

## **Composition and evolution of the first lexicon: grammatical categories, semantic classes and speech acts.**

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The first words that children produce can be categorised in many ways, e.g. grammatical category, semantic classes, but also which speech act they perform. The composition of the first two categories has been investigated in many questionnaire studies. For instance, their lexicon shows a noun bias: in many languages, there are more nouns than verbs or even than other grammatical categories (Labertoniere & Skoruppa, 2022). Social words and verbs are also very prominent. Early productions also seem more likely to belong to certain semantic classes, words for objects being easier to conceptualise and thus learn than words for actions (Gentner, 1982). Besides, children's first words seem to be context bound: in the first steps of acquisition, they struggle to generalise the meaning of a word to different situations (Caselli et al., 1995; Hoff, 2013). We seek to, on the one hand, pool all the information on the composition and evolution in time of the lexicon (for grammatical category, semantic roles and speech acts) of children aged 1;0-3;0; on the other hand, get a better understanding of the role that context of production plays in their early productions. To this end, we code and analyse corpus data (from the CHILDES database) from 10 French-learning children aged 1 to 3 years old. First, we compare the distribution of the different grammatical categories, semantic classes (objects, actions and social words) and speech acts in three different age groups: 1;0 – 1;6 (before naming explosion), 1;6 – 2;0 (beginning of naming explosion) and 2;0 – 3;0 (beginning of syntax). Second, we examine if certain contexts are more favourable to word production and investigate whether certain semantic or grammatical classes correlate with certain contexts. We expect to observe first an abundance of social terms followed by a noun bias, with verbs and then adjectives appearing later.