]
8	cavallo no	voi [=voglio]succo	è c(hi)uso <u>desso</u> [=adesso]
9	mucca	e(l) [=il] succo	ho <u>fat(t)o e</u> fenacchie [=le pernacchie]

RECORDING 6: DATE 10.07.2007			
CHILD'S AGE 2;3.0			
Nr.	ITALIAN	DIALECT	MIXED
10	mulla [=?] [/n] pella [=quella]	sè [=sì]	ho <u>nato</u> [=andato] [z]ù [=giù] i ba(m)bini
11	i bambini	e(l) [=il] succo	<u>nato</u> dù [=andato giù] <u>co</u> (n) l'Alessia e <u>co</u> (n) Luca
12	i pesci	detto [=adesso] bevo tu(t)to	<u>va</u> (r)da [=guarda] è di Luca lella [=quella]
13	cossila [=?]		sì <u>detto</u> [=adesso] [/n] <u>potto</u> [=porto] a Luca
14	cossila [=?]		io voi zuzo [=voglio il ciuccio]
15	Go[zz]illa [/n]		voi [=voglio] cuscino
16	fanno così		io (a) <u>desso</u> mette [=metto] in bocca
17	tanto tanto		è (s)tata la <u>no</u> (n)na
18	té [=c'è] l'occa [=oca] e [=in] fondo		<u>detto</u> [=adesso] p(r)ovo
19	è gande [=grande]		<u>detto</u> [=adesso] va lì
20	la tataruga [=la tartaruga]		io voi [=voglio] e(l) [=il] succo
21	due		è <u>nata</u> [=andata] fuoi a <u>nona</u> [=fuori la nonna]
22	c(hi)udo		<u>desso</u> [=adesso] bevo io
23	fenacchie [=pernacchie]		
24	è (cat)tivo		
25	rompe tutto		
26	io rompe tutto		
27	rompo tutto io. rompo tutto		
28	c(hi)usa		
29	l'ho pottata [=portata] a casa		
30	no tatea [=stasera]		
31	dopo po(r)to Luca pella [=quella]		
32	al mare		
33	papà		
34	mamma		
35	a(l)te [/n]		

RECORDING 6: DATE 10.07.2007			
CHILD'S AGE 2;3.0			
Nr.	ITALIAN	DIALECT	MIXED
36	tanta		
37	no catti(v)a		
38	è talata [=salata]		
39	ho vevuta [=bevuta]		
40	con le manine		
41	mani		
42	b(r)avo		
43	gira [/n]		
44	scusa		
45	move nacche e mani [=non muove neanche le mani]		
46	(s)cusa tata		
47	io addetto [=adesso]mette [=metto] in bocca		
48	l'o(r)ecchini		
49	olive		
50	due [/n]		
51	una		
52	cinpue [=cinque]		
53	sei		
54	uno t(r)e		
55	cuso [=chiuso] adesso		
56	tatti augu(r)i		
57	ho bevuto latte		
58	ho vevuto [=bevuto] latte		
59	ho vevuto [=bevuto] latte		
60	ho fatta		
61	è rotta		
62	è rotta pella [=quella]		
63	i lupi		

RECORDING 6: DATE 10.07.2007			
CHILD'S AGE 2;3.0			
Nr.	ITALIAN	DIALECT	MIXED
64	e [=i] lupi		
65	e [=i] lupi montagna no		
66	pe(r) favo(r)e		
67	r(i)empio io		
68	e quello dell'Anna?		
Tot. words	141	29	Italian 51 Dialect 35
Tot. utterances	68	12	22
MLU	2	2.4	Italian 2.3 Dialect 1.5

Recording 7

RECORDING 7: DATE 24.07.2007			
CHILD'S AGE 2;3.14			
Nr.	ITALIAN	DIALECT	MIXED
1	l'acqua de la rotta [=roggia]	gò metto e pinne [=ho messo le pinne] e gò el boccaglio [= ho il boccaglio]	de(v)no ndae via coa bici [=andare via con la bici]
2	è pulita	a(l) lago de [=di] Gadda[=Garda]	e(l) papà Cadio e(l) mette dù la tetta [=il papà Claudio mette giù la testa]
3	e l'occhelini [=gli occhialini]	a(l) lago de[=di] pessi [=pesci]	io no voio cudee [=chiudere]la bocca
4	e pesci(o)lini	sé [=sì]	a p(r)ende(r)e i pessi [=pesci]
5	no c(hi)udi la bocca	sé [=sì]	e(l) pannolone della mama
6	no [/n] io c(hi)uso	lo butto toe monnisie [=lo butto nell'immondizia]	e lullo[=il rullo]
7	le pinne e l'occ(hi)alini	coe mutadete [=con le mutandine]	e lullo[=il rullo]
8	cola coreila [=con la corriera] vado	coe mutadete [=con le mutandine]	dopo arrivo cola bizzi [=con la bici]
9	via a sc(u)ola	lo butto via toe monnisie [=lo butto nell'immondizia]	è nata[=andata] via
10	la c(i)abatta	butto nee monnisie [=lo butto nelle immondizie]	voi [=voglio] la moto grande
11	la pappa della nonna	dent(r)o nee foie [=nelle	detto [=adesso] lullo

RECORDING 7: DATE 24.07.2007			
CHILD'S AGE 2;3.14			
Nr.	ITALIAN	DIALECT	MIXED
		foglie]	[=rullo] [/n]
12	le mutandine	e(l) non(n)o	detto [=adesso] ci è ba(g)nato e [=il] culetto
13	l'ho p(r)esa? [/n]	no desso [=adesso]	detto butto acco [=adesso butto l'acqua]
14	potto [=porto] via e[=i] bambini	va(r)da [=guarda]	inaffia [=annaffia] fio(r)i pello [=quello]
15	gua(r)da il lullo [=rullo]	vara e mutadette [=guarda le mutandine]	detto lavo e pedi [=adesso lavo i piedi]
16	è mio pello [=quello]	pesi [=pesci]	voio [=voglio] la (s)copa
17	te [=tu]	vada e lavo [=guarda che lavo]	voi [=voglio] la (s)copa
18	Macco [=Marco]	va(r)da [=guarda]	vada [=guarda] è del [z]io [/n]
19	butto tutta acqua fuo(r)i che è tutta poca [=sporca]		
20	è tutta pocca pella [=sporca quella]		
21	la butto via		
22	guadda [=guarda] buttata via		
23	è tutta poca [=sporca] e dopo zé [=c'è] una pi(g)na e dopo va via		
24	ola [=ora] zé [=c'è] una pigna		
25	una pi(g)na		
26	lì [/n] l'hai bitta [=vista]?		
27	la cafava [=farfalla]		
28	la cafava [=farfalla] [/n]		
29	vai via		
30	è tutta poca [=sporca]		
31	tutta pocca pella [=quella]		
32	è tutta pocca pella [=sporca quella]		
33	è pocca pella [=sporca quella]		
34	è tutta poca [=sporca]		
35	è tutto manato [=rovinato]		

RECORDING 7: DATE 24.07.2007			
CHILD'S AGE 2;3.14			
Nr.	ITALIAN	DIALECT	MIXED
36	manato [=rovinato]		
37	alla lo potto via [=allora lo porto via]		
38	è mio		
39	butto via		
40	butto		
41	è tutto cacca		
42	ciao		
43	a(l) bagno		
44	(s)tupidino		
45	io va fa(r)e pippi [=pipì]		
46	vieni a vede(r)e		
47	vieni		
48	è mio pisel(l)ino		
49	lavi [=lavo] (l)e mani		
50	e lavo (l)e mani dopo vado		
51	a(n)che Luca		
52	anche Luca dice "Dio.."		
53	b(r)utte pa(r)ole		
54	tono [=sono] tutte ba(g)nate		
55	e fa(r)e i ponodori		
56	col sed(an)o		
57	cipolle sed(an)o		
58	la butto via		
59	natatoio [=annaffiatoio]		
60	vado banare [=vado a bagnare]		
61	è tutto pocco [=sporco] [/n]		
62	io lavo gua(r)da è tutto pocco [=sporco]		
63	finita nell'ebba [=erba]		

RECORDING 7: DATE 24.07.2007			
CHILD'S AGE 2;3.14			
Nr.	ITALIAN	DIALECT	MIXED
64	è nata [=andata] via macchina		
65	guadda [=guarda] cammina vedi?		
66	guadda [=guarda] cammina guadda [=guarda]		
67	lavato		
68	è tutto pocco [=sporco]		
69	guadda [=guarda] lavo lì [/n]		
70	è tutto pocco [=sporco] [/n]		
71	lavo la cantina		
72	è tutto pocco [=sporco] lì		
73	butta tutta		
74	anco(r)a		
75	vai fuo(r)i		
76	è nata [=andata] via		
77	anco(r)a p(r)endo		
78	e dopo va giù acco[=l'acqua]		
79	è secca		
80	anche lì secco		
81	vedi?		
82	pesa		
83	buttata via		
84	fa la pipì		
85	a da(r)e da be(r)e ai fio(r)i		
86	vedi è tutto pocco[=sporco]		
87	con la (s)copa pulis(c)o		
88	(s)tai attento con la (s)copa		
89	è glande [=grande]?		
90	io voi [=voglio] la (s)copa		

RECORDING 7: DATE 24.07.2007			
CHILD'S AGE 2;3.14			
Nr.	ITALIAN	DIALECT	MIXED
91	pella [=quella] lì		
Tot. words	285	50	Italian 38 Dialect 32
Tot. utterances	91	18	18
MLU	3.1	2.7	Italian 2.1 Dialect 1.7

Recording 8

RECORDING 8: DATE 08.08.2007			
CHILD'S AGE 2;3.29			
Nr.	ITALIAN	DIALECT	MIXED
1	vedi?	i singheni [=gli zingari]	e va [=esse vanno] nacche [=neanche] le r(u)ote [/n]
2	così	vadda [=guarda] el va via così [=lui va via così]	e va [=esse vanno] nacche [=neanche] le r(u)ote [/n]
3	guarda i bambini	va' [=varda=guarda] e(l) camio [=il camion]	e no va [=esse vanno] neanche [=neanche] le ruote
4	vedi?	C(r)oassia [=Croazia]	e va [=esse vanno] nacche [=neanche] le r(u)ote [/n]
5	guar(d)a la macchina	varda [=guarda]	va' [=guarda] i vigili
6	scimmia	co[s]itta [=così] [/n]	va' [=guarda] el vigiolo [=il vigile]
7	no (ad)esso qua faccio così	caro e(l) cam(i)on	coa potta apetta [=con la porta aperta]
8	(ad)esso giro là così	cossitta [=così]	a potta [=la porta] via così
9	(gl)i zingheri	cossitta [=così]	va' [=varda=guarda] i(l) cam(i)on
10	i vigili	i radiai [=il radicchio]	il canio [=camion]
11	sono i vigili	la nona la taia [=la nonna taglia]	tute apette le potte [tutte aperte le porte]
12	una signora	bon batta batta bon [=bene basta basta bene]	e(l) cam(i)on è arrivato [/n]
13	vedi la macchina così?	va' un radicio [=guarda un radicchio]	arriva e(l) cam(i)on [/n]
14	non ho detto gazze [=grazie]	bevi tut(t)o però	potto [=porto] casa [=a casa] el pese g(r)ande
15	apilla la potta [=aprila la porta] della macchina		potto [=porto] casa [=a casa] a la [=alla] mamma
16	apette le potte [=aperte le porte]		dopo la mama cutina [=cucina]

RECORDING 8: DATE 08.08.2007			
CHILD'S AGE 2;3.29			
Nr.	ITALIAN	DIALECT	MIXED
17	i(l) cam(i)on		detto [=adesso] vado da(l) non(n)o a fiutalo [=aggiustarlo] pecchè [=perché] l è tuto rotto
18	anche Luca va		lo metto lì sula sabia [=sulla sabbia]
19	neacche [=neanche]		con le r(u)ote gâ [=ha] pe(r) anda(r)e via
20	alla mamma		detto lo cudo [=adesso i chiudo]
21	ma il papà		vado dire el non(n)o che lo dusti [=vado a dire al nonno che lo aggiusti]
22	cucina		è tuto roto [=tutto rotto]
23	tenti [=senti] [/n]		vada [=guarda] i(l) badile
24	tenti [=senti] i bambini che giocono [=giocano]		lo metto cositta [=così] [/n]
25	i bambini giocano		vai p(r)endere i radizi? [vai a prendere il radicchio] [/n]
26	bambina e c(hi)ama l'Anna		vai p(r)endere i radizi? [vai a prendere il radicchio] [/n]
27	la bambina e chiama la Anna è peccoletta [=che chiama la Anna è piccoletta]		ancora bon [=basta]
28	ero (s)tanco		no tanti pecchè dopo el nono ghida [=non tanti perché dopo il nonno sgrida]
29	e c(hi)udi		la non(n)a p(r)ende tanti dopo el nono ghida [=il nonno grida]
30	la colla		p(r)endi i radizi [=il radicchio] per l'Anna?
31	è rotto		suco de fruta voi io [=voglio un succo di frutta]
32	dov'è la sabbia?		sì bevi anche te suco [=succo]
33	è lì la sabbia		anche papà dice musso [=asino]
34	no è un libro nacche è un camio [=non è neanche un libro, è un camion]		e [=il] cam(i)ons
35	e va via anche		

RECORDING 8: DATE 08.08.2007			
CHILD'S AGE 2;3.29			
Nr.	ITALIAN	DIALECT	MIXED
36	lo butto via così		
37	giro [/n]		
38	vai dent(r)o		
39	è tutto rotto		
40	anche papà ha i(l) badile		
41	ci sono i topi		
42	metti qua		
43	dopo potto [=porto] dent(r)o io		
44	dov'è la nonna?		
45	pello[=quello] è mio		
46	i disatti [=i disastri]		
Tot. words	142	35	Italian 100 Dialect 90
Tot. utterances	46	14	34
MLU	3	2.5	Italian 2.9 Dialect 2.6

Recording 9

RECORDING 9: DATE 20.08.2007			
CHILD'S AGE 2;4.10			
Nr.	ITALIAN	DIALECT	MIXED
1	è del nonno	la Anna	(a)desso vado fuori
2	via Anna	zinghera[=zingara]	guarda una foia [=foglia]
3	andiamo fuori?	del papà go [=ho]visto	tuta manata [=tutta bagnata]
4	io vado giù là, vedi te	Croassia [=Croazia]	pello [=quello] l'albero gà [=ha] nacche [=neanche] gà [=ha] le olive
5	è rotto [/n]	le robe [=le cose]	pello [=quello] gà [=ha] le lolive [=le olive], lello gà le foje [=quello ha le foglie]
6	è tutta manasta [=bagnata]	e(l) non(n)o taia e pante [=taglia le piante] [/n]	pello [=quello] albero e gà [=ha]nacche [=neanche] le live [=le

RECORDING 9: DATE 20.08.2007			
CHILD'S AGE 2;4.10			
Nr.	ITALIAN	DIALECT	MIXED
			olive]
7	manasta [=bagnata]	e(l) non(n)o	sono arrivato <u>dala</u> <u>nona</u> col canio [=con il camion]
8	è caduta da pello gande [=da quello grande]		<u>gò</u> visto [=ho visto] <u>el</u> <u>canio</u> [=il camion] grande
9	è caduta da là		<u>desso</u> domani
10	sono mannate		trova(r)e Gioele <u>co(l)</u> papà domani
11	e pelle mannate		prendere i <u>pesi</u> [=pesci]
12	caduta dall'alboro [=albero] g(r)ande		<u>và</u> [=guarda] i fiori
13	e nacche [=neanche] de lolive [=delle olive]		<u>co(l)</u> taiaebba [=con il tagliaerba]
14	neacche [=neanche]		<u>taja</u> nacche [=non taglia neanche]
15	sono nato via col canio [=con il camion]		<u>co</u> la fobite <u>el</u> <u>nono</u> taia [=con la forbice il nonno taglia]
16	ades(s)o domani		<u>ga</u> potato via [=ha portato via]
17	dammela		
18	pe(r) piacere		
19	p(r)esa		
20	Federico		
21	oliva		
22	fa la cacca		
23	signori		
24	cestino		
25	fatto la cacca [/n]		
26	all'opedallo [=ospedale]		
27	all'opedallo [=ospedale]		
28	pes(c)iolini		
29	un pizzicotto		
30	la valigia		
31	dopo vada via		

RECORDING 9: DATE 20.08.2007			
CHILD'S AGE 2;4.10			
Nr.	ITALIAN	DIALECT	MIXED
32	dopo vado là e a(n)che là c'è la sabbia		
33	parto e rompo la bici(cletta)		
34	io rompo la bici(cletta), rompo tutto		
Tot. words	100	22	Italian 38 Dialect 30
Tot. utterances	34	7	16
MLU	2.9	3.1	Italian 2.3 Dialect 1.8

Recording 10

RECORDING 10: DATE 29.08.2007			
CHILD'S AGE 2;4.19			
Nr.	ITALIAN	DIALECT	MIXED
1	la metto là	in Croassia [=Croazia]	<u>varda</u> [=guarda] tutte le foglie
2	sì birichino	e raccolgo pecché gò fatto casini [=le raccolgo perché ho fatto casini]	p(r)endo e <u>foie</u> [=le foglie]
3	vieni a vedere?	sora el terasso [=sopra il terrazzo]	<u>varda</u> [=guarda] anche sono stato <u>mi là</u> [=io lì]
4	attento cosa faccio	<u>varda</u> cosa gò fatto [=guarda cosa ho fatto]	dopo butto <u>so</u> [giù] di là
5	butto giù le foglie	<u>varda</u> cosa gò fatto [=guarda cosa ho fatto]	<u>desso</u> [=adesso] terrazzo
6	là dentro sul sacco	<u>varda</u> so stato mi là [=guarda sono stato io lì]	<u>go</u> [=ho] preso
7	casini	<u>varda</u> [=guarda]	le <u>gò</u> [=ho] prese
8	l'oliva	<u>varda</u> cosa gò fatto [=guarda cosa ho fatto]	ciao <u>l'</u> Anna
9	le lolive [=olive]	<u>varda</u> [=guarda] casini	vado sul <u>terasso</u> [=terrazzo] (a) <u>desso</u>
10	io bevo la ciucca di latte là	<u>varda</u> foie [=guarda le foglie]	solo <u>mi</u> vao sul <u>terasso</u> [=solo io vado sul terrazzo]
11	là dent(r)o	<u>varda</u> cosa gò fatto [=guarda cosa ho fatto]	solo <u>mi</u> [=io]
12	a(l) mattino	no, no te si nacche capace [=non sei neanche capace]	<u>vara</u> [=guarda] <u>zé</u> il sole [=c'è il sole]
13	ne toglie [=tolgo]	l'Alessia lo gà rotto [=l'ha rotto]	<u>varda</u> so ndato sul <u>terasso</u> [=guarda sono andato sul terrazzo] e

RECORDING 10: DATE 29.08.2007			
CHILD'S AGE 2;4.19			
Nr.	ITALIAN	DIALECT	MIXED
			go [=ho] preso le foglie
14	tono [=belle]	demonio can(e)	(a) <u>desso</u> vado sul <u>terasso</u> [=sul terrazzo]
15	raccolgo tutte	dove [z]éa [=dov'è]?	<u>varda</u> [=guarda] finito
16	(an)diamo giù?	dove [z]éa [=dov'è]?	<u>voio</u> [=voglio] la ruppa [=ruspa] io
17	a rac(c)oglie(r)le [/n]	dove [z]éa [=dov'è]?	adesso <u>lo gò metto</u> [=l'ho messo]
18	vieni a vedere?	sol [=sul] garage	<u>varda</u> lì
19	dopo le tiro su [=/n]	voi ndae ca(s)a [=voglio entrare in casa]	<u>và</u> [=varda=guarda] che va giù l'acco [=acqua]
20	facciamolo	voi ndae ca(s)a [=voglio entrare in casa]	io <u>voi</u> apetale che <u>riva</u> l'Anna pe bee il succo [=volevo aspettare che arrivasse l'Anna per bere il succo]
21	ha preso il succo per la Anna	voi succo [=voglio il succo]	(a) <u>desso</u> lo dico (al)la nonna
22	do(r)mo di là	varda [=guarda]	
23	facciamo un atto [=altro] gioco?		
24	facciamo un atto [=altro] gioco?		
25	la ruspa mia		
26	vedi, mi vedi?		
27	è rotto		
28	è rotto		
29	bisogna mettere la coca [=?]		
30	bisogna mettere la coca [=?]		
31	la coca cola		
32	po(r)to via tutta l'erba		
33	del nonno Gianni		
34	del nonno Gino		
35	la po(r)to via		
36	dopo po(r)to via		
37	dove la po(r)to?		

RECORDING 10: DATE 29.08.2007			
CHILD'S AGE 2;4.19			
Nr.	ITALIAN	DIALECT	MIXED
38	dove la butto l'ebba [='erba]?		
39	sc(r)ivendo		
40	è tutta secca		
41	è tutta		
42	che mani spo(r)che		
43	dove la po(r)to?		
44	è andata via		
45	a casa della Lina?		
46	dove la po(r)to?		
47	guarda che mani		
48	cade i(l) sapone		
49	gua(r)da		
50	occhio! il signo(r)e de(l) gattino		
51	lo butto in alto		
52	buttate fuori su(l) cancello		
53	io no(n) lo bevo più		
54	voio andae [=voglio andare] giù		
55	Mar(c)o		
Tot. words	171	66	Italian 53 Dialect 38
Tot. utterances	55	22	21
MLU	3.1	3	Italian 2.5 Dialect 1.8

Recording 11

RECORDING 11: DATE 19.09.2007			
CHILD'S AGE 2;5.9			
Nr.	ITALIAN	DIALECT	MIXED
1	niente [/n]	varda [=guarda]	anche pella[=quella] [z]é [=è] una mucca
2	é[=è] tutto vuoto	varda [=guarda] [/n]	sì la pa(gl)ia
3	sono [=stanno] facendo il latte	vara pante [=guarda quante] mucche	no(n) mangio la pa(gl)ia
4	e dopo i cavalli	varda [=guarda]	cosa [z]éo pello [=cos'è quello]?
5	il cavallino piccolo è g(r)ande lello [=quello]	cosa [z]éo [=cos'è]?	cosa [z]éo pello [=cos'è quello]?
6	cole [=con le] verdure	cosa [z]éo [=cos'è]?	cosa [z]éo pello [=cos'è quello]?
7	non lo so	varda [=guarda] [/n]	gà cuso l'occhi [=ha chiuso gli occhi]
8	io non lo so	varda [=guarda]	le gal(l)ine
9	il fomagio [=formaggio]	el verzarame [=il verderame]	hai visto cosa gà meso [=ha messo]
10	del(l)'acqua	varda [=guarda]	varda [=guarda] cosa fa, p(r)ende l'uva dopo la mette là
11	del latte	[z]é drio dare el verzerame [=sta dando il verderame]	và vè el [=guarda guarda il] cagnolino che mangia l'uva
12	pello [=quello]	dove [z]éo zuzzo [=dov'è il ciuccio]?	
13	il miele	varda cosa gà l'oca [=guarda cos'ha l'oca]	
14	pello [=quello]	varda [=guarda]	
15	palline	varda [=guarda]	
16	caffè	no gà [=non ha] fame	
17	non mi ricordo		
18	le mele		
19	sì le mele mangio io		
20	come se cama pello [=si chiama quello]		
21	cosa sta facendo pello [=quello]		
22	in bocca		
Tot. words	60	34	Italian 33 Dialect 17
Tot. utterances	22	16	11

RECORDING 11: DATE 19.09.2007			
CHILD'S AGE 2;5.9			
Nr.	ITALIAN	DIALECT	MIXED
MLU	2.7	2.1	Italian 3 Dialect 1.5

Recording 12

RECORDING 12: DATE 29.10.2007			
CHILD'S AGE 2;6.19			
Nr.	ITALIAN	DIALECT	MIXED
1	e poi (s)cappano pecché [=perchè] vedi cosa fatto?	ma vâ [=guarda] là	vedi ha messo là (l)e calle pacché [=perchè] viene (l)a piodda [=pioggia] e si seccano
2	le mosche	ecco là	varda [=guarda] e fatto un buco e all'uccellino e fatto
3	i gattini scavano là, i gattini scavano	petta [=aspetta]	io do na [=una] botta pacché [=perchè] fanno la cacca
4	la gocce		devo scavare pacchè [=perchè] gli uccelli scavano
5	e dopo		una volta pacché [=perchè]
6	la p(r)endo e la butto via		la butto là pacché[=perchè] è rotta
7	e dopo la butto là dalla Nella		la gò [=l'ho] rotta la gomma vedi?
8	e dopo xxx come fa così		varda i gattini scappano
9	cosa c'è?		desso [=adesso] vado in fondo e dopo rivo[=arrivo] là
10	devo andare via		desso [=adesso] te la rubano
11	devo andare in fondo [/n]		io la rubo cola [=con la] bizi [=bici]
12	si fa così vedi?		c'è uno spo(r)co che no(n) [z]é [=è] la cacca degli uc(c)elini
13	così va		a(s)petta che la va [=la batteria va]
14	vedi? [/n]		perché così varda là il buso [=guarda lì il buco]
15	serve per fare la pizza?		varda la correira [=corriera]
16	io la rubo		l'altro varda [=guarda] no(n) [z]é [=è] spo(r)co pello [=quello]

RECORDING 12: DATE 29.10.2007			
CHILD'S AGE 2;6.19			
Nr.	ITALIAN	DIALECT	MIXED
17	i bambini hanno portato via lo[=il] gattino		petta [=aspetta] è tuo
18	ecco, lo hanno portato là		è sutto pella [=asciutta quella]
19	così perche non ci vedo		p(r)ende i radici [=il radicchio] p(r)ende
20	senti i bambini		il basilico dove [z]éo [=dov'è]?
21	non c'è bambini nella corriera [=corriera]		le cipolline non c'è pe(r)chè no le gà fate [=non le ha fatte]
22	no non c'è vecchi		c'è solo i radici [=il radicchio]
23	è spo(r)co là.		
24	cosa ha fatto là?		
25	come mai è sporco là?		
26	io		
27	ho fatto così perché sono secche [/n] ho fatto così sono secche e dopo io le metto così sul sacchetto piccolino		
28	e c'è l'acqua		
29	vedere la nonna perché		
30	stai lì con il pallone		
31	no stai fuori prendi il pallone		
32	p(r)endolo è là		
33	è della nonna pella [=quella]		
34	non si attacca tanto e io faccio così		
35	così		
36	foglie [/n]		
37	il radicchio		
38	e il pesto [/n]		
39	è finito?		
40	i canarini, le mucche		
41	e dopo arrabbiato		

RECORDING 12: DATE 29.10.2007			
CHILD'S AGE 2;6.19			
Nr.	ITALIAN	DIALECT	MIXED
42	sì piccolino		
43	ho mo(n)tato pe(r)chè il pad(r)one e dopo (as)petta e dopo sono andato giù		
44	vedi? [/n]		
45	finiti non c'è niente da fare		
Tot. words	206	6	Italian 88 Dialect 39
Tot. utterances	45	3	22
MLU	4.5	2	Italian 4 Dialect 1.7

Recording 13

RECORDING 13: DATE 14.11.2007			
CHILD'S AGE 2;7.4			
Nr.	ITALIAN	DIALECT	MIXED
1	cap(r)ette	g(r)assie [=grazie]	varda [=guarda]che grande
2	caprette stupidida [=?]	varda [=guarda]	cap(r)ette f(r)itte io vado da drìo [=di dietro] che c'è le braghe [=pantaloni]
3	tupidida [=?]		
4	vado dentro	varda [=guarda]	metto i calsini [=calzini]
5	a Lond(r)a		sì pechè [=perchè] sennò io voio [=voglio] vedere la nonna che lava i piatti con la carega[=sedia]
6	la corriera		
7	rossa		
8	ha giocato		
9	ha totto acche [=tolto anche] le ruote		
10	la pippi [=pipì]		
11	mi scappa la pipì		
12	niente		

RECORDING 13: DATE 14.11.2007			
CHILD'S AGE 2;7.4			
Nr.	ITALIAN	DIALECT	MIXED
13	ripeto		
14	nanche [=neanche] se voi [=vuoi] te		
15	la potto [=porto] giù?		
16	dov'era là?		
17	ha fatto un incidente e adesso è caduto		
18	è là sotto il mio codino [=?]		
19	adesso gli metto il bavaglino sennò si sporca		
20	all'ecocentro		
21	non sono andato		
Tot. words	63	3	Italian 23 Dialect 9
Tot. utterances	21	3	5
MLU	3	1	Italian 4.6 Dialect 1.8

Recording 14

RECORDING 14: DATE 09.12.2007			
CHILD'S AGE 2;7.29			
Nr.	ITALIAN	DIALECT	MIXED
1	le caramelle	sè [=sì]	il sacchetto che vedi che non c'è e [=le] palline
2	le caramelle	varda [=guarda]	varda [=guarda] le lucette
3	Babbo Natale	varda [=guarda] là sotto	vara [=guarda] co(s)a porto
4	no grande		
5	per me, per domani		
6	quando sono piccolino		
7	ho bevuto vino adesso		
8	è vino		
9	no è vino		
10	i pompie(r)i		

RECORDING 14: DATE 09.12.2007			
CHILD'S AGE 2;7.29			
Nr.	ITALIAN	DIALECT	MIXED
11	è mio		
12	voglio vino e acqua anche vino		
13	no [/n] pella[=quella] è mia		
14	zé il vino dent(r)o lì [=c'è il vino dentro lì]		
15	le lascio là		
16	vedi?		
17	hai voglia di giocare, vuoi?		
18	ap(r)ilo [/n]		
19	è dimenticato una cosa		
20	un soldino		
21	e pello [=quello] lì cos'è?		
22	fai la torre con me?		
23	là		
24	gingo bel [/n] [=jingle Bells]		
25	zin zin [=cin cin]		
26	gingo balle [=jingle bells]		
Tot. words	80	5	Italian 12 Dialect 3
Tot. utterances	26	3	3
MLU	3	1.6	Italian 4 Dialect 1

Recording 15

RECORDING 15: DATE 21.12.2007			
CHILD'S AGE 2;8.11			
Nr.	ITALIAN	DIALECT	MIXED
1	ullallalà ullallalà il valzer de(l) mos(c)erino ullallalà	là [=a posto]	<u>vara</u> [=guarda] cosa ho tirato giù
2	io sono g(r)ande	varda [=guarda]	aspet(t)a cosa ho fatto <u>bon</u> [=bene]

RECORDING 15: DATE 21.12.2007			
CHILD'S AGE 2;8.11			
Nr.	ITALIAN	DIALECT	MIXED
3	ho ape(r)to anche là	el [=il] ponte	te stai [z]itta [=zitta]
4	adesso la laso cusa [=lascio chiusa]	du gemei [=due gemelli]	<u>varda</u> [=guarda] io salto
5	mi tolgo le scarpe adesso de(v)o dormire	e dopo el [=il] latte	<u>và</u> [=guarda] i piedini dove sono
6	Ave Maria il Signore è con te	varda [=guarda] che salto	e se <u>no</u> (n) va giù il ponte
7	t(r)a tut(t)e le don(n)e	va' va' [=guarda guarda] come salto ne(l) divano	e dopo faccio la foto <u>coe</u> [=con le] <u>batterie</u> e dopo vado attacco con te
8	il signo(re) tuo	no [a] [z]è [=non è] brutta però no [a] [z]è [=non è] brutta [/n]	<u>védito</u> [=vedi] cosa faccio faccio un volo là
9	Gesù	vara che pansa [=guarda che pancia]	<u>varda</u> [=guarda] la neve
10	vai via	vara che matto	sì vieni <u>co</u> (n) me di là e <u>togo</u> [=prendo] la macchina e vado su al me(r)cato e t(r)ovo la cioccolata <u>el</u> [=il] cacao
11	io volio domini [=dormire]	no mi sò passuo [=sono sazio]	no <u>no</u> la <u>gò</u> [=non ce l'ho] devo pagare la patente devo pagare
12	voglio dormire	so passuo [=sono sazio]	l'ape Maia <u>và</u> [=guarda] come tiro la tela
13	guar(d)a cosa tocco	mi so passio [=sono sazio]	là vedi che non <u>capissi</u> [=capisci] l'atti [=altri] non so cosa sono
14	ho fatto male	<u>và</u> che grando [=guarda che grande]	sì sono <u>boni</u> da <u>bebere</u> [=buoni da bere]
15	che matto	le <u>gò</u> rotte desso [=le ho rotte adesso]	la [z]ia <u>de</u> [=di] suo <u>fradeo</u> [=suo fratello]
16	oppelalà	varda varda [=guarda guarda] cosa <u>gò</u> messo [=cosa ho messo]	sì <u>varda</u> sono i <u>schei</u> [=sono i soldi]
17	e allora	no no la <u>gò</u> tolta da là [=l'ho presa da lì]	no no sono i soldi pelli là <u>li</u> <u>gò</u> in macchina nell'atta [=quelli là li ho nell'altra macchina]
18	che bella	el [=il] papà	<u>vara</u> [=guarda] che c'è Ciccibello
19	guar(d)a come la tiro tutta		la stella g(r)ande <u>vara</u> [=guarda] che grande
20	cosa c'è?		è tua <u>la</u> <u>gò</u> [=l'ho] <u>rot</u> (t)a
21	sangue		
22	tanti ca(g)nolini		

RECORDING 15: DATE 21.12.2007			
CHILD'S AGE 2;8.11			
Nr.	ITALIAN	DIALECT	MIXED
23	mi ha toccato le scarpette		
24	no mai		
25	che o(r)mai le p(r)ima volta vengono i ca(g)nolini		
26	anche me vado su co(n) la mac(c)hina mia		
27	domani		
28	è sparita adesso		
29	non la t(r)ovo più		
30	domani mi comp(r)o la macchina mia tu guidi la macchina mia con te e vado su al meccano [=mercato] e comp(r)o le salsicce		
31	co(n) la macchina g(r)ande		
32	la scarico co(n) la macchina e vado lì a casa mia con te		
33	no con la mia		
34	co(n) la macchina g(r)ande sì co(n) la macchina mia		
35	sì adesso non ce l'ho		
36	a sc(u)ola		
37	anche i bambini g(r)andi de(v)ono andare a sc(u)ola [/n]		
38	anche la maest(r)a		
39	la maest(r)a		
40	sì è b(r)ava		
41	si chiama l'ape Maia		
42	si chiama Clara		
43	è rotta era		
44	era rotta dopo		
45	pe(r)chè non l'aveva più		
46	l'alt(r)a signora ha rotto una pallina		
47	sì è rotto		

RECORDING 15: DATE 21.12.2007			
CHILD'S AGE 2;8.11			
Nr.	ITALIAN	DIALECT	MIXED
48	è stupida anche		
49	è cattiva a(n)che		
50	stupida vivente non capisce niente lella [=quella] lì non capisce niente pe(r)ché è vivente		
51	no i doni no		
52	la g(r)appa		
53	fa male la gola		
54	vino pando [=quando] ero piccolo		
55	quando era piccolo		
56	la mela		
57	la mamma mi dava la mela, quando era piccolino piccolino e non parlavo		
58	no la mamma		
59	anche te [/n]		
60	no e domani vengo piccolino e mangio la mela		
61	è dent(r)o		
62	eccola là, dent(r)o nel body		
63	io diti i tatti[=dico i bambini] e le signorine		
64	io ma(n)gio le carobole		
65	che matto che sono		
66	aspetta		
67	po(r)ta i doni e le camamelle [=caramelle] e dopo i bagigi		
68	sì e il panettone e i vino		
69	e sono g(r)ande		
70	e de(l)la spesa		
71	aspetta devo andare al Tosano		
72	voglio andare al Tosano		

RECORDING 15: DATE 21.12.2007			
CHILD'S AGE 2;8.11			
Nr.	ITALIAN	DIALECT	MIXED
73	sì te stai a casa che devi fare i compiti		
74	vado a scoppiare i petardi vicino lì		
75	è rotta		
76	è grande no rompe(r)la		
Tot. words	355	65	Italian 110 Dialect 34
Tot. utterances	76	18	20
MLU	4.6	3.6	Italian 5.5 Dialect 1.7

Recording 16

RECORDING 16: DATE 08.01.2008			
CHILD'S AGE 2;8.29			
Nr.	ITALIAN	DIALECT	MIXED
1	note co(n) le scarpe tutte rotte	a bevère el caffè [=a bere il caffè]	la befana vien(e) de <u>note</u> [=viene di notte] <u>co(n)</u> le scarpe <u>tute</u> [=tutte] rotte
2	io pallo forte [=parlo forte] io son(o) forte	sigo mi [=grido io]	glielo <u>dao</u> [=do] io però
3	sì io son(o) g(r)ande	sei passùà [=sazia]?	questo lì [=qui] è mio <u>varda</u> [=guarda] <u>se gà tutto roto</u> [=si è tutto rotto]
4	no questo lì [=qui] è mio	sei passùà [=sazia]?	niente <u>no me gà</u> portato [=non mi ha portato]
5	no lo apro io		il lupo <u>man(n)aro</u>
6	è venuta a casa la befana lì		sono <u>mi</u> [=io] il lupo <u>manaro</u> [=mannaro]
7	era b(r)utta		ullallallà questo è il <u>valser</u> [=valzer] del moscerino
8	oh il carbone		e dove [<u>z</u>]ea [=è] la mia pentola?
9	ma non piango		faccio la <u>pissa</u> [=pizza] con il panarello [=mattarello]
10	no è f(u)ori		ecco <u>bon</u> [=bene] vuoi mangiare la pappa?
11	ullallallà le tagliatella di nonna Pina pieno di energia mangiate calde col ragù		<u>la gai</u> [=hai] mangiata?

RECORDING 16: DATE 08.01.2008			
CHILD'S AGE 2;8.29			
Nr.	ITALIAN	DIALECT	MIXED
12	sì adesso		e pella [=quella] lì per il [z]io [=lo zio] Livio
13	sì la lettera		tò [=tieni] mangia lì il [z]io [=zio] Livio e pando [=quando] era piccolo mangiava lello [=quello] lì
14	sì c'era anche la maestra c'era		io sono passùo [=sazio] perché ho mangiato le carote
15	e c'era anche le bambine son(o) sedute tutte		no ho mangiato il minestron(e)
16	solo le bambine		
17	no anche i bambini		
18	sì anche Coca Cola		
19	lo rompo tutto		
20	io lo so perché sono g(r)ande		
21	cos'è?		
22	e cosa ha suonato?		
23	un bambino		
24	permesso		
25	ent(r)a pure te		
26	è un sedano		
27	la pentolina piccola pe(r) raccogliere le lolite [=olive]		
28	devo fare la pappa		
29	per il nonno		
30	adesso ho messo la canarina [=farina]		
31	no la farina		
32	è per il nonno		
33	pello [=quello] lì è il tuo?		
Tot. words	143	10	Italian 65 Dialect 30
Tot. utterances	33	4	15
MLU	4.3	2.5	Italian 4.3 Dialect 2

Recording 17

RECORDING 17: DATE 23.01.2008			
CHILD'S AGE 2;9.13			
Nr.	ITALIAN	DIALECT	MIXED
1	la mia fotocopia	ne gà tante [=ha tante]	<u>desso</u> [=adesso] [/n] toglio [=tolgo] questo
2	i dischi de(v)o mettere	varda cosa gò [=cosa ho]	varda [=guarda] i buchi che belli
3	queste sono del papà	vara vara [=guarda guarda] cosa gò [=cosa ho]	no le gò [=ho] già finite le soppese [=sorprese]
4	queste come si chiamano?	no vara [=guarda] cosa gò [=cosa ho]	le gò [=ho] già finite le soppese [=sorprese]
5	no qui dent(r)o	ta[z]i [=taci]	sa [=fra] poco v(i)ene ancora el tattoe sa poco [=il trattore tra poco]
6	per cantare	robe [=cose]	anche piccole le gà [=le ha]
7	aspet(t)a questo è il disco		varda qui varda [=guarda qui guarda]
8	adesso metto questo e canto		eh sì è il ciuffo <u>col</u> gel questo
9	com'è bello far l'amore da Trieste in dù [=giù]		il ciuccio <u>dove</u> [z]éo [=dov'è]?
10	tanti auguri		mi dai le sigarette <u>pa</u> [=per] fumare?
11	ades(s)o basta		ma no gò gnanca [= non ho neanche] le sigarette <u>pa</u> [=per] fumare
12	basta è scaricati il disco		ma no gò gnanca [= non ho neanche] le sigarette
13	no fra poco dormo		questo è mio <u>lo</u> gò scrivato [=scritto] io
14	adesso basta		
15	è finito le batterie		
16	adesso le toglio [=tolgo]		
17	questo è disco questo, questo sì che va disco questo		
18	che cos'è questo?		
19	il p(r)ogramma questo		
20	a Cittadella		
21	lavori		
22	nella neve		
23	ho il pigiamino ancora addosso guardalo		

RECORDING 17: DATE 23.01.2008			
CHILD'S AGE 2;9.13			
Nr.	ITALIAN	DIALECT	MIXED
24	adesso ne canto ancora		
25	sì son(o) gialli		
26	no n(e)anche		
27	il giub(b)ottino		
28	sì g(r)ande [/n]		
29	no non vado da solo		
30	una bambina c'era		
31	i bambini c'è pochino pochini		
32	due solo c'era		
33	questo è il mio p(r)ogramma		
34	e va via la Anna scappa		
35	pecché [=perchè] è grande il trattore		
36	adesso metto un'atta [=altra] musica		
37	queste si chiamano le cuffie		
38	una roba qui		
39	no i capelli		
40	adesso metto dent(r)o questo		
41	lo metto sop(r)a		
42	io metto dent(r)o le cuffie		
43	toglio [=tolgo] [/n]		
44	letame		
45	pe(r) terra		
46	eh no(n) lo so		
47	è tuo		
48	questo è tuo bevilò		
49	dai bevilò		
50	guarda le unghie		
51	questa piccola mi fa male		

RECORDING 17: DATE 23.01.2008			
CHILD'S AGE 2;9.13			
Nr.	ITALIAN	DIALECT	MIXED
52	questi come si chiamano?		
53	questo come si chiama?		
54	e questo come si chiamano?		
55	e questi come si chiamano?		
56	e questi come si chiamano?		
57	e questo come si chiama?		
58	questo cos'è?		
59	no questo è mio		
60	sì c'è tanti [=ce ne sono tanti]		
Tot. words	230	16	Italian 47 Dialect 28
Tot. utterances	60	6	13
MLU	3.8	2.6	Italian 3.6 Dialect 2.1

Recording 18

RECORDING 18: DATE 13.02.2008			
CHILD'S AGE 2;10.3			
Nr.	ITALIAN	DIALECT	MIXED
1	ho raccolto le	p(r)onti partensa [=partenza] bon [=bene]	và [=guarda] cosa ho fatto "pon fe te" rotto tutto
2	ma no è pecchè [=perchè] ha tolto le foglie perché [=perchè] sennò vanno nell'erba	p(r)onti partensa [=partenza]	vado a gin(n)astica
3	è già rotto	asso a potta [=lascio la porta]	mi dava i balloni [=palloni] qui <u>me dava</u> [=mi dava]
4	ma è già rotto		il bambino <u>de</u> [=di] Stefano
5	già rotto sono andato addosso ai mattoni, rotto tutto		vado a p(r)endere <u>el</u> [=il] bambino <u>de</u> [=di] Stefano
6	domani vieni via co(n) me col t(r)eno		pottalla [=portarla] dent(r)o la <u>bossa</u> [=borsa] pe(r)chè sennò <u>ciapa</u> [=prende] aria

RECORDING 18: DATE 13.02.2008			
CHILD'S AGE 2;10.3			
Nr.	ITALIAN	DIALECT	MIXED
7	via col t(r)eno		e dove li g`a[=ha] t(r)ovati?
8	no(n) so		
9	vieni anche te		
10	non so		
11	acche [=anche] te ti porto nella neve		
12	tutte due ti porto anche te		
13	eh con il pap`a invete [=invece] te no pecch`e [=perch`e] se no [z]`e [=c`e] i signori che ti fanno		
14	anche te		
15	i palloni della neve		
16	s`i s`i e anche io le lanciavo al pap`a e `e caduto		
17	s`i `e g(r)ande		
18	`e alto		
19	s`i mi faccio male		
20	se ti femma [=ferma] la slitta ti fai male		
21	un bambino `e caduto tre anni che `e andato nella neve `e caduto e s`i `e fatto male		
22	t(r)e anni		
23	eh dieci appile [=aprile]		
24	due t(r)e quatt(r)o cinche [=cinque] sei		
25	anni		
26	dieci anni		
27	eh a settembre vado a sc(u)ola co(n) la corrieria		
28	vieni anche te?		
29	parto da qui con la corriera lo femmo [=fermo] col guastulante [=?]		
30	no non vengo ,domani vengo qui		
31	quando vengo a scuola		

RECORDING 18: DATE 13.02.2008			
CHILD'S AGE 2;10.3			
Nr.	ITALIAN	DIALECT	MIXED
32	dent(r)o alla tera		
33	seghiamo tutto		
Tot. words	180	8	Italian 28 Dialect 14
Tot. utterances	33	3	7
MLU	5.4	2.6	Italian 4 Dialect 2

Recording 19

RECORDING 19: DATE 01.03.2008			
CHILD'S AGE 2;10.20			
Nr.	ITALIAN	DIALECT	MIXED
1	no(n) [z]è [=c'è] polve(r)e poi	eh no so [=non] so	la nonna ha il divano tanto [/n] g(r)ande <u>cositta</u> [così] e ha un atto [=altro] vec(c)hio che ho saltato che sta
2	non lo so	varda là el passegino [=guarda là il passegino]	che va in <u>carosseria</u> [=carozzeria]
3	non lo so	l'ambulansa [=ambulanza]	dice il nonno che va in <u>carosseria</u> [=carrozzeria]
4	a fare i capelli	come quea [=quella] dei pompieri	na [=no] <u>te si na mussetta</u> [=no sei tu un'asinella]
5	sono a lavorare	io son g(r)ando [=grande]	<u>varda</u> [=guarda] quella lì cosa fa
6	senti cosa fa	chi lo gà [=ha] apetto [=aperto]'	il [z]io [=lo zio] Paolo <u>fa el</u> <u>mecanico</u> [=il meccanico]
7	no(n) palla [=parla] poi palla [=parla]	lo gò già [=ce l'ho già]	<u>el papà</u> [=il papà] va vedere gli ammalati
8	sì ha svegliato		anche me ho questo <u>varda</u> [=guarda]
9	io vado con lei		i gatti <u>vardali</u> [=guardali] che belli che sono
10	con Luca nel mio asilo dove [z]è [=c'è] Luca		
11	no nel mio, nel suo nel suo		
12	i telefonini		
13	e dopo		
14	sì vado sì		

RECORDING 19: DATE 01.03.2008			
CHILD'S AGE 2;10.20			
Nr.	ITALIAN	DIALECT	MIXED
15	a la Coopca vado		
16	questo qui va?		
17	cos'è quello lì?		
18	io vado dù [=giù] sempre le capriole		
19	quand'era piccolo faceva le capriole		
20	guadda [=guarda] che g(r)ande sono alto		
21	il rimocchio [=rimorchio] è rotto		
22	sì e il t(r)attore no(n) è tutto rotto da davanti dove vado vicino		
23	questo qui va?		
24	questo qui		
25	ancora va?		
26	non son(o) capace [=capace]		
27	ha messo il suo		
28	a dormire		
29	questo qui va?		
30	ap(r)ilo		
Tot. words	118	24	Italian 47 Dialect 17
Tot. utterances	30	7	9
MLU	3.9	3.4	Italian 5.2 Dialect 1.8

Recording 20

RECORDING 20: DATE 21.03.2008			
CHILD'S AGE 2;11.11			
Nr.	ITALIAN	DIALECT	MIXED
1	guadda [=guarda]	no(n) so	dove domani e dai omani [=dagli uomini] [/n]
2	è g(r)ande pesta [=questa]	l'ambulansa [=ambulanza]	col [=con il] papà

RECORDING 20: DATE 21.03.2008			
CHILD'S AGE 2;11.11			
Nr.	ITALIAN	DIALECT	MIXED
3	cos'è questo?	no desso [=non adesso]	no la polisia [=polizia]
4	per terra?	eh sì (a)desso	
5	ecco(l)a qua		
6	dov'è andata?		
7	dov'è la colombina?		
8	eccola		
9	e que(s)to è Pimpi		
10	Winnie the Pooh		
11	Pimpi?		
12	ma cos'è la scatola		
13	lo sai che ci sono domani, che c'era tutte le macchine rotte che hanno fatto un uccidente [=incidente]		
14	sì è vero		
15	sì anche la porta rotta e quando nell'uccidente [=incidente] si è rotto la porta		
16	lavora a Cittadella		
17	sì è vero		
18	la mamma punture alli [=agli] ammalati		
19	il papà va a p(r)ende(r)e li[=gli] ammalati e li potta[=porta] via		
20	li potta[=porta] via		
21	in ospedale di Bassano		
22	vieni fuori tu		
23	la voglio mangialla [=mangiarla]		
24	la voglio mangialla [=mangiarla]		
25	voglio questa		
26	voglio questa adesso		

RECORDING 20: DATE 21.03.2008			
CHILD'S AGE 2;11.11			
Nr.	ITALIAN	DIALECT	MIXED
27	io voglio quell'altra		
28	la colombina		
29	mangio di tutto		
30	anche la colombina mangio		
31	voglio questa		
32	la testa voglio la testa		
33	no voglio questa la testa		
34	voglio questo io		
35	io non mi piace [=a me non mi piace] il succo		
36	mi piace il vino		
37	gli dico io che mangino i vini		
38	Campari io bevevo quand'ero piccolo		
39	no ma io son g(r)ande		
40	con questo?		
41	con questo si tolgono [=tolgono]?		
42	no ma io mi [=a me] piacciono questi		
43	non son campario		
44	vino si chiama		
Tot. words	182	9	Italian 6 Dialect 6
Tot. utterances	44	4	3
MLU	4.1	2.2	Italian 2 Dialect 2

Recording 21

RECORDING 21: DATE 10.04.2008			
CHILD'S AGE 3;0.0			
Nr.	ITALIAN	DIALECT	MIXED
1	ho rotto	la se ferma [=si ferma]	<u>tuto</u> [=tutto] giù qua gua(r)da <u>tuto</u> [=tutto] giù
2	ho rotto qui	no toccalla [=non toccarla]	io vado nella camera del [z]io [=dello zio]
3	là ho rotto	assala [=lasciala] lì	<u>no toccalla</u> [=non toccarla] pecché [=perché] sennò guar(d)a che ti sghida [=sgrida]
4	la bocca	no toccalla più [=non toccarla più]	lo [z]io [=zio]
5	i denti	no(n) tocca(r)e là	sò [=sono] grande
6	tutto tutto mi ho rotto [=mi sono rotto]		<u>also</u> [=alzo] il tappeto e lo metto giù <u>co[z]itta</u> [=così]
7	io vado a sc(u)ola		e là c'è l'ovo [=uovo]
8	io vado a scolina [=?]		là <u>co[z]itta</u> [=lì così] il nonno dorme
9	adesso		vedi che non è grandissima <u>co[z]itta</u> [=così] qua
10	aì adesso dopo		<u>no toccare</u> [=non toccare] la sveglia
11	io vado di sopra [=sopra]		ma io non vado con la <u>fidansata</u> [=fidanzata]
12	a vedere		ma io <u>desso</u> [=adesso] vengo alto alto
13	guadda [=guarda]		e dopo vado più la <u>fidansata</u> [=fidanzata] neanche
14	vieni a vedere la mamma		ma non devi <u>cavare</u> [=togliere] le foglie perché guar(d)a che è g(r)ande
15	la mammalina [=mamma]		non puoi <u>cavare</u> [=togliere]
16	vieni a vedere la camera di mi [=mia]		
17	sì è mia		
18	è f(r)eddo [/n]		
19	vieni dentro		
20	sì ma io sto bene		
21	io lo sai quand'ero piccolo mi ap(r)ivo questa		
22	io vado dent(r)o nel buco vado		
23	sì in quello lì		

RECORDING 21: DATE 10.04.2008			
CHILD'S AGE 3;0.0			
Nr.	ITALIAN	DIALECT	MIXED
24	perché?		
25	ma io vado via con la corriera		
26	dopo non mi vedi più		
27	vado via		
28	vado all'asilo		
29	guarda cosa faccio		
30	l'aspirapolvere		
31	vieni a vedere		
32	quella si passa le mosche		
33	il ovetto c'era		
34	e adesso non c'è più là		
35	ma pecché [=perchè] non [z]é [=c'è] più?		
36	adesso la cerco io la		
37	la Madonna		
38	no quella cosa?		
39	dammela		
40	sì è un carillon		
41	te [=se] la metti là e non cade		
42	quand'ero piccolo aprivo quella e dormivo		
43	adesso chiudo questa		
44	adesso metto apposto qui		
45	mettila lì		
46	metto apposto qui il letto		
47	guarda che disordinato		
48	adesso guarda il coprietto che bello		
49	Luca no non era lì		
50	quando era piccolo		
51	io dopo vado in		

RECORDING 21: DATE 10.04.2008			
CHILD'S AGE 3;0.0			
Nr.	ITALIAN	DIALECT	MIXED
	zima[=cima] al muro e tocco il muro		
52	e non vengo [=vengo] più non vengo più giù		
53	ho mangiato la torta e ho soffiato la candela		
54	no la macchinetta in scarica [/n]		
55	perché è finito le batterie		
56	no te no		
57	la Giorgia gli hanno cantato tanti auguri		
58	no ma io vado qua te non puoi pecché [=perché] guarda che		
59	te non puoi venire pecché [=perché] è f(r)eddo		
60	no io non vo(g)lio qua		
61	io vado di là pecché [=perché] è f(r)eddo		
62	venire di là è f(r)eddo		
63	no te no è f(r)eddo [/n]		
64	la macchina rotta		
65	sì è stes(s)o del colore ha rotto la macchina un camion è andato addosso e la tua è rotta		
66	ma io ti ho detto che è andato sopra un trattore		
67	sì è saltato co(n) le ruote g(r)andi		
68	dent(r)o non si è rotto il seggiolino		
69	ma io te la aggiusto		
70	dov'è la macchina?		
71	la machina tua		
72	come si chiama?		
73	ma io mi chiamo		
74	adesso		

RECORDING 21: DATE 10.04.2008			
CHILD'S AGE 3;0.0			
Nr.	ITALIAN	DIALECT	MIXED
75	ma te ma lo sai che io mi piace quella pianta là		
76	quello albero lì		
77	ma ormai è g(r)ande quella è g(r)ande		
Tot. words	372	13	Italian 65 Dialect 22
Tot. utterances	77	5	15
MLU	4.8	2.6	Italian 4.3 Dialect 1.4

Marco's Tables of the copula

Recording 1

		RECORDING 1 DATE 27.04.2007 AGE 2;0.17											
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	puppa pella [= ruspa quella] (è una ruspa quella)	e pitta [=?]		è (s)po(r)co	uto [=tutto] potto [=a posto] (è tutto a posto)	e pesse Macco (c'è il pesce di Marco)				e(l) petto [=sasso] lande (è un sasso grande)		
	2	eto [=questo] g(r)ande, visto (questo è grande)	titti [=sassi] (sono sassi)				Balalla [=la palla] (è la palla)				e lini a nona (I fiorellini della nonna)		
	3	(l)a balalla [/n] pesta [= la palla questa]	titti [=sassi] (sono sassi)				a coioia [=la carriola] è la carriola						
	4	(qu)esto (rubi)netto (questo è un rubinetto)	e dochi [i giochi] (sono i giochi)				e(l) lulo [=rullo] (è il rullo)						
	5		picchi [=piccoli] (sono piccoli)				(l)a bitti [=bici]						
	6		un petto lande [un pezzo grande] (è un pezzo grande)				e cale e nono [=le calle del nonno]						

**RECORDING 1 DATE 27.04.2007
AGE 2;0.17**

		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	7		a casa (sono a casa)				a toia [=la foglia]						
	8		ce(s)to (sono nel cesto)				toia [=foglia] [/n]						
	9		l'ebba [=erba] [/n] (è l'erba)										
	10		tatto lande [=sasso grande] (è un sasso grande)										
	11		e pullone [=il pallone] (è il pallone)										
	12		due palle [/n] due pella [=palle] (sono due palle)										
	13		(l)a (s)copa (è la scopa)										
	14		p(r)endo (l)a taletta [=paletta] anco(r)a pocco [=sporco] [/n] (è ancora sporco)										
	15		a puppa [=la ruspa] (è la ruspa)										
	16		(c)a(n)tina [/n] (è la cantina)										
	17		l'attalena [=altalena] (è l'altalena)										
	18		dento [=dentro] là (è dentro là)										
	19		si t(r)oppa (è troppa)										

RECORDING 1 DATE 27.04.2007 AGE 2;0.17													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	20		tattaluga [=tartaruga] (è una tartaruga)										
	21		xx (rubi)netto (è un rubinetto)										
	22		tetto [=sasso] (è un sasso)										
	23		eu tatto [=un sasso] (è un sasso)										
Tot.		4	23	/	1	1	8	/	/	/	2	/	/
Tot. WH Q.		/	/	/	/	/	/	/	/	/	/	/	/
Tot.		4	23	/	1	1	8	/	/	/	2	/	/

Recording 2

RECORDING 2 DATE 09.05.2007 AGE 2;0.29													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1		i(l) cane (questo è il cane)		è Macco [=Macco]		e(l) tore [=il trattore] (è il trattore)				(l)a mucca g(r)ande (la mucca è grande)		
	2		cane (è un cane)		è g(r)ande		na [=una] pettina [=?]						
	3		balena (è una balena)				a bissi [=bici] (questa è la bici)						
tiv e sent	4		l'orololo [=orologio] (è l'orologio)				a muca [= la mucca] [/n] (questa è la mucca)						

**RECORDING 2 DATE 09.05.2007
AGE 2;0.29**

		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
t v e S e n t	5		ba(m)bina (è la bambina)				e(l) [=il] vaso (questo è il vaso)						
	6		l'a[ds]io l'assio [=asino] (è l'asino)				a tataluga [=la tartaruga] [/n] (questa è una tartaruga)						
	7		l'assio [=asino] [/n] (questo è l'asino)				a cadetta [=la casetta] (è la casetta)						
	8		e luga [=la tartaruga] (questa è la tartaruga)				la Anna						
	9		delato [=gelato] (questo è il gelato)				la Anna						
	10		a lampa [=una lampada] (questa è una lampada)				l' ommo [=l'uomo] [/n] (c'è l'uomo)						
	11		palumpe [=paralume] (questo è il paralume)				a tataluga [=la tartaruga] [/n](c'è la tartaruga)						
	12		cane (questo è un cane)										
	13		cane (questo è un cane)										
	14		la mucca (questa è la mucca)										
	15		(gr)ande [/n] (è grande)										
	16		l'ololodo [=orologio] (è un orologio)										
	17		l'olodo [=orologio] (è un orologio)										
	18		chelassio [=scoiattolo] (è uno scoiattolo)										

RECORDING 2 DATE 09.05.2007 AGE 2;0.29													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	19		e chelassio [=scoiattolo] (è uno scoiattolo)										
	20		melino [=maialino] (è un maialino)										
	21		(s)tanco (sono stanco)										
Tot.		/	21	/	2	/	11	/	/	1	/	/	/
Tot. WH Q.		/	/	/	/	/	/	/	/	/	/	/	/
Tot.		/	21	/	2	/	11	/	/	1	/	/	/

Recording 3

RECORDING 3 DATE 23.05.2007 AGE 2;1.13													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	(l)a puppa [=ruspa] tatto [=rovesciato] (la ruspa è rovesciata)	petto [=aperto] (è aperto)	questo è l'acolone [=aquilone]	no è l'acolone [=aquilone]		e(l) ecotto [=l'elicottero] (l'elicottero)				e(l) pete [=pesce] cane (è il pescecane)		
	2		petto [=aperto] (è aperto)				a cadollia [=la carriola]						
	3		rotto [/n] (è rotto)				a colollia [=la carriola]						

**RECORDING 3 DATE 23.05.2007
AGE 2;1.13**

RECORDING 3 DATE 23.05.2007 AGE 2;1.13											
ITALIAN				DIALECT				MIXED			
Omission		Production		Omission		Production		Omission		Production	
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
4		pocco [=sporco] (è sporco)									
5		pocco [=sporco] [/n] (è sporco)				a pissa [=la pizza]					
6		la luna p(i)ena (c'è la luna piena)				a petta [=la barchetta]					
7		macchee [=maschere] (queste sono le maschere)				a petta [=la barchetta]					
8		macchee [=maschere] (queste sono le maschere)									
9		macchee [=maschere]									
10		macchee [=maschere]									
11		macchee [=maschere]									
12		(l)e macchee [=le maschere]									
13		luna (c'è la luna)									

**RECORDING 3 DATE 23.05.2007
AGE 2;1.13**

RECORDING 3 DATE 23.05.2007 AGE 2;1.13													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	14		un 'a(l)tra luna (quella è un'altra luna)										
	15		colone [=aquilone] (è un aquilone)										
	16		colone [=aquilone]										
	17		colone [=aquilone]										
	18		male [=mare]										
	19		talame [=salame]										
	20		pitta [=pizza] [/n]										
	21		e patatine [=le patatine]										
	22		la ba(r)ca										
	23		nave [=la nave][[/n]										
	24		(f)etta (mel)one [[/n]										
	25		(lon)tano e (lon)tano via (lo zio è via lontano)										
Decla rative sente nces	26		l'olo [=l'orologio]										
	27		lotto [=rotto]										

RECORDING 3 DATE 23.05.2007 AGE 2;1.13													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	28		lotto [=rotto] Pà Pio [=Padre Pio]										
Tot.		1	28	1	1	/	8	/	/	/	1	/	/
Tot. WH Q.		/	/	/	/	/	/	/	/	/	/	/	/
Tot.		1	28	1	1	/	8	/	/	/	1	/	/

Recording 4

RECORDING 4 DATE 05.06.2007 AGE 2;1.26													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	que(s)ta la mucca	dell'Anna (è di Anna)	peto e mito e petini [=questo è il micio e pulcini]	ma è c(hi)uso		a muca [=la mucca] [/n]		[z]é [=ce n'è] anco(r)a			tè <u>natro</u> [=c'è un altro]	tono poche [=sono sporche] e [=di] <u>pipì</u>
	2		il cavallo [=cavallo]	(l)a mucca, tè [=c'è] la mucca	no,no è cuso ancoa [=no, no è chiuso ancora]		e mucche [=le mucche]						
Declara tive sentenc es	3		caballo [=cavallo]	(s)ono cudute pete poie [=cadute queste foglie]	tono qua [=sono qui]		poie [=foglie]						

RECORDING 4 DATE 05.06.2007

AGE 2;1.26

RECORDING 4 DATE 05.06.2007 AGE 2;1.26											
ITALIAN					DIALECT				MIXED		
Omission		Production			Omission		Production		Omission		Production
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarat ive sentenc es	4	la ba(m)bina	è dent(r)o là anche la caioia	è ve(le)no [/n]							
	5	i caballi [=i cavalli]		è dent(r)o							
	6	e caballo [=il cavallo]									
	7	e l'asi(n)o									
	8	gat(t)ino									
	9	i maialini									
	10	mucca									
	11	vedi [/n] mucche									
	12	l'andio [=l'asino]									
	13	e [=i] maialini									
	14	banane									
	15	topolino									
	16	le mucche									
	17	(s)talle e [=delle] mucche									
	18	(s)talle e [=delle] mucche									
	19	tattoe [=trattore]									
	20	vedi e [=il] maialino [/n]									

RECORDING 4 DATE 05.06.2007
AGE 2;1.26

		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	21		e [=il] maialino [/n]										
	22		a(u)tunno										
	23		le oche										
Tot.		1	23	4	5	/	3	/	1	/	/	1	1
WH Questions	1		meleno [=veleno] (quello è veleno)?										
Tot. WH Q.		/	1	/	/	/	/	/	/	/	/	/	/
Tot.		1	24	4	5	/	3	/	1	/	/	1	1

Recording 5

		RECORDING 5 DATE 21.06.2007 AGE 2;2.11											
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1		l'oca	zè [=c'è] il lupo	tenti [=senti] cos'è			a [z]é [=lei è] rotta				vedi zé [=c'è] il lupo	
	2		l'oca		è lotto [=rotto]								
	3		gallina		è lotto [=rotto]								
	4		caballo [=cavallo]		è lotto [=rotto]								
	5		mucca		è rotto								
	6		caballo [=cavallo]		è acco [=alto]								
	7		(l)e mucche										
	8		rotto										
	9		cavallana [=cavalla]										
	10		cavalla [=cavalla]										
Tot.		/	10	1	6	/	/	1	/	/	/	1	/
Tot. WH Q.		/	/	/	/	/	/	/	/	/	/	/	/
Tot.		/	10	1	6	/	/	1	/	/	/	1	/

Recording 6

RECORDING 6 DATE 10.07.2007 AGE 2;3													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
		Declarative sentences	1	mulla [=?] [/n] pella [=quella]	cannelina [=candelina]	té [=c'è] l'occa [=oca] e [=in] fondo	è gande [=grande]		e [=le] onde (c'erano le onde)				
2			i(l) cavallino	è rotta pella [=quella]	è (cat)tivo								
3			mucca		è talata [=salata]								
4			c(hi)usa		è rotta								
5			a(l)te [/n]										
6			catti(v)a (era cattiva)										
7			olive										
Tot.		/	7	2	4	/	1	/	/	/	/	1	1
Tot. WH Q.		/	/	/	/	/	/	/	/	/	/	/	/
Tot.		/	7	2	4	/	1	/	/	/	/	1	1

Recording 7

		RECORDING 7 DATE 24.07.2007 AGE 2;3.14											
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	tutta poca pella [=quella]	le mutandine	è mio pello [=quello]	è pulita						e lullo[=il rullo]	detto [=adesso] ci è ba(g)nato e [=il] culetto	vada [=guarda] è del [z]io [/n]
	2	anche lì secco		butto tutta acqua fuo(r)i che è tutta poca [=sporca]	è tutta poca [=sporca]						e lullo[=il rullo]		
	3			è tutta pocca pella [=sporca quella]	è tutta poca [=sporca]								
	4			è tutta poca [=sporca] e dopo zé [=c'è] una pi(g)na e dopo va via	è tutto manato [=rovinato]								
	5			è tutta pocca pella [=sporca quella]	è mio								
	6			è pocca pella [=sporca quella]	è tutto cacca								
	7			è tutto pocco [=sporco] lì	è mio pisel(l)ino								
	8				tono [=sono] tutte ba(g)nate								
	9				è tutto pocco [=sporco] [/n]								
i v e s	10				io lavo gua(r)da è								

RECORDING 7 DATE 24.07.2007

AGE 2;3.14

		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
					tutto pocco [=sporco]								
	11				è tutto pocco [=sporco]								
	12				è tutto pocco [=sporco] [/n]								
	13				è secca								
	14				vedi è tutto pocco[=sporco]								
Tot.		2	1	7	14	/	/	/	/	/	2	1	1
WH Questions	1				è glande [=grande]?								
Tot. WH Q.		/	/	/	1	/	/	/	/	/	/	/	/
Tot.		2	1	7	15	/	/	/	/	/	2	1	1

Recording 8

		RECORDING 8 DATE 08.08.2007 AGE 2;3.29												
		ITALIAN				DIALECT				MIXED				
		Omission		Production		Omission		Production		Omission		Production		
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP	
t i v e	Declarative sentences	1		scimmia	la bambina e chiama la Anna è peccoletta [=che chiama la Anna è piccoletta]	sono i vigili		i singheni [=gli zingari]						detto [=adesso] vado da(l) non(n)o a fiutalo [=aggiustarlo] pecchè [=perché] l è tuto rotto
		2		(gl)i zingheri	è lì la sabbia	ero (s)tanc o							è tuto roto [=tutto rotto]	
		3		i vigili	no è un libro nacche è un camio [=non è neanche un libro, è un camion]	è rotto								
		4			pello[=quello] è mio	è tutto rotto								
Tot.		/	3	4	4	/	1	/	/	/	/	/	2	
WH Questions	1			dov'è la sabbia?										
	2			dov'è la nonna?										
Tot. WH Q.		/	/	2	/	/	/	/	/	/	/	/	/	
Tot.		/	3	6	4	/	1	/	/	/	/	/	2	

Recording 9

RECORDING 9 DATE 20.08.2007 AGE 2;4.10													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
		Declarative sentences	1	e pelle mannate [=quell e bagnate]	caduta dall'albero [=albero] g(r)ande	dopo vado là e a(n)che là c'è la sabbia	è del nonno						tuta manata [=tutta bagnata]
2					è rotto [/n]								
3					è tutta manasta [=bagnata]								
4					è caduta da pello gande [=da quello grande]								
5					è caduta da là								
6					sono mannate [=bagnate]								
Tot.		1	1	1	6	/	/	/	/	/	1	/	/
Tot. WH Q.		/	/	/	/	/	/	/	/	/	/	/	/
Tot.		1	1	1	6	/	/	/	/	/	1	/	/

Recording 10

RECORDING 10 DATE 29.08.2007 AGE 2;4.19													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
		Declarative sentences	1	la ruspa mia	sì birichino (sono birichino)		è rotto						vara [=guarda] zé il sole [=c'è il sole]
Declarative	2		l'oliva		è rotto								

RECORDING 10 DATE 29.08.2007 AGE 2;4.19													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
sentences	3		del nonno Gianni (è del nonno)		è tutta secca								
	4		del nonno Gino		è tutta								
Tot.		1	4	/	4	/	/	/	/	/	/	1	/
WH Questions	1								dove [z]éa [=dov'è]?				
	2								dove [z]éa [=dov'è]?				
	3								dove [z]éa [=dov'è]?				
Tot. HW Q.		/	/	/	/	/	/	/	3	/	/	/	/
Tot.		1	4	/	4	/	/	/	3	/	/	1	/

Recording 11

RECORDING 11 DATE 19.09.2007 AGE 2;5.9													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1		il fomagio [=formaggio]	é[=è] tutto vuoto							le gal(l)ine	anche pella[=quella] [z]é [=è] una mucca	
	2			il cavallino piccolo è g(r)ande lello [=quello]									
Tot.		/	1	2	/	/	/	/	/	/	1	2	/

RECORDING 11 DATE 19.09.2007 AGE 2;5.9												
	ITALIAN				DIALECT				MIXED			
	Omission		Production		Omission		Production		Omission		Production	
	S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	WH Questions	1						dove [z]éo zuzzo [=dov'è il ciuccio]?	cosa [z]éo [=cos'è]?			cosa [z]éo pello [=cos'è quello]?
	2							cosa [z]éo [=cos'è]?			cosa [z]éo pello [=cos'è quello]?	
	3										cosa [z]éo pello [=cos'è quello]?	
Tot. WH Q.		/	/	/	/	/	1	2	/	/	3	/
Tot.		/	1	2	/	/	1	2	/	1	5	/

Recording 12

RECORDING 12 DATE 29.10.2007 AGE 2;6.19												
	ITALIAN				DIALECT				MIXED			
	Omission		Production		Omission		Production		Omission		Production	
	S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	Declarative sentences	1			non c'è bambini nella corriera [=corriera]	sono secche [/n]						c'è uno spo(r)co
	2			no non c'è vecchi	sono secche						le cipolline non c'è pe(r)chè <u>no</u> le gà fate [=non le ha fatte]	
	3			è spo(r)co là.	p(r)endilo è là						c'è solo i radici [=il radicchio]	
	4			e c'è l'acqua								
Declarative sentences	5			è della nonna pella [=quella]								

RECORDING 12 DATE 29.10.2007 AGE 2;6.19													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	6			finiti non c'è niente da fare									
Tot.		/	/	6	3	/	/	/	/	/	/	3	1
WH Questions	1			cosa c'è?	è finito?							il basilico dove [z]éo [=dov'è]?	
	2			come mai è sporco là?									
Tot. WH Q.		/	/	2	1	/	/	/	/	/	/	1	/
Tot.		/	/	8	4	/	/	/	/	/	/	4	1

Recording 13

RECORDING 13 DATE 14.11.2007 AGE 2;7.4													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1		rossa	è là sotto il mio codino [=?]								cap(r)ette f(r)itte io vado da drio [=di dietro] che c'è le braghe [=pantaloni]	
Tot.		/	1	1	/	/	/	/	/	/	/	1	/
WH Questions	1				dov'era là?								
Tot. WH Q.		/	/	/	1	/	/	/	/	/	/	/	/
Tot.		/	1	1	1	/	/	/	/	/	/	1	/

Recording 14

RECORDING 14: DATE 09.12.2007 AGE 2;7.29													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
		Declarative sentences	1		per me	no [/n] pella[=quella] è mia	è vino						
	2			zé il vino dent(r)o lì [=c'è il vino dentro lì]	no è vino								
	3				è mio								
Tot.		/	1	2	3	/	/	/	/	/	/	1	/
WH Questions	1			e pello [=quello] lì cos'è?									
Tot. WH Q.		/	/	1	/	/	/	/	/	/	/	/	/
Tot.		/	1	3	3	/	/	/	/	/	/	1	/

Recording 15

RECORDING 15 DATE 21.12.2007 AGE 2;8.11													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
		Declarative sentences	1		stupida vivente	io sono g(r)ande	sì è b(r)ava				no [a] [z]è [=non è] brutta		
	2		dent(r)o nel body		è rotta				però no [a] [z]è [=non è] brutta [/n]				
	3				era rotta dopo								
	4				sì è rotto								

	5				è stupida anche								
	6				è cattiva a(n)che								
	7				è dent(r)o								
	8				e sono g(r)ande								
	9				è rotta								
	10				è grande no rompe(r)la								
Tot.		/	2	1	10	/	/	/	2	/	/	1	1
WH Questions	1			cosa c'è?									
Tot. HW Q.		/	/	1	/	/	/	/	/	/	/	/	/
Tot.		/	2	2	10	/	/	/	2	/	/	1	1

Recording 16

		RECORDING 16 DATE 08.01.2008 AGE 2;8.29											
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1			io son(o) forte	era b(r)utta							questo lì [=qui] è mio varda[=guarda] se g`a tutto roto [=si è tutto rotto]	
	2			si io son(o) g(r)ande	no è f(u)ori							io sono passùo	
	3			questo lì [=qui] è mio	sono g(r)ande								
	4				è un sedano								
Tot.		/	/	3	4	/	/	/	/	/	/	2	/
WH	1			pello [=quello] lì				sei passùa				e dove [z]ea [=è] la mia pentola?	

RECORDING 16 DATE 08.01.2008													
AGE 2;8.29													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	2			è il tuo?					[=sazia]?				
									sei passù [=sazia]?				
Tot. WH Q.		/	/	1	/	/	/	/	2	/	/	1	/
Tot.		/	/	4	4	/	/	/	2	/	/	3	/

Recording 17

RECORDING 17 DATE 23.01.2008													
AGE 2;9.13													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1		la mia fotocopia	queste sono del papà								questo è mio lo gò scrivato [=scritto] io	
	2		sì g(r)ande [/n]	questo è il disco									
	3			com'è bello far l'amore da Trieste in dù [=giù]									
	4			questo è disco questo									
	5			una bambina c'era									
	6			i bambini c'è pochino pochini									
Declarative sentences	7			questo è il mio p(r)ogramma									
	8			ecché [=perchè] è grande il									

RECORDING 17 DATE 23.01.2008 AGE 2;9.13													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
				trattore									
	9			questo è tuo bevilò									
	10			no questo è mio									
Tot.		/	2	10	4	/	/	/	/	/	/	1	/
WH Questions	1			questo cos'è?								il ciuccio dove [z]éo [=dov'è]?	
Tot. WH Q.		/	/	1	/	/	/	/	/	/	/	1	/
Tot.		/	2	11	4	/	/	/	/	/	/	2	/

Recording 18

RECORDING 18 DATE 13.02.2008 AGE 2;10.3													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1		già rotto	[z]è [=c'è] i signori che ti fanno	è già rotto								
	2				ma è già rotto								
	3				si è g(r)ande								
	4				è alto								
Tot.		/	1	1	4	/	/	/	/	/	/	/	/
Tot. WH Q.		/	/	/	/	/	/	/	/	/	/	/	/
Tot.		/	1	1	4	/	/	/	/	/	/	/	/

Recording 19

RECORDING 19 DATE 01.03.2008													
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AGE 2;10.20													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1			no(n) [z]è [=c'è] polve(r)e poi	sono alto			io son g(r)ando [=grande]					
	2			[z]è [=c'è] Luca									
	3			il rimocchio [=rimorchio] è rotto									
	4			il t(r)attore no(n) è tutto rotto									
Tot.		/	/	4	1	/	/	1	/	/	/	/	/
WH Questions	1			cos'è quello lì?									
Tot. WH Q.		/	/	1	/	/	/	/	/	/	/	/	/
Tot.		/	/	5	1	/	/	1	/	/	/	/	/

Recording 20

RECORDING 20 DATE 21.03.2008 AGE 2;11.11													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1			è g(r)ande pesta [=questa]	lo sai che ci sono domani								
	2			e que(s)to è Pimpi	si è vero								
	3			si è rotto la porta	si è vero								
	4			io son g(r)ande									
Tot.		/	/	4	3	/	/	/	/	/	/	/	/
WH Questions	1			cos'è questo?	dov'è andata?								
	2			dov'è la colombina?									
	3			cos'è la scatola?									
Tot. WH Q.		/	/	3	1	/	/	/	/	/	/	/	/
Tot.		/	/	7	4	/	/	/	/	/	/	/	/

Recording 21

RECORDING 21 DATE 10.04.2008 AGE 3;0.0													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	la macchina rotta		te non puoi venire perché [=perchè] è f(r)eddo	si è mia					tuto [=tutto] giù qua	lo [z]io [=zio]	e là c'è l'ovo [=uovo]	sò[=sono] grande
	2			io vado di là perché [=perchè] è f(r)eddo	è f(r)eddo [/n]					gua(r)da tuto [=tutto] giù			vedi che non è grandissima co[z]itta [=così] qua
	3			venire di là è	adesso non c'è								guar(d)a che è

RECORDING 21 DATE 10.04.2008

AGE 3;0.0

RECORDING 21 DATE 10.04.2008 AGE 3;0.0													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
				f(r)eddo	più là								g(r)ande
	4			dent(r)o non si è rotto il seggiolino	no te no è f(r)eddo [/n]								
	5			quella è g(r)ande	la tua è rotta								
	6				ma ormai è g(r)ande								
Tot.		1	/	5	6	/	/	/	/	2	1	1	3
WH Questions	1			dov'è la macchina?	ma peccché [=perchè] non [z]é [=c'è] più?								
Tot. WH Q.		/	/	1	1	/	/	/	/	/	/	/	/
Tot.		1	/	6	7	/	/	/	/	2	1	1	3

Appendix C

Pietro' s Tables of the copula

Recording 1

		RECORDING 1 AGE 1;6.27											
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1		(c'è la) nonna		a q(u)a		(è la) boc(c)a						
	2		(c'è la) nonna				(sono di) pupà						
	3		(è la) Pia				(sono di) pupà						
	4		(è) q(u)a				(sono di) pupà						
	5		(è) qua										
	6		(è la) pum [=pallina]										
	7		(è di) P(i)et(r)o										
	8		(è di) P(i)et(r)o										
	9		(è di) P(i)et(r)o										
	10		(è di) P(i)et(r)o										
	11		(è di) P(i)et(r)o										
	12		(è di) P(i)et(r)o										
	13		(è di) P(i)et(r)o (/3)										
	14		(è di) P(i)et(r)o										
	15		(è di) P(i)et(r)o										
	16		(è di) P(i)et(r)o										
	17		(è di) P(i)et(r)o										
	18		(è) q(u)a										
	19		(è di) P(i)et(r)o										
	20		(è) papà										

RECORDING 1 AGE 1;6.27													
	ITALIAN					DIALECT				MIXED			
	Omission		Production		Omission		Production		Omission		Production		
	S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP	
Declarative sentences	21	(è di) P(i)et(r)o											
	22	(è della) mamma											
	23	sì (è di) P(i)et(r)o											
	24	(è di) P(i)et(r)o											
	25	(è di) P(i)et(r)o											
	26	(è) (r)otto											
Tot.	/	26	/	1	/	4	/	/	/	/	/	/	
WH Questions				Chi è?									
Tot. WH Q.	/	/	/	1	/	/	/	/	/	/	/	/	
Tot.	/	26	/	2	/	4	/	/	/	/	/	/	

Recording 2

RECORDING 2 AGE 1;7,17													
	ITALIAN					DIALECT				MIXED			
	Omission		Production		Omission		Production		Omission		Production		
	S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP	
Declarative sentences	1	(l)una q(u)a (/2)	(sono) bici [=mici]	a q(u)a (l)una	a q(u)a [=è qua]	a q(u)e(ll)o (è una) muc(c)a	(sono) (scar)pet(t)e			a q(u)e(ll)o tato	(è un) tato		
	2		(sono) bici [=mici]		a q(u)a [=è qua]		(sono) cheti [=calzetti]						
	3		(sono) bici [=mici]				(sono) cheti [=calzetti]						

		RECORDING 2 AGE 1;7,17											
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	4		(sono) bici [=mici]				sono) cheti [=calzetti] (/3)						
Declarative sentences	5		(è un) bicio [=micio]				sono) cheti [=calzetti]						
	6		(sono) bibigi [=?]				(è) a cuca						
	7		(è della) mimima [=mamma]				(è la) muc(c)a:						
	8		(è) ocio [=rosso]				(è la) muc(c)a:						
	9		(è) ocio [=rosso]				(è la) muc(c)a:						
	10		(è) (r)otto				(è) b(r)ut(t)o (/2)						
	11		(è un) tato				(è) b(r)ut(t)o (/2)						
	12		(è) q(u)a				(è un) (giub)ot(t)o						
	13		(ci sono i) p(i)edi				(è) beo						
	14		(sono) p(i)edi				(è) b(r)ut(t)o						
	15		(sono) p(i)edi				(è) beo						
	16		(sono le) mae [=mani]				(è) a muc(c)a						
	17		(sono) q(u)a (/2)										
	18		(è un) bau:										
	19		(c'è) a bau:										
	20		(ci sono i) bici [=mici]										
	21		(sono) pici [=?] (/2)										

		RECORDING 2 AGE 1;7,17												
		ITALIAN				DIALECT				MIXED				
		Omission		Production		Omission		Production		Omission		Production		
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP	
	22		(ci sono i) p(i)edi											
Declarative sentences	23		(è) P(i)et(r)o (/2)											
	24		(sono) toi [=fiori]											
	25		(è) acqua											
	26		(sono) (oc)ch(i)etti											
	27		(è) muuu											
	28		(è) brum											
	29		(sono) bici [=mici]											
	30		(sono) bici [=mici]											
	31		(è una) mucca											
	32		(è una) beee											
	33		(è un) tato											
	34		(è una) beee											
	35		(è) muuu											
	36		(è la) mucca)											
	37		(è la) (L)una											
	38		(è una) ma(cch)i(n)a:											
	39		(è) (r)otto											
	40		(è la) (L)una											
	41		(sono) tate											
	42		(è) (r)otto											

RECORDING 2 AGE 1;7,17													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	43		(sono) gat(t)i										
Tot.		2	46	1	2	1	20	/	/	1	1	/	/
WH Questions									a cheo Ugo? [=è quello di Ugo?]				
Tot. WH Q.		/	/	/	/	/	/	/	1	/	/	/	/
Tot.		2	46	1	2	1	20	/	1	1	1	/	/

Recording 3

RECORDING 3 AGE 1;8,29													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	q(u)e(s)ta (insal)ata	(è una) (tartar)u(g)a				(è la) Pia						
	2		(è) babl[=?]										
	3		(sono) carote										
	4		(sono) (zuc)chine										
	5		(è) b(r)utto:										
	6		(sono) dui [=due]										
	7		(è) du(r)a (/2)										
	8		(è) acqua										
	9		(è) ba(gna)to (/2)										
	10		(sono) (r)ane										

RECORDING 3
AGE 1;8.29

		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	11		(è un) (co)ni(gl)io:										
	12		(è di) (Fr)a(n)co										
	13		(è) Irene										
	14		(c'è il) buco										
	15		(è per) Irene										
	16		(è) (r)osso										
	17		(è un) t(artar)ugo										
	18		(è) acqua (/3)										
	19		(è una) beta (/2)										
	20		(è una) pa(ll)a (/3)										
	21		(è) (r)ot(t)o (/2)										
22		(è) (r)ot(t)o											
Tot.		1	29	/	/	/	1	/	/	/	/	/	/
WH Questions	1		(dov'è) Zazu? (/3)	q(u)e(s)to chi è?	chi è?		(è) (l)at(t)e?						
	2		(dov'è) Zazu? (/3)		chi è?								
	3		(è un) gufo?										
Tot. WH Q.		/	3	1	2	/	1	/	/	/	/	/	
Tot.		1	32	1	2	/	2	/	/	/	/	/	

Recording 4

		RECORDING 4 AGE 1;9.23											
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1		(è) (r)otto	c'è que(s)to	a qua		(è una) (sc)im(m)ia			(è un) co(lor)e q(u)e(s)to	(è un) co(lor)e (/3)		
	2		(è) mino [=pesiolino]		a qua		(sono) mamai [=animali]						
	3		(è) Hu(l)k				(sono) (s)ot(t)o (il) (l)e(t)to						
	4		(è) b(r)utto (/2)				(è) tae [=Babbo Natale]						
	5		(è) b(r)utto (/3)										
	6		(è) b(r)utto (/2)										
	7		(è) b(r)utto (/2)										
	8		(è un) a(l)be(r)o										
	9		(è) (Fr)a(n)co										
	10		(è) Pia										
	11		(è) (tr)i(s)te										
	12		(è) b(r)utto (/2)										
	13		(è) Pippo										
	14		(sono) (le)oni										
	15		(sono) pi(e)di										
	16		(è il) (r)iccio										
	17		(c'è la) carta										
	18		(sono) pi(e)di										
	19		(è) b(r)ut(t)o (/4)										
	20		(è) b(r)ut(t)o (/2)										
	21		(sono) sotto										
	22		(è di) P(i)et(r)o										
Tot.		/	32	1	2	/	4	/	/	1	3	/	/

RECORDING 4 AGE 1;9.23													
ITALIAN					DIALECT				MIXED				
Omission		Production			Omission		Production		Omission		Production		
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP		
WH Questions	1	(ci sono gli) oc(c)hi [=fiocchi]?		chi è?									
	2	(è) Fabio?		chi è?									
	3	chi è que(s)to?											
Tot. WH Q.	/	3	/	2	/	/	/	/	/	/	/	/	
Tot.	/	35	1	4	/	4	/	/	1	3	/	/	

Recording 5

RECORDING 5 AGE 1;10.8													
ITALIAN					DIALECT				MIXED				
Omission		Production			Omission		Production		Omission		Production		
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP		
Declarative sentences	1	(sono) io		è (s)c(r)it(t)o		(è di) o pupà				(è) a Pia			
	2	(sono) io		è qua		(è di) o popà							
	3	(sono) io		è qui		(è) pa pata [=matta]							
	4	(sono) io		è mia		(è della) ma mama							
	5	(è) P(i)e P(i)et(r)o		è mia		(è una) nanea [=coccinella]							
	6	(sono) (sc)a(r)pe		è Maria		(è) o soo [=uno soeo=uno solo]							
	7	(è) tu tua				(è) omo [=uomo]							
	8	(sono) co cote [=carote]				(sono) be bii [=bei]							
	9	(sono) ta(n)te				(è un) (gel)ato							
	10	(sono) du due				a b(r)u b(r)ut(t)i (/2)							

RECORDING 5 AGE 1;10.8												
ITALIAN				DIALECT				MIXED				
Omission		Production		Omission		Production		Omission		Production		
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP	
Declarative sentences	11	(sono) (stell)ine										
	12	(è) b(r)u b(r)utto										
	13	(è una) ta tata										
	14	(è) (l)uce (/2)										
	15	(è) (l)uce										
	16	(è una) mena [=balena]										
	17	(è) (gr)an(d)e										
	18	(sono) pe pessi										
	19	(sono) du due										
	20	(sono) (c)i(n)que (/2)										
	21	(è) (gr)an(d)e										
	22	(è) b(r)utto										
	23	(è) b(r)utto										
	24	(è) (gr)osso										
	25	(è) ocio, oocio [=rosso]										
	26	(è) qua qui										
	27	(è) Pia										
	28	(è) (Fr)a(n)co (/2)										
	29	(è) pi Pia										
	30	(è) ma mamma										
	31	(è) Pia										
	32	(è) (Fr)a(n)co										
	33	a b(r)uco										
	34	a t(r)e										
	35	ahm a b(u)ono										
	36	a b(r)utto										

RECORDING 5 AGE 1;10.8													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Tot.		/	39	/	6	/	11	/	/	/	1	/	/
WH Questions	1		(è) (gr)osso?										
	2		(è) (gr)osso?										
Tot. WH Q.		/	2	/	/	/	/	/	1	/	/	/	/
Tot.		/	41	/	6	/	11	/	1	/	1	/	/

Recording 6

RECORDING 6 AGE 1;11.13													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	que(s)to (è) (r)osso	(è) (r)osso	e c'è buco	è que(s)to qua		a beteo [=martello]		a ze du(r)o				
	2	que(s)to (è un) a(l)t(r)o	(è) b(l)u		e(r)a picco(lo)		a beteo [=martello]						
	3	a(n)che b(l)u que+//	(è) ve(r)de		è mommo [=pongo]		a (ug)ua(l)e						
	4	que(s)to (è) (r)osso	(è) (r)osso		è m(an)ina		a (ug)ua(l)e						
	5	que(s)to (è) ve(r)de	(sono) tu(t)to (r)ossi		è m(an)ina		a toe						
	6	que(s)to (è) (r)osso	(è) ve(r)de		e (gir)affa		a so(l)e						
	7	que(s)to (è) (r)osso	(è) gia(ll)o				a (ug)ua(l)e						
ati ve se nt	8	(è) (gr)an(d)e	(è) (r)osso										

**RECORDING 6
AGE 1;11.13**

		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
		que(s)to											
	9	(è) (r)osso que(s)to	(è) già (r)otto										
	10	que(s)ta (è la) (gir)affa	(è) già (r)otto										
	11	(è) (gr)an(d)e que(s)ta	(sono) (r)osse										
	12	que(s)to (è un) a(l)b(er)o	(sono) (r)osse (/2)										
	13	que(s)ta (è una) fa(r)fa(ll)a	(sono) (r)osse										
	14	que(s)ta (è una) (gir)affa	(sono) già(ll)i										
	15	que(s)ta (è una) m(an)ina	(è un) a(l)be(r)o										
	16		(è) g(r)an(d)e										
	17		(è di) P(i)et(r)o										
	18		(è della) zia Ma(r)ti										
	19		(è) (s)otto nano [=divano]										
	20		(non c'è) p(i)ù										
	21		(è) (riocer)onte										
	22		(è una) patua [=tartaruga]										
	23		(è un) (le)one										
	24		(è un) f(i)o(r)e										
	25		(sono) (gir)affe										
	26		(è una) t(ar)t(ar)u(g)a										
ati ve se nt	27		(sono) (sc)immie										

**RECORDING 6
AGE 1;11.13**

		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	28		(è un) (s)e(r)pentè										
	29		e (r)osse										
	30		a b(r)utta										
	31		a que(s)to qua										
	32		a gnu										
	33		a (le)one										
	34		a (le)one										
Tot.		15	35	1	6	/	7	/	1	/	/	/	/
WH Questions	1			cos'è que(s)to? (/3)	a vè? [=dov'è?]								
	2			cos'è que(s)to?									
	3			cos'è que(s)to?									
	4			cos'è que(s)ta?									
	5			cos'è que(s)ta?									
Tot. WH Q.		/	/	7	1	/	/	/	/	/	/	/	/
Tot.		15	35	8	7	/	7	/	1	/	/	/	/

Recording 7

		RECORDING 7 AGE 2;0.12											
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
eDeclarative sentences	1		(sono) bagigi		è qua (/2)				(i) ze [=sono] rotti				
	2		(è) già (r)otta										
	3		(sono) (noc)cio(l)i										
	4		(sono) (noc)cio(l)i										
	5		(è) du(r)o										
	6		(è) P(i)et(r)o										
	7		(c'è la) mam(m)a										
	8		(è) (le)one (/2)										
	9		(è per il) (fu)oco (/2)										
	10		(è) (le)one										
	11		(ero) (d)i qua										
	12		(ero) qua										
	13		(sono) tutte c(hi)use										
	14		(sono) qua										
	15		(è un) a(l)b(er)o										
	16		(è) (s)po(r)co										
Tot.		/	18	/	2	/	/	/	1	/	/	/	/
WH Questions					chi è? chi è?								
Tot. WH Q.		/	/	/	2	/	/	/	/	/	/	/	/
Tot.		/	18	/	4	/	/	/	1	/	/	/	/

Recording 8

RECORDING 8 AGE 2;1.8												
	ITALIAN				DIALECT				MIXED			
	Omission		Production		Omission		Production		Omission		Production	
	S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	que(s)te (sono) (cia)batte	(è) Pietro		è (gr)an(d)e (/2)		(è) (u)n omo	pe(r)chè ze [=è] (r)otto			è (fi)ni(t)a boto [=moto]	è tato che magna [=mangia] a pappa
	2	que(s)te (sono) (cia)batte	(c'erano le) patate		qua c'è		(è) (u)n omo	ze [=è] sporco			è (fi)ni(t)a a xx	
	3	que(s)ta (è un') a(l)t(r)a a(s)pi(r)apo(lv)e(r)e	(c'era la) picia [=pizza]		è vino		(sono) (col)te(ll)i					
	4	que(s)ti (sono) coconni [=?]	(è) (r)ossa		è mia (/6)		(è) a chicetta [=casetta, cuccetta]					
	5	que(s)ti (sono) viola	(è) (r)ossa		è mia (/4)		(sono) abe [=braghe]					
	6	que(s)to (è) (v)e(r)de	(c'è la) pappa		è mia (/3)		(è) sa(l)e					
	7	(è un) (ca)mietto que(s)to qua	(sono) (tr)eni (/2)		è mia		(è) a boto [=moto]					
	8		(sono) (tr)eni		è mia (/4)							
	9		(sono) t(elec)oman(d)i									
	10		(è un) tato [=bambino] (/2)									
	11		(è) e(r)ba									
	12		(sono) (sc)a(r)pe									
	13		(è) (s)cotch									

**RECORDING 8
AGE 2;1.8**

RECORDING 8 AGE 2;1.8													
ITALIAN					DIALECT				MIXED				
Omission		Production			Omission		Production		Omission		Production		
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP		
Declarative sentences	14	(è) (z)ucche(r)o											
	15	(è) mozz(ar)ella											
	16	(è) biza [=pizza]											
	17	(è) pa(s)ta(s)ciutta											
	18	(è un) palo											
	19	(è un) palo (/2)											
	20	(è) appa [=grappa]											
	21	(è) (l)ate											
	22	(sono) cicce [=salsicce]											
	23	(è la) Ma(r)ti											
24	a macchine												
Tot.		7	27	/	21	/	7	/	2	/	/	2	1
WH Questions	1			qua chi c'è? (/2)	(d)ov'è?				cosa ze?				
	2			que(s)to cos'è? (/2)	cos'è?				cosa ze?				
	3			que(s)to cos'è?	cos'è? (/3)				(s)ito [=sei] matto?				
	4			que(s)to cos'è?	cosa sono? (/2)								
	5			que(s)to qui cos'è?	cosa sono?								

RECORDING 8 AGE 2;1.8													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
WH Questions	6			che c'è?	sono (s)pecia(l)i?								
	7			qua che c'è be(l)lo? (/2)	cos'è?								
	8				cos'è?								
	9				chi è?								
Tot. WH Q.		/	/	10	12	/	/	/	3	/	/	/	/
Tot.		7	27	10	33	/	7	/	5	/	/	2	1

Recording 9

RECORDING 9 AGE 2;1.25													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	que(s)to (è un) (c)amion	(erano) piccoli	che c'e(r)a a(l)t(r)a c(as)etta	è mone [=Pallone]		a quea [=quella] del tato [=bambino]		a ze (l)i(g)à [=è legato]				è (di) pupà
	2	P(i)et(r)o (è) (sci)o(c)chino	(erano) (gr)an(d)i	che c'è a(l)t(r)o pe(s)ce	è (di) P(i)etro				ze [=è] b(r)utta				è tato [=bambino]
	3	papà (è) (sci)o(c)chino	(erano) (gr)an(d)i (/3)	(c)om'e(r)a (fo)ntana	è (di) P(i)etro				ze [=è] b(r)utta				

RECORDING 9
AGE 2;1.25

RECORDING 9 AGE 2;1.25													
	ITALIAN				DIALECT				MIXED				
	Omission		Production		Omission		Production		Omission		Production		
	S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP	
	Declarative sentences	4	papà (è) (sci)o(c)chino (/2)	(erano) (gr)an(di) (/2)	è (l)etto que(s)to	è (l)etto				ze (l)i(g)à [=è legato]			
5		papà (è) (sci)o(c)chino	(era) (gr)an(d)e (/2)		è (l)etto								
6		que(s)to (è un) pu(l)cino	(era) (gr)an(d)e (/2)		è (di) P(i)etro (/2)								
7		que(s)to (è un) minion [=maialino]	(era) (gr)an(d)e (/2)		è P(i)etro								
8		que(s)to (è) (r)osso	(era) piccola		è p(r)onto								
9			(è la) ta(vo)la		è zia (Ir)ene								
10			(è la) ciuccia		è zia (Ir)ene (/2)								
11			(c'è) the, te (v)e(r)de		no è que(s)to								
12			(è un) a(l)t(r)o (c)amion		è que(s)to (l)eggio								
13			(sono) qua										
14			(è la) zia (Ir)ene (/2)										
15			(sono) qua										
16			(c'è) bobì										
17			(è un) m(aial)ino										

RECORDING 9 AGE 2;1.25													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Tot.		9	24	4	14	/	1	/	4	/	/	/	2
WH Questions	1				chi è?								
	2				è è p(r)onto ?								
	3				chi è? (/2)								
	4				chi è? (/3)								
	5				chi è?								
	6				chi è?								
	7				cos'e?								
	8				chi è?								
	9				(d)ov'è?								
	10				(che) (ani)ma(l)e è?								
Tot. WH Q.		/	/	/	13	/	/	/	/	/	/	/	/
Tot.		9	24	4	27	/	1	/	4	/	/	/	2

Recording 10

		RECORDING 10 AGE 2;2.7												
		ITALIAN				DIALECT				MIXED				
		Omission		Production		Omission		Production		Omission		Production		
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP	
Declarative sentences	1		(è) (r)osso	è mo(r)bido quello (v)e(r)de	è mo(r)bido									
	2		(è uno) (st)ampino	è mia que(s)ta	è u upecheta [=una mucchetta]									
	3		(è un) (c)e(r)chietto	è mio didò	è o(r)so									
	4		(è) (c)ome (l)una	è mio didò	è mucca									
	5		(è) papiciulo [=papà]		è mio									
	6		(è un) (an)imale		è mio (/2)									
	7		(è un) o(r)so		è zia Ma(r)ti									
	8		(è) a mac(c)hina		è mio									
	9		(mi)sa (che è) mucca		è mia									
	10		(è) o c(u)o(ri)cino		è un a(l)t(r)o pezzo									
	11		a (cer)chietto											
	12		a [=il] t(r)atto(r)e (di) P(i)et(r)o (/2)											
	13		a c(u)o(ri)cino (/2)											
Tot.		/	15	4	11	/	/	/	/	/	/	/	/	
WH Questions	1		(è) una mu mucchetta?	cos'è que(s)to?	cos'è?									
	2			chi è que(s)to?	cos'è?									
	3			cos'è que(s)ti?	cos'è?									
	4			cos'è quella?	cos'è?									
	5			è a(l)t(r)o que(s)to?	cos'è?									
	6			è a(l)t(r)o que(s)to?	chi è?									
	7				cos'è? (/2)									
	8				cos'è?									
	9				cos'è? (/2)									
	10				chi è?									

RECORDING 10 AGE 2;2.7													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
WH Questions	11				cos'è? (/2)								
	12				chi è?								
	13				cos'è?								
	14				è a(l)t(r)o?								
Tot. WH Q.		/	1	6	17	/	/	/	/	/	/	/	/
Tot.		/	16	10	28	/	/	/	/	/	/	/	/

Recording 11

RECORDING 11 AGE 2;3.5													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Declarative sentences	1	(l') a(l)t(r)a (è) di pa(g)lia	(è) zia Ma(r)ti	qua c'è l'osso	è du(r)o			ze [=è] b(r)utta questa					
	2		(c'è un) fa faloletto [=fazzoletto]	qua c'è l'osso	pe(r)ché è finito			(u)n o(r)ango ze [=è] b(r)utta					
	3		(sono) bello	que(s)to è di vet(r)o	sono io								
	4		(c'è) papà	que(s)to è di vet(r)o	pe(r)ché sono b(r)utto								
	5		(è) b(r)uno	a(l)t(r)a è di legno	è quello								
	6		(è) qua	c'è picigino [=passeggino]	non non c'è								
	7		(è) (u)n lib(r)etto piccolo	o c'è più (n)essuno	non c'è								
	8		(è) su	non c'è il ne(r)o	non c'è								
	9		(ci sono) pecelsane	c'è az(z)u(rr)o	non c'è								

RECORDING 11
AGE 2;3.5

RECORDING 11 AGE 2;3.5											
ITALIAN					DIALECT				MIXED		
Omission		Production			Omission		Production		Omission		Production
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	[=melanzane]										
10	(ci sono) pododoi [=pomodori]	que(s)ta è a (s)t(r)ada	è b(r)utta così nuda								
11	(è) a fa+// [=una farfalla]	c'è ciuccio Ciccibello	(n)on c'è qua								
12	(è un) pesso [=pezzo] si [=di] unghia	que(s)ti è a(n)imali	è puncino [=pulcino]								
13	(è) l'o(r)so	que(s)ta è mucca	non c'è								
14		que(s)to è po(r)cellino	non c'è								
15		que(s)to è cane									
16		que(s)to è Foffio [=Soffio]									
17		è p(r)onto piselli									
18		que(s)to è a (sc)immia									
19		c'è a(n)che ove+//									
20		c'è e foglie									
21		qua c'è a cocca									
22		c'è a(n)che xx									
23		questo è (po)modo(r)o									
24		è un (g)ufo									
25		que(s)ta è a cocca									
26		que(s)ta è (sc)immia (/2)									
Tot.	1	13	27	14	/	/	2	/	/	/	/
U e s +	1		dov'è p(l)a(s)tica?	è finito?							

RECORDING 11
AGE 2;3.5

		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
Q ue sti	2			è di vet(r)o que(s)te?	dov'è?								
	3			dov'è a casa? (/3)	dov'è?								
	4			cos'è quello? (/2)	dov'è di plastica?								
	5			(l)ib(r)etto, dove sei?	chi è?								
	6			cos'è que(s)te?	chi è?								
	7			cos'è que(s)te que(s)te?	è bello?								
	8			dov'è bo(r)sa?	è i(n) (c)amela? [=camera]								
	9			dov'è oche?	dov'è?								
	10			qua chi c'è?	dov'è?								
	11			cos'è que(s)to?	dov'è?								
	12			qua qua chi c'è?	dov'è? (/3)								
	13			di qua cosa c'è? (/2)	chi è?								
	14			qua cosa c'è?	dov'è?								
	15			qua cosa che c'è?									
	16			qua chi c'è?									
	17			qua chi c'è?									
	18			cos'è que(s)te? (/3)									
	19			que(s)te con cariola cos'è?									
	20			qua cosa c'è c'è?									
	21			cos'è que(s)to?									
	22			cos'è que(s)te?									
	23			cos'è que+/ que(s)ta?									
	24			cos'è que(s)ta?									
	25			dov'è pesselto									

RECORDING 11 AGE 2;3.5													
ITALIAN					DIALECT				MIXED				
Omission		Production			Omission		Production		Omission		Production		
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP		
	26			[=pezzetto] di unghia?									
	27			dov'è que+//. quello wu(rs)tel?									
	28			cos'è que(s)to?									
	29			chi c'è dent(r)o?									
	30			cos'è que(s)to?									
	31			cos'è que(s)to?									
	32			que(s)to cos'è?									
	33			dov'è a (sc)immia? (/3)									
Tot. WH Q.		/	/	41	16	/	/	/	/	/	/	/	/
Tot.		1	13	68	30	/	/	2	/	/	/	/	/

Recording 12

RECORDING 12 AGE 2;8.19													
	ITALIAN				DIALECT				MIXED				
	Omission		Production		Omission		Production		Omission		Production		
	S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP	
Declarative sentences	1	questo un most(r)iciattolo	Pietro	questo è un ae(re)o	è un vaso		un saeame [=salame]	i ze tuti [=sono tutti] brut(t)i questi	ze [=sono] due mostriciattoli				sono una femena tuta bruta [= una donna tutta brutta]
	2	e questa una mano	un topo	questa è una ba(r)ca pe(r)ò	è un astronauta		(u)na mosca	questi i ze tuti [=sono tutti] bei [=belli]	sì che ze una nuvoea [= è una nuvola]				
	3	questa (r)otta anche	fo(r)maggio	questa è suo bambino	sono serpenti [=serpenti]		un casteo [=castello]	queste ze [=sono] farfalle	ze [=è] un mostriciattolo				
	4	questo xx scala	un so(r)pentone	la Fata Turchina è questa	sono serpenti [=serpenti]		me putea [=mia bambina]	no a Se(r)ena ze [=è] me putea	ze [=è] un mio amico				
	5	questa E	una sorpresina ti ho detto	questi sono letto	sono serpenti [=serpenti]				ze [=è] me [=mio] papà				
	6		un dado	questa non è fatta a A	è un topo				ze [=è] mio				
v e	7		un astronauta	questa è la	è un topo				l'él [///] ze [=è]				

RECORDING 12
AGE 2;8.19

RECORDING 12 AGE 2;8.19											
ITALIAN				DIALECT				MIXED			
Omission		Production		Omission		Production		Omission		Production	
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
		I eh					mio				
8	a chiave	c'e(r)a una volta	sono porte				ze [=è] mio				
9	il fio(r)e		è un forno				no ze [=è] mio				
10	un dinosau(r)o		sono fuochi				ze [=è]pomodo(r)o (r)osso				
11	un dinosau(r)o		vedi che sono è di farfalle								
12	Pimpi		sono farfalle								
13	pipist(r)ello		ci sono farfalline								
14	una cicogna		c'è un lupo								
15	serpenti		c'è un lupo								
16	un topo		c'è un lupo che dorme								
17	f(r)ighi		è un gioco così								
18	lavat(r)ice		è un caste(ll)o								
19	un telefono		è L fatta E								
20	un fuoco		c'era una volta Biancaneve								
21	aspi(r)apolve(r)e		c'era una volta un popano [=?]								
22	un gatto		c'era un Topo Gigio								
23	albe(r)o		c'era una volta Topo Gigio								
24	scale		c'era una volta Biancaneve								
v e 25	scale		c'era una volta								

**RECORDING 12
AGE 2;8.19**

RECORDING 12 AGE 2;8.19														
ITALIAN					DIALECT				MIXED					
Omission		Production			Omission		Production		Omission		Production			
S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP			
			Biancaneve											
26	farfalle		p(r)aticamente è così											
27	la L		faccio finta che sia un papiro											
28	la L		no non è un vaso											
29	la E		no, sono io											
30	un ma(r)tello		sono i petardini											
31	il vaso													
32	un pippolone [=?]													
33	un birbone [=?]													
Tot.	5	33	8	30	/	4	4	10	/	/	/	1		
WH Questions	1		è una sorpresina quella?	cos'è?				quaea a ze ? [=qual è?]						
	2			cos'è ?				cosa zea secondo ti? [=cos'è secondo te]						
	3			cos'è ?				cosa ze [=è] successo?						
	4			cos'è ?				dove zee [=sono]?						
	5			cos'è ?										
	6			ma cos'è ?										
	7			cos'è ?										

RECORDING 12
AGE 2;8.19

RECORDING 12 AGE 2;8.19													
		ITALIAN				DIALECT				MIXED			
		Omission		Production		Omission		Production		Omission		Production	
		S_P	_P	SCP	CP	S_P	_P	SCP	CP	S_P	_P	SCP	CP
	8				ma cos'è ?								
	9				ma cos'è ?								
	10				cosa sono?								
	11				cos'è ?								
	12				cos'è ?								
	13				chi è?								
	14				cos'è ?								
Tot. WH Q.		/	/	1	14	/	/	/	4	/	/	/	/
Tot.		5	33	9	44	/	4	4	14	/	/	/	1