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Parametric Patterns and Contextual Dynamics in Child Vloggers' Urdu Speech: A Study of Spontaneity and Structure

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ABSTRACT

The main objective of present research is to provide analysis in the context of heterogeneous and media-influenced speech communities and its role in the substantiation of the parameters of the language of exposure. The premise of the research is to examine that in situations where the children are motivated to speak, what parametric and structural patterns emerge in the speech of 5-6 years of age. Though the children speech on social media is generally assumed to be scripted but an overview of child vloggers speech reveals that it is spontaneous, developmental and creative. Taking a sample of two child-vloggers' speech, this research aims to explore the parametric patterns of Urdu these children exhibit in their output to the mediated environment. The research concludes that in formal setting of social media public-speaking platforms, children are eloquent and they significantly exhibit a range of syntactical structures of their language of exposure.

| **KEYWORDS** | Mediated Motivation, Parameters, Principles, Speech Communities |

Introduction

Universal Grammar postulates the existence of certain universal principles which characterize a child's pre-linguistic preliminary state whereas the parameters of acquired languages are fixed with the exposure and experience to environmental input. Exploring the structural pattern of children's speech is significant as it reveals the 'explanatorily adequate' features that a linguistic theory of grammar purports. Hence while tracing the pattern of language acquisition, the role of the required input and the environmental exposure of the child can also be detected. With the varied nature and quantity of input available to the child, his acquisition may be concurrent or ordered where he acquires certain mutually dependent features of language concurrently or in an ordered sequence (Snyder & Martin, 2011).

The successful uniformity of language acquisition is predictable and observable (Crain & Lillo-Martin, 1999). Apart from some medical abnormality or an isolation from normal language input, almost all the children acquire grammar of their caregivers in their specific age-groups. While still being in the process of acquisition, the logical or blatant errors in children's speech are very rare (Snyder, 2007).

The present research aims to explore the parametric structures of Urdu in the children speech samples. It investigates the ways in which structural features of Urdu emerge in the speech of language-acquiring children of 5-6 years age. Previous studies have focused on various dimensions of Urdu structural pattern like contrastive grammatical variation of WH-Movement in English and Urdu (Ghafar et al., 2022 and Maqsood et al., 2018), the exploration

of Tense Projection in the Urdu/Hindi (Ali, 2023), the movement and distinction theory of A/A bar in Hindi(Mahajan, 1990), scrambling asymmetries and unlabeled structures in Hindi/Urdu (Kidwai, 2022), agreement concerning adverb in Sindhi, Punjabi and Urdu (Butt et al., 2016), parametric contrast of null-subject between Urdu and English (Uzair, Khan & Zaigham, 2020) etc. The present study extends and verifies the substantiation of parametric peculiarities of Urdu which earlier have been explored along with tapping the under-explored domain of the role child language data can contribute in exemplifying the existences of parametric contrasts of Urdu in Pakistani context. Further if the speech motivation is facilitated through environment i.e conversing on social media, some unique descriptive patterns of speech can be observed.

Literature Review

The debate of principles and parameters was initiated with the publication of Chomsky's article, *On Binding* (1980), and progressed further by Chomsky's (1981) work, *Lectures on Government and Binding*. The term 'government' refers to certain conditions and constraints while the notion of binding reflects the conditions that bind different related elements of the sentences. In the light of Government and Binding theory, principles are the universal grammatical features which are common to all languages whereas there are certain distinct attributes of individual languages which are termed as parameters. The aspects of child's competence which is existing without experience and forms the biologically endowed capacity of language needs not the learning owing to the fact that it is 'genetically gifted'. Also, it follows that '(these) aspects of language which are innately determined will also be universal'(Radford, 2004, p.14). Along with these universal principles, there are also the specific features, the parameters, of different languages which are unique and which needs learning. Hence, both lexical as well as grammatical learning is required by a child to acquire a language.

Many researchers and linguists worked under the domain of Principle and Parameter theory exploring the syntactic principles and parameters (Khan et al., 2018; Becker, 2002; Armon et al., 2004; Smith, 2009). The way children acquire a language through the universal principles and setting the parameters of different languages of exposure is one of the prominent feature of this theory. Chomsky (1986, 1988) explicates the common properties that all human languages possess at an abstract axis of representation (Cook & Newson, 2014; Niyogi & Berwick, 1996; Thornton, 1990). The exposure and experience of certain languages trigger the acquisition of the grammatical variations between different languages, termed as parameters (Chomsky, 2006). Following this approach many studies believed the acquisition of principles in same way in the context of children language acquisition (Hornstein, 2001; Radford, 2004; Boeckx, 2009; Rizzi, 1990).

Chomsky's (1993, 1995) syntactic theories have focused on the reduction and simplification of descriptive and theoretical framework with the emergence of Minimalist Program suggesting that the grammars of human languages ought to be simple and minimal for the satisfactory perception of the native speakers. For this purpose Government and Binding theory, with its focus on principles and parameters, as Boeckx (2009) asserts, "creates the environment in which minimalism emerges" (p. 61).

Various researchers have attempted to examine the operation of principles and parameters in Urdu language in comparison to English. The missing of Wh-movement in Urdu was indicated by (Ghafar et al., 2022) while maintaining that this is not required in Urdu. The parametric adjustments were studied in the children's acquisition of Urdu with the conclusion that children often miss the subjects (Fozia et al., 2018). Urdu being a null-subject language was examined by Uzair et al. (2020) whereas the comparative scrutiny of

Wh-movement in Urdu and English was attempted by Maqsood et al. (2018) who concluded that both languages are different in their attributes of syntactic features especially the Wh-movement.

Many psychologists and linguists have provided their great contributions to the field of child language acquisition. Research studies concerning language acquisition of the children began at the end of the 19th century when the recorded sequences of acquisition process were recorded in diaries. Language acquisition is deemed as a particular kind of behavior by various psychologists asserting that " the study of the process whereby children learn to speak and understand language holds the key to many fundamental problems of behavior" (Carroll, 1961, p. 331).

Different theories relate differently the child's language acquisition to general cognition, specific mental capacity, society, biology or genetics. Brown (2000, p. 22) states that children come with no prior language capacity as purported by the behaviorists. The constructivist, on the other hand, asserts both the rationalists' claim of innate knowledge and the role of interaction playing a pivotal role in child language acquisition. The innatists and the nativists especially Chomsky, while vehemently rejecting the behaviorists' claims, ascertains the existence of Language Acquisition Device (LAD) which every normal child possess and which assists in the acquisition of language. Goh and Silver (2004) also emphasize the rule-based and generative perspective of language Additionally, Lenneberg (1967), through his Critical Period Hypothesis, argues for the optimal acquisition of language before puberty. Therefore, we can synthesize that the innate ability of the child, his cognitive capability, the quantity and quality of input, the motivation to interact with others and the social environment have their equal influence on the pattern of language acquisition of a child.

When a child is born, he does not immediately show the traces of grammar but rather acquires the native language or the language of exposure through certain stages. In his cooing or pre-talking phase, the child produces the vowel-like sounds, [i] and [u] and later at four months, he is able to produce the stops [k] and [g] (Bolinger, 2002). During six to eight months, being in the babbling stage, he produces the sequences like ba-ba-ba or ga-ga-ga. However in late babbling, more complex sequences of vowel and consonant combinations are produced by him i.e ba-da-ga. The Holophrastic stage is initiated from 9-18 months which is defined by Fromkin (1983, p. 328) as being derived from holo which means "complete" and "phrase" denoting the unit of utterance. This is a significant stage of one-word development which serves a range of purposes. From 18-20 months, two-word stage is initiated in which the child vocabulary reaches upto 50 words. He uses a variety of words and learn prepositions, articles and also turn-taking during conversations. Between 24 to 30 months, the telegraphic speech starts which is the formal appearance of some sentence-building activity. The vocabulary now almost comprises 100 words. The child asks questions, enjoys describing the pictures and can also sing parts of some song.

Research concerning the normal children's development of syntax started rapidly during the 1970s with a great number of experimental and naturalistic studies. It provided the significant insightful synthesis regarding different stages of development. For example, Bloom and Lahey (1978) discuss the semantic-syntactic developmental phase in the four stages of 'single-word utterances, successive single-word utterances, linear syntactic relationships, and hierarchical syntactic relationships' (Crystal, 1981, p.101). Also noteworthy are the seven syntactical stages propounded by Crystal, Fletcher and Garman (1976) in their explication of the sequential language development stages of a child. According to them Stage-I is about the development of single-element structures, Stage-II deals with two components structures of phrasal or clausal elements and Stage-III is concerned with the

hierarchical elements with 'phrase units being incorporated into clause structure'(Crystal, 1981, p.101). Stage-IV covers the phrasal and clausal elements of four constituents while Stage -V initiates the complex sentence formation with the help of clausal plus phrasal subordination and coordination. Stage-VI consolidates the operations of different grammatical constituents on clausal and phrasal structures. Stage-VII is where the child acquires patterns of connectivity and emphatic expressions.

A crucial role is played by language input, home and parental environmental factors in the development of the child. The input available to the child includes the language sample from parents, peers, siblings, strangers or digital media (Nyberg, 2022). Various research investigations on linguistic input have been substantiated in the domain of developmental psychology under a variety of names. Saxton (2017) mentioned examples of the terms like linguistic input, caregiver speech, exposure language, child-directed language, verbal stimuli, motherese or parentese used alternatively to cover the same phenomena. However, there is the dearth of inquires exposing the qualitative characteristics of this linguistic environment or input (Masek et al., 2021).

With the growing trends of speaking on social media platforms, substantial communication patterns have emerged (Al-Elaimat, 2023). The platform of You-tube has played an instrumental role for people of different ages to communicate with the world (Mazman & Usluel, 2010). Vlogging is the activity of creating and disseminating video diaries. Along with the monetary benefits, it also help the individuals to improve their communication and express themselves. (Williams & Schreier, 2017). Apart from being the monetary and marketing strategy, the appearance of these language-acquiring children on you-tube presents a potential data for language acquisition studies. Though, in that case, a simulated environmental input is created with the mediated motivation, it shows a significant configuration of child's communicative abilities which sometimes go beyond the expected phase of development. The present study intends to examine the ways this simulated environmental input and mediated motivation of public speech reveals the principles and parameters of the language, the child is exposed to.

Though environmental motivation is generally a concept which is dealt in the domain of second language learning and environmental influence. It is generally assumed that for the first language acquisition, the child undergoes the unconscious stages of development yet the causes which boost the child's confidence to converse and communicate on social media for publicity and propagation are termed as mediated environmental motivation under the rubric of this research.

Material and Methods

To assess the representation of principles and parameters of Urdu, the present research employs a descriptive-exploratory style. Employing the purposive sampling, two children ranging from four to six years are selected. The children are in their respective language acquisition stages. First child is Zartasha, a 4-5 years old girl, living in Dubai and second child is Shiraz who is a 5-6 year old boy belonging to Gilgit Baltistan Pakistan. Both Zartasha and Shiraz are vloggers. These children are selected as apart from being famous, they also have been appearing on you-tube and other social media platforms since very young age. Their speech samples are easily available and their speech can serve as a valuable data to examine the parametric patterns of Urdu. The study is focused on the investigation of Urdu parametric patterns but nevertheless it compares these patterns with English to understand the structural variations between these two languages which are predominantly used by Pakistanis.

Though the spontaneity and informality are the characteristic features of vlogs but the extemporaneous or scripted nature of Vlogs depends on the patterns and style of the vloggers. The study primarily focusses on the investigation of interrogative structures in the selected children's speech as they can be helpful in revealing the overall structural patterns including complementizers, intonation patterns, movements and general sentence structure. Turning this secondary data useful for the spontaneous representation of child speech, the sample utterances are selected from the flow of conversation which are the threads of respective continuous discourses without the interventions.

Results and Discussion

Table 1
Interrogative Structures (Shiraz's Speech Sample)

	Child's sentences	Correct sentences	English Translations	Interrogative Structure
1	Yeh aap kya bana raha ha?	Yeh aap kya bana rahay hain?	What are you making ?	English: Wh movement to the front Urdu: Wh word at the place of object to inquire about it.
2	Aap yeh kya pakra hua hain?	Aap ny yeh kya utaya hua ha?	What are you holding ?	English: Wh movement to the front Urdu: Wh word at the place of object to inquire about it.
3	Aap kya kar raha hain?	Aaap kya kar rahay hain?	What are you doing?	English: Wh movement to the front Urdu: Wh word at the place of object to inquire about it.
4	Yeh meri roz roz ko kaam hota ha?	Ma yeh kaam roz karta hoon?	I do this work daily?	English: Intonation pattern in the declarative structure to ask question Urdu: Intonation pattern in the declarative structure to ask question
5	Bechara murgion ko ghar nahi ha?	Bechari murgion ka ghar nahi ha?	The poor hens do not have a home?	English: Intonation pattern in the declarative structure to ask question Urdu: Intonation pattern in the declarative structure to ask question
6	Kaam karnay say sawaab bhi miltay hain?	Kaam karnay sy swab bhi milta ha?	Doing work gets reward?	English: Intonation pattern in the declarative structure to ask question Urdu: Intonation pattern in the declarative structure to ask question
7	Aap har waqt kaam kyun kartay rahtay hain?	-	Why you keep doing work all the time?	English: Wh movement to the front Urdu: Wh word before the object to inquire about the adjunct.
8	Kaisay hain, theek hain?	-	How are you, fine?	English: Wh movement to the front ,before the subject-auxiliary inversion. Tag question Urdu: Wh word before the copula verb, hain. Tag question
9	Aap nay kuch khaya ha, nahi khaya?	-	You ate something, did you?	English: Declarative structure with intonation to ask question. Tag question Urdu: Wh word as the complement of transitive verb
10	Aap ko dar laga, nahi laga?	-	You are afraid, are not you?	English: Declarative structure with intonation to ask question. Tag question. Urdu: Declarative structure with intonation to ask question. Tag question. The verb structure is not about the work done but about the state of being as there is no subject or doer of the action involved
11	Buhat laga, ya thora?	-	More (afraid)or less?	English: Quantifier expression to ask question. Tag question. Urdu: Quantifier expression to ask question. Tag question.

12	Yeh gayay marta ha, nahi marta ha?	Yeh gayay marti ha ya nahi marti?	This cow hits? Does not it?	English: Declarative structure with intonation to ask question. Tag question Urdu: Declarative structure with intonation to ask question. Tag question
13	Aaap kay yeh baita, aap ki madad nahi karta ha kya?	Aap ka yeh baita aap ki madad nahi karta ha kya.	Does your son help you?	English: Subject-auxiliary inversion with do-support to ask question Urdu: question word at the end of clause in the form of tag question, to inquire about the whole clause
14	Acha abhi khatam ho gaya ya kar raha ha?	Acha abhi kaam khatam ho gaya ya kar raha ha	Well now, is (it) finished or not?	English: Declarative structure with emphasis (well and now) to ask question. Tag question with 'or' Urdu: Declarative structure(with acha abhi)to ask question. Tag question with 'ya'. Ellipsis
15	School ja rahay, nahi ja rahay aap?	-	You are going to school, are not you?	English: Declarative structure with intonation to ask question. Tag question Urdu: Declarative structure with intonation to ask question. Tag question

Table 1 presents the interrogative structures of Shiraz's speech samples. His vlogs are mostly having inquisitive format where he asks different questions from the audience and the other interlocutors present in the vlogs. The structural patterns are almost complacent to WH-patterns of Urdu. There are minor morphological misformations in singular, plural, masculine and feminine forms. Mostly he asks the questions from a clause complex having a declarative component followed by an assertive proposed answer. The proposed answer appears at the final position of the clause fulfilling the same function as that of English Tag questions. The function of these structures are to add emphasis and to fulfill the felicity condition of the content where the question and its proposed answer motivates the audience or listener to answer accordingly. The felicitous, assertive and inquisitive nature of the speech pattern is the demand of the mediated environment in which the child, Shiraz has to execute his Vlogs.

The SOV structure and WH word movement or placement is correct in all the selected utterances. In Urdu, in the clause, the WH-elements can be placed anywhere however, "word order variation appears to be associated with differences in interpretational possibilities" (Ghaffar, 2022, p.8). English has an overt WH position while Urdu-WH position is covert and more flexible. WH terminologies used in the expressions are *kya* (what), *kyun* (why), *kaisay* (how) and *kuch* (some). These question words are coming just before the verbs. In 13, the WH word *kya*(what) comes at the end position of the clause, after the verb, to ask the question about the proposition conveyed through the clause. Whereas in English the WH or question words have to come in the beginning of the sentence, sometimes just before the subject-auxiliary inversion or sometimes with do- support.

WH-Question words are called Haroof-e-Istapham in Urdu. They include words like *kya* (what), *kyun* (why), *kahan*(where), *kab*(when), *kon*(which), *kaisa*(how), *kis* (which), *kitna* (how much), etc. Few common pattern in this speech sample pertains to the placement of WH-question word, use of declarative sentences to ask question, WH-question word before the object to ask question about its adjunct, Wh-Question word before the copula verb, WH-word at the end of the clause and the emphatic temporal expression (*acha abhi*) at the start of the declarative clause to ask question with the intonation pattern.

Wh-Question word is placed at the object's place of the clause in 1, 2 and 3 of Table 1 with sentences like *yeh aap kya bana raha ha, yeh aap kya pakra hua ha* and *aap kya kar raha hain.* Auxiliaries like *hain* (are), *hai* (is), *thy* (were) and *tha* (was) are used in Urdu to indicate the past and present tenses. The aspectual clitics like *raha, rahay, huay* are not correctly chosen

by the child. In Urdu the aspectual clitics, as stated by Ali et al. (2023), are "-a/ (-masculine), -e/ (-feminine), -ae (plural for both masculine and feminine), -ta (habitual aspect, masculine), -ti (habitual aspect, feminine), -tay (ergative aspect, masculine and feminine), -tain (habitual aspect plural), and raha (masculine singular)/rahi (feminine singular)/rahay (plural)" (p. 21). The child adopts the parametric aspectual distinctiveness of Urdu except few inaccurate plural markers. Urdu having SOV word-order and English with SVO word-order also contrast in their treatment of tense and aspect. Ali (2023) maintains that one of the difference between these two languages is that while English is principally tense-based, Urdu is a language which is an aspect-based. Aspect Phrase is an obligatory constituent of Urdu language and is overt in nature. This is also exemplified through Figure 1 and 2.
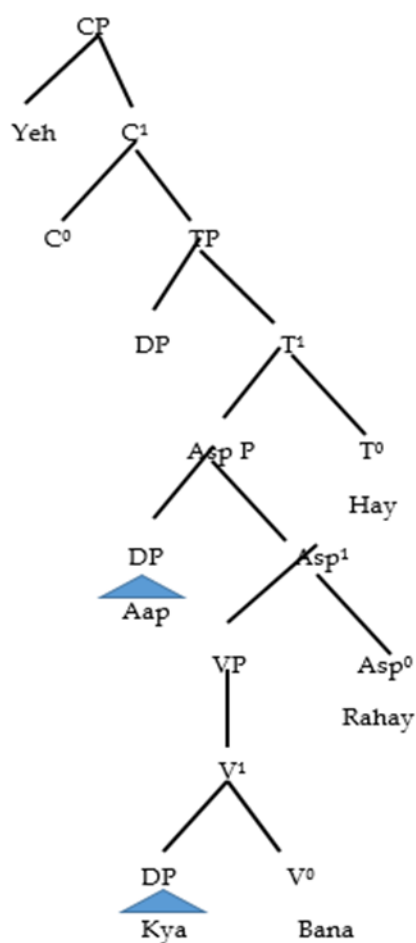

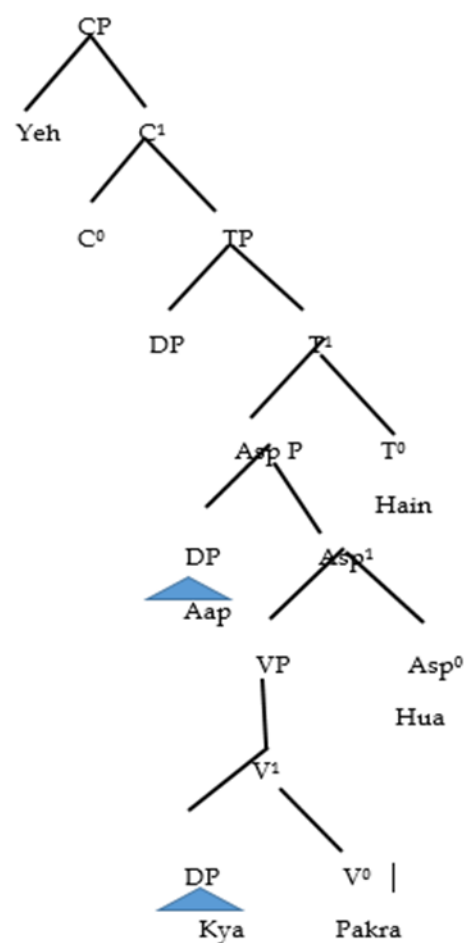Figure 1. Tree Diagram of 1   Figure 2. Tree Diagram of 2

The intonation pattern is used in the sentences 4, 5, 6, 12, and 15 to ask questions which is same in English and other languages as well. In 4 there is the absence of direct object but the emphasis on continuous nature of the work or the habit of the child to do the work on daily basis is emphasized. The adverb *roz* (daily) is used while the subject of the sentence is missing. In 5, placement of the possessive *ka* ('s) is wrongly placed as *ko*. In 6, subject is missing and the adverbial adjunct is placed at the beginning of the sentence. This is similar in English where adjuncts can move to the front of the sentence. From 8-16, there is the usage of Tag questions which are employed for the more clarity by the child as he is talking to the interlocutor while conscious of the audience of his Vlogs. Tag questions are used both in

Urdu and English**.** In English the invariant tag questions are formed with verb and pronoun whereas in Urdu they are formed with emphatic expressions or just verb, pronoun or subject is not required. The child is not forming reversed polarity tag questions but rather he is using emphatic tag questions focusing on the confirmation of his question while hinting at the answers as well. In English, the reversed polarity tag questions exhibit the speakers' bias whereas the tag questions in Urdu express the child's confidence about the expected answer which has positive polarity. Then in 10 , another way of tag questions which indicated the two sides of the possible answer through the use of qunatifier is posed to the interlocutor *Aap ko dar laga, bohat laga ya thora*?. This pattern of Tag or eco question is uncommon in English but in Urdu they are common in speech. Also, the Wh- question word Kya (what) is placed at the end *in Aaap kay yeh baita, aap ki madad nahi karta ha kya*? to ask question. This functions as the complementizer of the expression uttered by the child but in English the complementizers come in the front. In 14, the object is ellipsed in a single phrase without any reference to the action it is pointing towards. Such omission is not allowed in both English and Urdu structures but through the contextual and situational hints, the expression is comprehensible.

Besides the respective SVO and SOV word-orders of Urdu and English, the other marked difference is of operations of movements in both languages as Urdu being an in-situ language permits Wh-movement at different places of the sentences while the Wh-movement is restricted and overt in English (Haroon et al., 2023). Further, the specific fronted Wh-movement is obligatory in English language but the Wh-movement takes place in diverse ways in Urdu (Maqsood et al., 2018). One of the parametric contrasts between Urdu and English are that Urdu is a null-subject or pro-drop language but the feature of null-subject is not the characteristic feature of English. The suppression of Head is not allowed in English since "in English all heads (whether nouns, verbs, prepositions, or adjectives etc.) normally precede their complements"(Radford, 2006, p. 19). The observed sentences indicate that the child has acquired the WH-Movement and the null-subject parameter well. The morphological features like singular/ plural and masculine/feminine are still not developed fully and the child is committing mistakes regarding their applications.

The performance system of an individual is not wholly dependent upon the competence but rather the environmental influences, distractions or motivations can affect the linguistic performance. Chomsky (1965) ascertains this by emphasizing "that acceptability is a concept that belongs to the study of performance, whereas grammaticalness · belongs to the study of competence" (p.11). In the context of mediated environment where Shiraz has to perform his conversational ability, motivation to speak and the use of tools like camera or recorder play an important role. He is more descriptive than the normal child. He frequently and adeptly uses intonation pattern, emphatic expressions and tag question for the explanatory nature of his conversation. Hence the present research argues that this mediated environment is significant in exploring the acquisition of different parameters and principles of Urdu language in which the child has to interact.

Shiraz's speech samples show almost perfect acquisition of Urdu structural features like aspectual prominence of Urdu, WH-movement, Prodrop feature, Tag questions formation. However, at the age of almost 5-6 years, he is unable to correctly use the tense and aspect morphological markers and commits mistakes in their usage. This correlates with normal child acquisition of morphology which is expected to reach perfection at around 6-7 years. According to Ravid (2019), the consolidation of perfect morphological acquisition manifests itself around 6-10 years of age. Also, Urdu is a highly inflected language. While analyzing the inability of Shiraz in the production of correct tense and aspect based morphemes in Urdu, we can understand it in the light of 'The Bare Stem Parameter' which suggests that in some language bare stem of the verb can frequently be uttered like in English

which allows the bare stem in finite conjugations (except the third person singulars) of present tense. Hence the realization that the verbs even can occur uninflected in English can allow the parametric setting of [-INFL] (weak or minus inflection) (Galasso, 2012). Whereas in Urdu, being the highly inflected language the parametric setting of [+INFL] is needed for the child.

Table 2
Interrogative Structure (Zartasha's Speech Sample)

	Child's sentences	Correct sentences	Translation	Interrogative structures
1	Yeh mera baal kaam ki cheez ha fish ka?	Yeh meri baal fish kay kaam ki cheez ha kya?	This, my ball a thing of interest for the fish?	English: Declarative structure with intonation to ask question. Use of a 'this' a demonstrative pronoun as a complementizer. Urdu: Embedded phrase within the root clause. Use of Wh-word at the end to ask the question.
2	Yeh mera kaam ki cheez ha, fish ka?	Yeh meray kaam ki cheez ha ya fish kay?	It is my thing of interest or fish's?	English: Use of 'or' for the question Urdu: Use of 'ya' for asking question. With the help of 'ya' an eco question is asked.
3	Yeh meray kaam ki cheez ha, baal?	Yeh meri kaam ki cheez ha, ball?	This is a thing of interest for me, ball?	English: Use of noun complement, *ball* as the complementizer of the clause to ask question. Urdu: Use of ball for asking question. Ball serves as the complement of the whole clause.
4	Yeh fish kay kaam ki cheez ha koi?	Yeh fish ka kaam ki cheez ha, kya?	Is this a thing of interest for the fish?	English : Use of Wh-word kya at the end of the sentence to ask the question Urdu: Wh-word koi is used at the end of the utterance to ask question but it should be replaced with kya because the question is about the thing i.e ball.

Looking at the selected utterances of Zartasha, a four year old child, we come across some instances of interrogatives structure with the movement of WH-words, declarative structures with intonation and use of possessives and pronouns. In 1, we can see a three element structure with clausal and phrasal components. There is the subject, modifier and verb. She has split the modifier of the subject and merged it with the verb. While subordinating the phrases, she has scrambled the sentence. The genitive case marker 'ka'('s) is used by the child, which should be morphologically modified with 'kay'. Scrambling within the DP, *kaam ki cheez fish ka* is observed and this leads us to realize that the possessive is the argument of the noun and it is not disturbed while scrambling. In SOV languages, scrambling is considered to be an additional operational mechanism which is often seen as unlicensed (Mahajan 1990; Saito & Fukui, 1998; Vikner, 1994; Kidwai, 2000; Bhatt & Dayal, 2007). *Fish ka* has moved from the noun phrase specifier position to the modifier position of DP. This is evident of the creative use of language by the child while reflecting on one of the characteristic feature of SOV languages in the form of scrambling. This movement does not lead to ungrammaticality or ambiguity as it is close to being acceptable. In the same vein, Ali et.al (2021) maintains the legitimacy and structural convergence of scrambling and asserts that "It can be said that in Asian Languages, adjunction flexibility-- rightward or leftward is observed"(p.57).

In 2, with the help of 'ya' an eco-question is asked. Though the research on the structure of Urdu's eco questions has not been explored much, as far as the researcher's knowledge is concerned but the interrogative structures with two DPs, connected with 'ya'

(or), are acceptable in both English and Urdu. In 3, the question is asked in another creative way by using the noun *ball*, as a complementizer of the whole clause, *Yeh meray kaam ki cheez ha, ball?* This again points towards the discourse functions of the clause. The meaning and function of the sentence is clear and it might be acceptable with the rising intonation on 'ball'. In terms of structural interpretation, the sentence corresponds to basic SOV sentence structure. This sentence could serve as an example of emphatic pattern in SOV sentence structure.

In 4, the question-word 'koi' is placed at the end of the clause to pose a question about the ball. 'Kya' is the translation of what, which is used for asking the questions about things. 'Koi' is employed by the child which seems wrong usage because koi means 'someone' which is utilized to ask questions about the persons. Nevertheless, this grammaticality is often violated in adults' speech as well.

Conclusion

The study illuminated the speech patterns of two children who are motivated to speak on social media. They tend to be more conversant and creative in their conversations about the range of topics. The analysis reflected that mostly children at the age of five or six years are commanding the syntactic features of the language of their input. Interrogative structures they employ are good illustration of the movement rules, discourse features, intonation patterns, morphological patterns and structural coordination. The creativity and freedom which the child spontaneous speech manifests can serve as the valuable data for the language acquisition studies. Quite noticeable is the fact that children demonstrate the acceptable utterances through their performance patterns which necessarily do not always coordinate with the grammatical conventions of language.

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