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Brown's Morphological Skills in Children Studying in CBSE and ICSE Curriculum

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Abstract: Language is a dynamic, rule governed system of shared symbols that allows individuals to categorize, conceptualize and communicate thought. Language acquisition relies fundamentally on the mastery of morphemes. The acquisition of morphemes serves as the foundational mechanism that elevates a child's language from a fragmented vocabulary to a highly structured grammatically fluent system. The study aims to find the acquisition of morphemes in 8-10 year children studying in CBSE and ICSE curriculum. A group of 30 children further divided into 15 children from CBSE curriculum and 15 children from ICSE curriculum participated in the present study. Tasks given were general conversation, monologue and picture description. The study found that ICSE students acquired a higher number of morphemes at around 8-9 years and full acquisition by 9-10 years whereas CBSE students demonstrate a different rate of development influenced by curriculum specific factors. Among the three tasks both CBSE and ICSE performed better in picture description task, moderate performance for general conversation and poor performance for monologue task. Findings suggest that while educational boards impact the timeline of language development, universal cognitive and task demands shape overall performance patterns.

Key words: Language acquisition, morphemes, Brown's 14 morphemes, CBSE and ICSE curriculum.

INTRODUCTION

Language is a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule governed combinations of those symbols (Owens, 2016). Language acquisition is conceptualized as a complex and systematic developmental process through which children attain linguistic competence. This process commences at birth and demonstrates rapid progression during the early years of life a period considered critical for language development.

Language is a structured system comprising of five key components phonology (sound patterns), morphology (morpheme formation), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use). Morphology is a linguistic discipline that analyzes the internal structure of words and the formal rules regulating the formation and combination of morphemes, the smallest units of meaning within a language. Morphemes can be understood in terms of their ability to stand alone or require attachment. Free morphemes are independent units that function as complete words on their own, such as 'in, on, a, the'. In contrast bound morphemes cannot stand alone and must be combined with other morphemes to convey meaning such as present progressive 'ing', the regular past '-ed', and the plural '-s'

Grammatical morpheme development is closely reflected in Mean Length of Utterance (MLU). MLU is commonly used to assess children's morphological and syntactic growth. As children's language

develops the emergence of grammatical structures follows a predictable pattern. When a child's MLU reaches approximately 2.5 words, morphemes such as 'in' and 'on' typically begin to appear, marking the initial use of relational markers. By around 18 months, toddlers start combining individual words into simple phrases, demonstrating the early stages of syntactic organization. Between the ages of 2 and 5 years, preschoolers gradually acquire the ability to construct basic grammatical sentences and increasingly complex, adult-like structures.

Grammatical development

Brown proposed five stages that describe how children's language develop. They are categorized as following

Stage 1: Children say single words or simple two-word sentences.

Stage 2: Start adding small grammar words and endings.

Stage 3: Learn to rearrange sentences into questions, commands, and negatives.

Stage 4: Begins to embed one sentence inside another.

Stage 5: Start joining two sentences into one.

Brown's 14 grammatical morphemes

Brown's research focused on acquisition of 14 grammatical morphemes in relation to the stages of language development. All of these morphemes first emerge during Stage 2. They generally carry meanings during Stage 1 which could only be implied through simple word order. The morphemes were then fully mastered at different stages as the child's language progressed.

Brown's ranked order of mastery of grammatical morphemes

	Morpheme	Stage	Mastery months	Example
1	Present progressive inflection	II	19–28 months	Boy running
2	Preposition in	II	27–30 months	Doll in box
3	Preposition on	II	27–30 months	Kitty on chair
4	Regular plural inflection	II/III	27–33 months	Two bags
5	Past irregular	III	25–46 months	I ate sweets
6	Possessive inflection	III/IV	26–40 months	Mommy's shoe
7	Uncontactable copula	IV	27–39 months	There it is
8	Articles	V	28–46 months	The cat sat on a mat
9	Regular past tense	V	26–48 months	She walked
10	Regular third person singular	V+	28–50 months	Mom cooks dinner
11	Irregular third person singular	V+	28–50 months	He goes to the park
12	Uncontactable auxiliary	V+	29–48 months	Is she eating? Yes, she is.
13	Contractible copula	late V+	29–49 months	She's nice.
14	Contractible auxiliary	last (V+)	30–50 months	They're running

Steckol and Leonard (1979) examined the use of grammatical morphemes in typically developing (TD) children and in children with language impairments found that the children with language impairments used fewer grammatical morphemes than TD children.

Barrot and Leon(2014) analyzed accuracy order of 14 English grammatical morphemes among Filipino preschool learners indicated that plural forms and progressive verbs demonstrated the highest levels of accuracy whereas prepositions and irregular past tense verbs showed the lowest levels of accuracy.

Baron (2013) established normative data for the development of Spanish grammatical morphemes among Spanish English bilingual children suggested that an increasing trend in the percentage of accurately produced morphemes and Spanish language use increased.

Davison and Hammer (2012) investigated the development of 14 grammatical morphemes among Spanish English preschool children revealed that children in the Home English Communication (HEC) group mastered a greater number of morphemes at an earlier stage than their School English communication (SEC) group.

Mayo and Olaizola (2011) examined the development of third language (L3) morphology among 78 Basque Spanish bilingual learners participating in either a Content and Language Integrated Learning (CLIL) program or a mainstream English as a Foreign Language (non CLIL) program indicated that Full Universal Grammar (UG) observed in morphological usage during the acquisition of nonnative linguistic systems.

Nicholls, Eadie and Reilly (2011) evaluated the expressive morphological competencies of multilingual children acquiring English and compared their performance with that of age matched monolingual peers at three years of age demonstrated that comparable trajectories in English morphological acquisition across both groups.

Bloom (2010) explored the language development of 2 to 3 year old Turkish Dutch bilingual children with varying amounts of language input comparing their spontaneous speech to that of monolingual peers found that reduced input can slow grammatical development particularly affecting mean length of utterance and finiteness

Montanari (2009) examined early word order patterns in a Tagalog Spanish English trilingual child with a MLU below 1.5 showed that language specific input driven patterns mixed utterances mainly reflected vocabulary gaps and they mirrored the order of single language combinations.

Khan and James (2008) assessed the order and rate of acquisition of Brown's 14 grammatical morphemes in three children with language disorders suggested there were notable individual differences.

Jia and Fuse (2007) analyzed the acquisition of six English grammatical morphemes regular and irregular past tense, third person singular, progressive inflection, copula be, and auxiliary do by ten native Mandarin speaking children and adolescents who immigrated to the United States between the ages of 5 and 16 indicated that the acquisition of certain grammatical morphemes by school aged immigrants may require several years to reach full mastery.

Balason and Dollaghan (2002) investigated the production of grammatical morphemes in 15 minute spontaneous language samples from 4 year old children highlighted the need for caution when interpreting grammatical morpheme data from brief spontaneous samples at this age.

Bland Stewart and Fitzgerald (2001) explored Standard American English (SAE) morphological development in 15 bilingual Hispanic preschoolers attending a bilingual daycare center found that emergent use of Brown's 14 grammatical morphemes although children generally did not achieve mastery at the ages typically expected for SAE speakers.

Varghese and Kumaraswamy (2013) investigated Brown's morphological skills in 5–7 year old Kannada English bilingual children showed that four morphemes were present while eight morphemes were absent.

Varghese, Thomas, Nebu, Sunny and Kumaraswamy (2014) examined Brown's morphological skills in 5–7 year old Malayalam English bilingual children indicated that six morphemes were present in the picture discrimination task while eight morphemes were observed in the general conversation task.

Dsouza & Kumaraswamy (2015) studied Brown's morphological skills in Konkani English Kannada trilingual's on 6-9 year old children revealed that that trilingual children followed a different morphological pattern compared to typically developing monolingual children.

Sudheer and Kumaraswamy (2019) investigated the development of morphological skills in TD trilingual children suggested that exposure to three languages does not significantly delay morphological development in TD children and trilingual children follow a broadly similar acquisition order for English morphemes as monolingual peers.

NEED OF THE STUDY

Comparative analysis of morpheme acquisition in CBSE and ICSE students reveals how distinct educational frameworks influence the timeline of language mastery. Defining these curriculum specific milestones ensures clinicians do not misdiagnose typical linguistic variations as clinical language impairments. Within the demanding CBSE and ICSE frameworks students must master complex oral and written language yet we

have little data comparing how these skills evolve across these different systems. Identifying these developmental trends is essential for teachers to develop effective interventions in strengthening literacy and ensure academic progress.

METHODOLOGY

Aim of the study

The present study analyzed the acquisition of morphological structures in children studying CBSE and ICSE curriculum with following objectives:

- a. To assess the acquisition of English grammatical morphemes across different tasks for 8-9 and 9-10 years in children studying CBSE and ICSE curriculum.
- b. To compare the acquisition of English grammatical morphemes across children studying in CBSE and ICSE curriculum.

Subject selection

A group of 30 children further divided into 15 children from CBSE curriculum and 15 children from ICSE curriculum participated in the present study.

Inclusion Criteria

- Malayalam as native language.
- English as second language.
- Enrolled in CBSE or ICSE schools for at least 2 years.

Exclusion Criteria

- No history of speech, language and hearing problem.
- No history of middle ear infections.
- No neurological deficit.

Stimuli

Eight color picture cards depicting the activities of day to day life, school, playground, occasions and nature chosen from the children's textbook and from other resources were used for picture description task. Monologue samples were recorded by giving simple topics including favorite place, my country and family. Connected speech sample was elicited from each child.

Environment

Data was recorded in a quiet room with adequate light. Each child was recorded individually. Children were made to sit in a chair next to the examiner at one foot distance in front of the standard notebook with an inbuilt microphone.

Procedure

The instruction by the clinician was given in English for the tasks individually to every child as "Now I am going to show picture card of places, natures, occasions etc. You have to describe the activities that is happening in the picture in full and meaningful sentence" and also asked to describe on the topic given. Instruction was repeated if the child did not follow in the first attempt also an example was provided if required. If any child was not able to say in complete sentence semantic cues were given. The audio recorded samples were transcribed using International Phonetic Alphabet (IPA -5) and analyzed for morphological structures. A score of one for presence of morphemes and zero for absence was given. The identified morphemes were compared with Brown's 14 stages and checked for order of acquisition and its relevance in children studying CBSE and ICSE curriculum.

Statistical Analysis

Collected responses were categorized by CBSE and ICSE curriculum. Responses were collected and later analyzed using SPSS26 software. The obtained data was further statistically analyzed for significant difference using Mann Whitney U test.

RESULTS AND DISCUSSION

The aim of the study was to analyze the acquisition of morphological structure in children studying in CBSE and ICSE curriculum. The obtained data was analyzed and the results are discussed below.

Table 2

Shows the percentage of Brown's morphemes for General conversation task across two age groups among CBSE children...

	Age group	Yes		p-value	Significance
		Counts	Percentage		
1.Present progressive inflection	8-9 years	12	40.00%	0.068	NS
	9-10 years	15	50.00%		
2.Preposition in	8-9 years	15	50.00%	N/A	-
	9-10 years	15	50.00%		
3.Preposition on	8-9 years	15	50.00%	N/A	-
	9-10 years	15	50.00%		
4.Regular plural inflection	8-9 years	15	50.00%	N/A	-
	9-10 years	15	50.00%		
5.Past irregular	8-9 years	8	26.70%	0.456	NS
	9-10 years	10	33.30%		
6.Possessive inflection	8-9 years	9	30.00%	0.705	NS
	9-10 years	10	33.30%		
7.Uncontractible copula	8-9 years	9	30.00%	0.705	NS
	9-10 years	10	33.30%		
8.Articles	8-9 years	11	36.70%	0.666	NS
	9-10 years	12	40.00%		
9.Regular past tense	8-9 years	9	30.00%	0.232	NS
	9-10 years	12	40.00%		
10.Regular third person singular	8-9 years	7	23.30%	0.464	NS
	9-10 years	9	30.00%		
11.Irregular third person singular	8-9 years	7	23.30%	0.464	NS
	9-10 years	9	30.00%		
12.Uncontractible auxiliary	8-9 years	4	13.30%	0.439	NS
	9-10 years	6	20.00%		
13.Contractible copula	8-9 years	2	6.70%	0.099	NS
	9-10 years	6	20.00%		
14.Contractible auxiliary	8-9 years	2	6.70%	0.099	NS
	9-10 years	6	20.00%		

NS- No significance

Table 2 shows that there is no significant differences for Present progressive inflection, Past irregular, Possessive inflection, Uncontactable copula, Articles, Regular past tense, Regular third person singular, Irregular third person singular, Uncontactable auxiliary, Contractible copula and Contractible auxiliary between the 8-9 years and 9-10 years age groups.

Table 3

Shows the percentage of Brown's morpheme for Monologue across two groups among CBSE children.

	Age group	Yes		p-value	Significance
		Counts	Percentage		
1.Present progressive inflection	8-9 years	9	30.00%	0.439	NS
	9-10 years	11	36.70%		
2.Preposition in	8-9 years	13	43.30%	0.143	NS
	9-10 years	15	50.00%		
3.Preposition on	8-9 years	13	43.30%	0.143	NS
	9-10 years	15	50.00%		

4.Regular plural inflection	8-9 years	15	50.00%	N/A	-
	9-10 years	15	50.00%		
5.Past irregular	8-9 years	6	20.00%	0.464	NS
	9-10 years	8	26.70%		
6.Possessive inflection	8-9 years	7	23.30%	0.464	NS
	9-10 years	9	30.00%		
7.Uncontractible copula	8-9 years	7	23.30%	0.715	NS
	9-10 years	8	26.70%		
8.Articles	8-9 years	11	36.70%	0.666	NS
	9-10 years	12	40.00%		
9.Regular past tense	8-9 years	7	23.30%	0.715	NS
	9-10 years	8	26.70%		
10.Regular third person singular	8-9 years	6	20.00%	0.713	NS
	9-10 years	7	23.30%		
11.Irregular third person singular	8-9 years	6	20.00%	0.713	NS
	9-10 years	7	23.30%		
12.Uncontractible auxiliary	8-9 years	3	10.00%	0.409	NS
	9-10 years	5	16.70%		
13.Contractible copula	8-9 years	2	6.70%	0.099	NS
	9-10 years	6	20.00%		
14.Contractible auxiliary	8-9 years	2	6.70%	0.099	NS
	9-10 years	6	20.00%		

Table 3 shows that there is no significant differences for Present progressive inflection, Preposition in, Preposition on, Regular plural inflection, Past irregular, Possessive inflection, Uncontactable copula, Articles, Regular past tense, Regular third person singular, Irregular third person singular, Uncontactable auxiliary, Contractible copula and Contractible auxiliary between 8-9 and 9-10 age groups.

Table 4

Shows the percentage of Brown's morpheme for Picture description across two groups among CBSE children.

	Age group	Yes		p-value	Significance
		Counts	Percentage		
1.Present progressive inflection	8-9 years	12	40.00%	0.624	NS
	9-10 years	13	43.30%		
2.Preposition in	8-9 years	13	43.30%	0.143	NS
	9-10 years	15	50.00%		
3.Preposition on	8-9 years	13	43.30%	0.143	NS
	9-10 years	15	50.00%		
4.Regular plural inflection	8-9 years	15	50.00%	N/A	-
	9-10 years	15	50.00%		
5.Past irregular	8-9 years	9	30.00%	0.705	NS
	9-10 years	10	33.30%		
6.Possessive inflection	8-9 years	10	33.30%	0.69	NS
	9-10 years	11	36.70%		
7.Uncontractible copula	8-9 years	9	30.00%	0.705	NS
	9-10 years	10	33.30%		
8.Articles	8-9 years	12	40.00%	0.624	NS
	9-10 years	13	43.30%		
9.Regular past tense	8-9 years	10	33.30%	1	NS
	9-10 years	10	33.30%		
10.Regular third person singular	8-9 years	9	30.00%	0.705	NS
	9-10 years	10	33.30%		
11.Irregular third person singular	8-9 years	9	30.00%	0.705	NS
	9-10 years	10	33.30%		
12.Uncontractible auxiliary	8-9 years	5	16.70%	0.456	NS

	9-10 years	7	23.30%		
13.Contractible copula	8-9 years	5	16.70%	0.456	NS
	9-10 years	7	23.30%		
14.Contractible auxiliary	8-9 years	5	16.70%	0.456	NS
	9-10 years	7	23.30%		

Table 4 shows that there is no significant differences for Present progressive inflection, Preposition in, Preposition on, Past irregular, Possessive inflection, Uncontractable copula, Articles, Regular past tense, Regular third person singular, Irregular third person singular, Uncontractable auxiliary, Contractible copula and Contractible auxiliary between 8-9 and 9-10 age groups.

Table 5

Shows the percentage of Brown's morpheme for General conversation across two groups among ICSE children.

	Age group	Yes		p-value	Significance
		Counts	Percentage		
1.Present progressive inflection	8-9 years	13	86.67%	0.143	NS
	9-10 years	15	100.00%		
2.Preposition in	8-9 years	15	100.00%	N/A	-
	9-10 years	15	100.00%		
3.Preposition on	8-9 years	15	100.00%	N/A	-
	9-10 years	15	100.00%		
4.Regular plural inflection	8-9 years	15	100.00%	N/A	-
	9-10 years	15	100.00%		
5.Past irregular	8-9 years	11	73.33%	0.361	NS
	9-10 years	13	86.67%		
6.Possessive inflection	8-9 years	11	73.33%	0.361	NS
	9-10 years	13	86.67%		
7.Uncontractible copula	8-9 years	11	73.33%	0.361	NS
	9-10 years	13	86.67%		
8.Articles	8-9 years	13	86.67%	0.543	NS
	9-10 years	14	93.33%		
9.Regular past tense	8-9 years	10	66.67%	0.409	NS
	9-10 years	12	80.00%		
10.Regular third person singular	8-9 years	9	60.00%	0.705	NS
	9-10 years	10	66.67%		
11.Irregular third person singular	8-9 years	9	60.00%	0.705	NS
	9-10 years	10	66.67%		
12.Uncontractible auxiliary	8-9 years	9	60.00%	0.705	NS
	9-10 years	10	66.67%		
13.Contractible copula	8-9 years	8	53.33%	0.456	NS
	9-10 years	10	66.67%		
14.Contractible auxiliary	8-9 years	8	53.33%	0.456	NS
	9-10 years	10	66.67%		

Table 5 shows that there is no significant differences for Present progressive inflection, Past irregular, Possessive inflection, Uncontractable copula, Articles, Regular past tense, Regular third person singular, Irregular third person singular, Uncontractable auxiliary, Contractible copula and Contractible auxiliary between 8-9 and 9-10 age groups.

Table 6

Shows the percentage of Brown's morpheme for Monologue across two groups among ICSE children.

	Age group	Yes		p-value	Significance
		Counts	Percentage		
1.Present progressive inflection	8-9 years	13	86.67%	0.143	NS
	9-10 years	15	100.00%		

2.Preposition in	8-9 years	15	100.00%	N/A	-
	9-10 years	15	100.00%		
3.Preposition on	8-9 years	15	100.00%	N/A	-
	9-10 years	15	100.00%		
4.Regular plural inflection	8-9 years	15	100.00%	N/A	-
	9-10 years	15	100.00%		
5.Past irregular	8-9 years	9	60.00%	0.439	NS
	9-10 years	11	73.33%		
6.Possessive inflection	8-9 years	9	60.00%	0.439	NS
	9-10 years	11	73.33%		
7.Uncontractible copula	8-9 years	9	60.00%	0.439	NS
	9-10 years	11	73.33%		
8.Articles	8-9 years	13	86.67%	0.143	NS
	9-10 years	15	100.00%		
9.Regular past tense	8-9 years	9	60.00%	0.439	NS
	9-10 years	11	73.33%		
10.Regular third person singular	8-9 years	8	53.33%	0.456	NS
	9-10 years	10	66.67%		
11.Irregular third person singular	8-9 years	8	53.33%	0.713	NS
	9-10 years	9	60.00%		
12.Uncontractible auxiliary	8-9 years	8	53.33%	0.713	NS
	9-10 years	9	60.00%		
13.Contractible copula	8-9 years	7	46.67%	0.269	NS
	9-10 years	10	66.67%		
14.Contractible auxiliary	8-9 years	7	46.67%	0.464	NS
	9-10 years	9	60.00%		

Table 6 shows that there is no significant differences for Present progressive inflection, Past irregular, Possessive inflection, Uncontactable copula, Articles, Regular past tense, Regular third person singular, Irregular third person singular, Uncontactable auxiliary, Contractible copula and Contractible auxiliary between 8-9 and 9-10 age groups.

Table 7

Shows the percentage of Brown's morpheme for Picture description across two groups among ICSE children.

	Age group	Yes		p-value	Significance
		Counts	Percentage		
1.Present progressive inflection	8-9 years	13	86.67%	0.143	NS
	9-10 years	15	100.00%		
2.Preposition in	8-9 years	15	100.00%	N/A	-
	9-10 years	15	100.00%		
3.Preposition on	8-9 years	15	100.00%	N/A	-
	9-10 years	15	100.00%		
4.Regular plural inflection	8-9 years	15	100.00%	N/A	-
	9-10 years	15	100.00%		
5.Past irregular	8-9 years	11	73.33%	0.666	NS
	9-10 years	12	80.00%		
6.Possessive inflection	8-9 years	12	80.00%	1	NS
	9-10 years	12	80.00%		
7.Uncontractible copula	8-9 years	12	80.00%	0.666	NS
	9-10 years	11	73.33%		
8.Articles	8-9 years	13	86.67%	0.143	NS
	9-10 years	15	100.00%		
9.Regular past tense	8-9 years	11	73.33%	0.666	NS
	9-10 years	12	80.00%		
10.Regular third person singular	8-9 years	10	66.67%	0.69	NS
	9-10 years	11	73.33%		

11.Irregular third person singular	8-9 years	9	60.00%	0.705	NS
	9-10 years	10	66.67%		
12.Uncontractible auxiliary	8-9 years	9	60.00%	0.439	NS
	9-10 years	11	73.33%		
13.Contractible copula	8-9 years	10	66.67%	0.69	NS
	9-10 years	11	73.33%		
14.Contractible auxiliary	8-9 years	10	66.67%	1	NS
	9-10 years	10	66.67%		

Table 7 shows that there is no significant differences for Present progressive inflection, Past irregular, Possessive inflection, Uncontactable copula, Articles, Regular past tense, Regular third person singular, Irregular third person singular, Uncontactable auxiliary, Contractible copula and Contractible auxiliary between 8-9 and 9-10 age groups.

Table 8

Shows descriptive statistics for the three tasks of children among CBSE and ICSE schools.

School	Statistic	General Conversation	Monologue	Picture description
CBSE	Mean	9.17	7.97	9.63
	Median	9.00	6.50	11.00
	Standard Deviation	2.167	4.279	4.021
	Minimum	5	1	4
	Maximum	14	14	14
	Interquartile Range	3	7	9
ICSE	Mean	11.07	10.37	11.33
	Median	13.00	11.00	14.00
	Standard Deviation	3.723	3.681	4.003
	Minimum	3	3	3
	Maximum	14	14	14
	Interquartile Range	5	8	6

Table 8 shows that both CBSE and ICSE performed better in picture description task, moderate performance for general conversation and poor performance for monologue task.

Table 9

Shows significant difference across three tasks among CBSE and ICSE schools.

Grouping Variable	Tasks	Test Statistic	p-value
School	General Conversation	264.000	0.005
	Monologue	307.500	0.033
	Picture description	332.000	0.065

Table 9 shows that highly significant difference between CBSE and ICSE in general conversation task, significant difference in monologue task and no significant difference in picture description task.

DISCUSSION

The results revealed the presence of grammatical morphemes like (uncontactable copula, articles and regular past tense) in children of 8-9 year group for general conversation, monologue and picture description among CBSE curriculum. For 9-10 year group morphemes like (regular past tense, regular third person singular and irregular third person singular) were used for general conversation, monologue and picture description respectively. Children of 8-9 years in ICSE curriculum morphemes like (regular third person singular, irregular third person singular and uncontactable auxiliary) was present for general conversation, monologue and picture description and all the morphemes were present for the age 9-10 year group. Children's grammatical development heavily relies on the frequency and richness of the language they hear and read. This increased linguistic exposure allows ICSE students to acquire a greater number of morphemes by ages 8-9 and achieve full mastery by ages 9-10, whereas CBSE students demonstrate a different rate of development influenced by curriculum specific factors. Among the three tasks, both CBSE and ICSE performed better in picture description task, moderate performance for general conversation and poor performance for monologue task. Picture description provides a visual anchor reducing cognitive load by

allowing children to label observed stimuli rather than generate novel content. General conversation eases the speaker's cognitive load through interactive scaffolding, relying on the listener's questions and prompts to co-construct and sustain the dialogue. Monologue requires children to independently generate ideas, structure a narrative and retrieve complex grammar. Hence this study is in accordance with Guo (2009) who says that young children use tense and agreement morphemes variably because adult like speech is not learned by the time and use frequent / lexically specific constructions instead.

SUMMARY AND CONCLUSION

Language is a complex and dynamic system of conventional symbols that is used in various modes for thought and communication (ASHA 1982). Children's morphological development is dependable to factors like language input and age (Tomasello, 2003). ICSE curriculum accelerates grammatical development more rapidly than the CBSE curriculum, as ICSE students consistently utilized a higher number of morphemes at 8-9 years and achieved full acquisition by 9-10 years. Across both curricula, language performance varied by task, with the picture description task eliciting the greatest number of morphemes while general conversation and monologue showed lesser no of morphemes due to the varying levels of cognitive load and structural support each task requires. In conclusion, while grammatical morpheme acquisition naturally progresses with age as children transition away from variable, lexically specific constructions, the intensity and richness of the institutional curriculum and the nature of the communication task play a definitive role in shaping the pace and success of a child's language development.

Limitations of the study

- Limited sample size.
- Varying socio economic and home environment.
- Narrow task selection.

Future directions

- Study can be attempted in various CLDs.
- Study can be attempted in bilinguals/trilinguals studying in CBSE and ICSE curriculum.

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