INTRODUCTION
Natural properties of verbs might predict a child’s finiteness marking patterns during the period of inconsistent usage of these forms.

Phonological properties:
• phonotactic probability of uninflected verb (Leonard, Davis, & Deevy, 2007)
• phonotactic probability of verb code + inflection (Marshall & van der Lely, 2006)
• lexical neighborhood density (Hoover, Storkel, & Rice, 2013)

Lexical aspect:
• Aspect refers to temporal quality of the verb in context
• Grammatical aspect = finiteness marking
• Lexical aspect = related to meaning
• Telicity (telic verbs have endpoints, atelic do not)

Duration (punctual, activity, accomplishment, state, habitual)
• telic verbs more likely to be past-tense marked (Leonard et al., 2003)
• perfect/telic marking in non-English languages (Leonard, Lukacs, and Kes, 2012)

We use the -3s marker and a continuum from punctual to stative verbs to ask if duration qualities affect finiteness marking.
Across studies, children with SLI respond differently to these properties than children with typical language development.

Processing Advantage:
Dense lexical neighborhood, alignment of aspect and tense
• Children with typical language development more likely to use finiteness marker
• Children with SLI unaffected

Processing Disadvantage:
Low phonotactic probability
• Children with SLI are less likely to use the finiteness marker
• Children with typical language development unaffected

We use data from typically-developing children and those with SLI to ask if duration provides the reported advantage or disadvantage patterns.

REFERENCES

METHODS
Participants
An existing database of language samples from monolingual English-learners with inconsistent -3s usage
• 20 with typical language development (M age = 3;3, range 2;11-3;11)
• 20 with SLI (M age = 4;9, range 4;0-6;1)

Validation
694 complete utterances with -3s contexts were extracted
20 adult monolingual English speakers
• trained on lexical aspect with regards to duration
• each adult validator rated half (347) of the verbs in sentence context

RESULTS
Individual verbs are perceived as having different durations in different contexts
• Per verb, number of usages ranged from 1 (wipes) – 140 (goes)
• Range of SDs of duration ratings between sentences: .44 (falls) - 1.01 (goes)
• Range of responses between sentences from 1.2 (falls) to 5.7 (goes)

The effect is driven by children with SLI, who use the -3s marker less on punctual verbs (p<.001).

CONCLUSIONS
• Verb duration predicts -3s marking in children with SLI in this sample
• Response pattern is similar to the processing disadvantage seen in past-tense marking in verbs with low phonotactic probability (Leonard, Davis, & Deevy, 2007)
• This study differs from other studies of lexical aspect in that we used child-generated utterances where verbs and sentences were not controlled
• The same question should be asked using an elicitation paradigm

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