ABSTRACT
This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with the following topics: sex-appropriate and sex-inappropriate language; lexical retrieval and perceptual errors; naming deficits in anoma and aphasia; developmental discourse; pragmatic information and contextual variation; identification of oral communication skills in children; syllabication and syllable structure in child language; growth of word meaning during middle childhood; children's responses to various levels of questions; temporal parameters within the speech signal applied to speaker identification; preschool children's awareness of function words as separable units in aural language; the vernacular lexicon of both black and white students in relation to rock music; formal operations and syntactical complexity in adult women's oral language; creative oral language in preoperational and concrete operational first grade students; children's questions and explanations; cognitive development, language acquisition, and the development of conditional reasoning in children; functions of preschool children's private speech; children's prior nonverbal color concepts and the learning of color words; sex differences in the development of verbal social responses; language experiences and activities in the home; children's explanations of word similarities in relation to word knownness; and the effect of language on young children's logical thought. (PR)
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PERCEPTIONS OF MALE AND FEMALE SEX-APPROPRIATE AND SEX-INAPPROPRIATE LANGUAGE

Order No. 7901427


Two stimulus tapes were created to manipulate male and female communicators' use of task and socio-emotional behavior, pronunciation of -ly word endings, interruptions, pitch, intonation, and number of words. To determine the source of perceptual attributions to male and female communicators, this study compared subjects' perceptions of male and female communicators who use sex-appropriate and sex-inappropriate language features.

Results indicate that regardless of whether they are used by a male or female communicator, traditional "female" language features consistently contribute to the user's credibility. A communicator, regardless of gender, who uses traditional "male" language features is consistently rated as more extraverted.

It was concluded that: 1) Communicators are differentially rated as a consequence of linguistic features in their messages rather than as a consequence of mere identification of source gender; 2) One's language should not be restricted by traditional sex-role prescriptions but should be guided by situational appropriateness.

TIP OF THE TONGUE AND SLIP OF THE EAR: IMPLICATIONS FOR LANGUAGE PROCESSING

Order No. 7901340

BROWMAN, Catherine Phoebe, Ph.D. University of California, Los Angeles, 1978. 161 pp. Chairman: Professor Peter Ladehoff

Lexical retrieval errors (the tip-of-the-tongue phenomenon or TOT) and perceptual errors (slips of the ear or SLOE) occurring during casual conversation were analyzed and compared to each other.

Chapter One includes a general description of the TOT data as well as analyses of the role of unit size, within-unit position and stress. The lexical errors consist primarily of errors of segment order and secondary identity in segment identity. Recall is most accurate at three points of prominence within the word: at the beginning, at the end, and at the beginning of the stressed syllable. The segments tend to be recalled in small groups: consonant clusters, vowel plus clusters, or entire syllables. Vowels in particular are generally recalled in combination with the immediately adjacent consonants; they combine as often with preceding consonants as with following consonants.

Consonants in final position in the syllable rarely are recalled alone; they are almost always combined with the vowel. Consonants in the initial position of the syllable on the other hand, are recalled without the vowel much more frequently. The rhythmic pattern of the lexical item is generally recalled accurately regardless of whether the segments are accurately recalled. The initial consonant(s) of the stressed syllable are generally accurately recalled; however, they are recalled as stressed (rather than unstressed) only if the rhythmic pattern of the lexical item is also correctly recalled. Stress facilitates recall only for the initial portion of the stressed syllable, not for the vowel or final portion.

Chapter Two includes a general description of the SLOE data as well as an analysis of the role of the word in perceptual errors. The majority of the errors occur within one word. There is no evidence that any particular portion of the word triggers the misperception. There is a very slight tendency for words to be perceived as shorter, either by perceiving two short words instead of a single long word, or by failing to perceive some portion of the word. A misperception of word structure (two short words perceived as one long word, or vice versa) is associated with more segmental errors and more serious segmental errors (multiple feature changes).

Chapter Three continues the investigation of perceptual errors with analyses of the distribution of perceptual errors within the word. Two sources of perceptual errors are posited: a low-level acoustic mismatch and interference from higher (lexical) levels. Errors attributable to a low-level acoustic mismatch occur most frequently at the beginning of the word and of the syllable, and least frequently at the end of the word and the syllable. On the other hand, errors attributable to high level interference occur least frequently at the beginning and end of the word, and most frequently in the middle of the word.

Chapter Four compares the lexical errors and the perceptual errors to each other and to the information present in the acoustic signal. On the basis of this comparison, a mechanism common to both lexical and perceptual errors is proposed. The common mechanism focuses attention on the beginning and end of the word, and also on the initial-stress portion of the stressed syllable. It is suggested that the pattern of lexical errors is a function of this mechanism operating during retrieval, rather than a function of storage. It is further proposed that the pattern of perceptual errors is a function of this mechanism operating on the output of a duration-based low level acoustic analyzer.

NAMING DEFICITS IN ANOMIA AND APHASIA: IMPLICATIONS FOR MODELS OF SEMANTIC AND LEXICAL ORGANIZATION

Order No. 280524


A study was undertaken to analyze the relationship between naming disruptions and semantic processing disruptions in aphasia. The performance of five clinical groups (normals, Broca's aphasics, anomics, and Right-Handed Brain-damaged patients) was measured for RT and Error scores across naming, perceptual processing, and semantic processing stages. All groups performed equally well on the perceptual tasks, although the Brain-damaged group took longer. Perceptual matching, however, gave evidence of semantically-based constraints.

Results of performance on other tasks indicate that Wernicke's aphasics are the most impaired group in both naming and semantic matching tasks. Anomics perform as well as normals on the naming task, although they did show RT impairments. Both the anomics and the RH group were the slowest on the semantic matching tasks, although they did not make as many errors as the Wernicke's group. Although there were overall differences between the performance of the anomics and Wernicke's groups, some similarities emerged in performance on the auditory-visual semantic matching tasks. This observation is confounded, however, by the mildness of the naming deficit in the anomic group.

The Broca's group also evidence naming and semantic processing deficits. However, their semantic disruptions seem qualitatively different from those of the RH groups, and quantitatively different from the other aphasic groups. There was no evidence for semantic field constriction in the Broca's groups, as in the other groups; rather, Broca's aphasics suffer a disruption of a "feature-matching" mechanism.

These results imply that there are two dimensions of semantic processing resulting from brain damage: (1) constriction of semantic field organization, and (2) disruption of a feature-matching mechanism. Moreover, these dimensions can be disrupted separately. This implies that comprehension deficits resulting from aphasia (or brain damage in general) are non-unitary in nature.

Results of this experiment also yield conclusions relevant to psychology and linguistics. First, individuals seem to use two types of scanning procedures in making semantic relatedness decisions: (1) a scan of the appropriate semantic category in determining that two items are not related, and (2) a scan of features associated with the particular items being compared in determining that two items are related. Category research, then, is only one part of a larger semantic processing mechanism.

Secondly, there is also evidence for a separate level of lexical representation, which may be unaffected by semantic organization deficits, or which may be disrupted without semantic field constriction. It does appear, however, that semantic constraints play a role in the organization of this lexical representation level.
**DEVELOPMENTAL DISCOURSE: FORM, FUNCTION, AND PROCESS IN DESCRIPTIVE MONOLOGUES**

Order No. 7911484


Experiments were carried out which determined how descriptions of pictures are generated by children ages five to ten and by adults, and a discourse analysis was made of the linguistic nature (organization, syntax, semantics, and pragmatics) of such descriptions.

Verbal descriptions of the same photograph were elicited from 24 elementary school children, ages five, six, seven, and ten (six in each age group) and from twelve adults, six of whom wrote their descriptions. Using an ethnography of speaking approach, the components of the context of situation for this particular interview were determined and an assessment made of the influence each component had on the linguistic output of the participants. Components having an identifiable influence were found to be the age and social roles of the participants, the descriptive purpose of the discourse, the monologic form of the message, and the presuppositional pool for the speech situation. Examples of how each component influenced the surface structure are provided. The interview as a whole was found to be composed of adjacency pairs and a three-move eliciting exchange, such as those found in classroom discourse.

The internal structure of the monologues was examined using a tripartite discourse analysis. First, employing a method set up by Halliday and Jhassan (1976), the cohesive ties (such as pronounization, definitization, ellipsis, synonymy, hyponymy, and paronymy) relating the sentences to one another, were identified, defined as either grammatical or lexical, and counted for each discourse. The number of cohesive ties per discourse increased with the age of the children. The adult spoken showed a marked increase over the children's; and the adults written a sharp increase over the adults spoken.

Second, the overall organization of the monologues was examined. A unit of discourse, termed a pass, was proposed and defined both linguistically and psychologically. The method of organization for all age groups was found to be a series of such passes over the main subject areas of the picture; this strategy was found to be selective, discrete, and cyclical, characteristics shared with other skilled human activities. A salience hierarchy determined the ordering of information, both in the whole pass and within individual passes. The development of the successive pass strategy was both qualitative and quantitative. The mean number of passes per description increased with age, as did the informativeness of the pass as measured by counting the number of contentives in the subjects' first pass over the subject category men.

Third, the initial element or starting point of the sentences in the monologues was examined from a functional sentence perspective. The development of starting points proceeded from minimally functional starting points to complex starting points, such as adverbs of location, which began to appear in the discourses of the nine- and ten-year-olds. The communicative value of such adverbials in sentence initial position is discussed. Examples of how each component influenced the surface structure are provided.

This study has shown in measurable detail how the ability to produce organized discourse develops in children from age five to age ten as compared with the discourses of mature speakers.
Significant grade-level differences were found in speaker performance on all eight tasks. An examination of the factor loading patterns within each grade suggested that there were also qualitative differences in the way each grade performed. In second grade, the factor loading pattern was specific to each type of task, whereas by fourth grade more general communication skills emerged. In addition, the materials involved in each task also played an important role in performance similarities across tasks. An examination of the relative difficulty of the tasks within grade revealed that the rating of tasks representing the descriptive skill were significantly higher than those representing the sequential skill in second grade. The difference between tasks decreased in fourth grade, indicating that performance improved more for tasks involving sequential skill and suggested that descriptive skill develops at a later stage of the school. The difference between tasks decreased in higher grades and suggested that descriptive skill develops at a later stage of the school.

Examination of sex differences indicated that although there was little difference in overall speaker effectiveness between girls and boys, there were differences in the patterns of correlations among tasks: for girls, the cluster of correlations was stronger for the sequential skill tasks, and there was a stronger relationship between the individual ratings within that cluster with the other independent variables; for boys, this relationship was similar for the cluster representing the descriptive skill.

The correlations of the task ratings with the independent variables suggested the usefulness of applying the theory of cognitive development proposed by Pascual-Leone to communication. Both Digits Backwards (assembling M-space) and Block Design (assessing field-dependence-independence) were significantly correlated with all the tasks for grades combined. In addition, Digits Backwards correlated with the sequential tasks in second grade but not with the descriptive tasks, and did not correlate with any of the tasks in fourth grade. This suggested that the tasks representing each skill required a certain minimal M-space that had been attained for the descriptive skill by second grade and attained for the sequential skill by fourth grade. Block Design correlated with the factors that explained most of the variance for both grades combined and within grades, but did not correlate with any individual tasks. The findings that paralleling out Block Design and Digits Backwards affected many of the M-space factors for grades combined suggested that although Block Design did not have a strong relationship with any of the individual tasks, it served as a facilitative function in performance. The Slosson was primarily related to tasks representing the descriptive skill, and was an increasingly important variable by fourth grade, which seemed to indicate that the older speakers used more logical reasoning in their ordering of the tasks.

Some methodological considerations which might have influenced the results are discussed.

SYLLABIFICATION AND SYLLABLE STRUCTURE: EVIDENCE FROM CHILD LANGUAGE

FALLOWS, Deborah Jean Zerad, Ph.D. The University of Texas at Austin, 1978. 107pp. Supervisor: Robert D. King

A major concern in recent linguistic research has been the syllable and its place in phonological theory. Current research has focused on two issues: (1) the syllabification process—the division of words into their component syllables; (2) defining the characteristics of the resulting syllables.

Syllable theories base syllabification on four major principles: (1) phonotactics of the language; (2) the maximum number of consonants in the syllable onset; (3) maximum syllabicity, or the linking of consonants by syllables; (4) attraction of the maximum number of consonants by a stressed syllable. The different theories use different combinations of these principles and suggest different preferred syllable structures.

In this research data on word syllabification were collected from two age-groups of English-speaking children, five and ten years old. The data reflect on the validity of the syllabification principles: their relative importance, different methods of syllabifying in different word structures, and resulting syllable structures.

Results showed that the shape of a stressed syllable is more regular than the shape of an unstressed syllable: speakers will syllabify a word to maintain the preferred structure of a stressed syllable at all expense, if necessary, of an unstressed syllable. With respect to stressed syllables, the consonant phonotactics of the language are almost always observed (88%) in syllabification: a stressed syllable will attract the maximum number of consonants in initial position (94%) but not final position unless the vowel is lax (82%). Thus, the preferred syllable shape is

CV-*, the vowel is tense, and CV if it is lax.

Further, ambisyllabicity is used as a strategy for regularizing the shape of a stressed syllable 33% of the time by attaching a consonant in initial position and 10% of the time by closing a lax vowel.

There is a consensus among both groups of speakers on these findings. However, older speakers as individuals are more consistent in their syllabifications, and as a group employ ambisyllabicity twice as often as a strategy for regularizing the structure of unstressed syllables.

CONVERSATIONAL PRACTICES IN A PEER GROUP OF URBAN BLACK CHILDREN


A range of speech activities in a peer group of urban black working class children, ages four through thirteen, are investigated from the perspective of the approach to conversation analysis developed by Sacks and his colleagues. Activities examined include rituals of access, stories, command sequences, ritual insults, forms of arguing,组团, and various types of speech play. Data consist of several hundred hours of audiotape of spontaneously occurring conversation which took place over a sixteen month period.

A general introduction discusses the relevance of the analysis of conversation for the study of culture and social organization. Then, following a brief description of the setting in which fieldwork took place, play and processes of comparison among sex- and age-groups of speakers are discussed. Girls and boys make use of different forms of 'directive' sequences in coordinating activities, and such differences can be seen to be related to procedures for making comparisons.

Analysis then turns to investigation of a number of conversational structures, such as turn-taking, overall structural organization, repairs, and the preference for agreement, in the talk of this particular group. It is found that these children utilize the same turn-taking system as that described by Sacks, Schegloff and Jefferson (1974). They do not, however, employ greetings to begin talk with each other; further, the access rituals they do use do not bound conversational units, but rather periods of co-presence.

Investigation of disagreement sequences reveals that argumentative talk is a highly organized phenomenon, constructed through systematic alternations to the activities through which the preference for agreement and the preference for agreement are achieved. The turn shaping, sequencing patterns, intonation contours, and types of person descriptors of children's argumentative talk, as well as procedures for bringing it to a close, are described.

The third chapter investigates stories. The perspective taken by conversation analysts to their study of social interaction, i.e., examining stories as the emergent products of the interaction of speaker and hearer, is distinguished from that of folklore and linguistics. Preface, response, and self-sequence analysis are analyzed in the recounts of the children. Recipients and teller actively collaborate in developing the story, the structure of which is found to provide a form of social organization which can be differentiated from that characteristic of argumentative sequences.

The final phenomenon examined is an extended form of gossip event called he-said-she-said. Procedures for constructing the event provide not only for utterances with a particular structure and also create a coherent domain of action, including an organized past and situated biographies for each of the participants at different stages in the event, as well as appropriate identities and actions for them in the present. Actual sequences of talk occurring in different stages of the event were...
The growth of word meaning during middle childhood

Hambley, Janice Marie, Ph.D. University of Toronto (Canada), 1978

This thesis reports an investigation of children's understanding of word meaning, with particular interest focused on the encoding of semantic features. Previous research has shown that adults derive complex word meaning from the encoding of multiple features. This study was designed to investigate whether children, like adults, encode several semantic features at a time, thereby exhibiting a similar potential for rich comprehension of word meaning.

Following Bruner, Oliver, and Greenfield (1967), Clark (1973), Anglin (1970) and others, one possible prediction would hold that developmental differences would be found in the encoding patterns of younger and older children, with younger children encoding fewer features than older children. However, the alternative viewpoints of Huttenlocher (1974) and Rosch (1970, 1975) would predict that younger and older children would exhibit comparable encoding patterns if certain relevant variables were controlled in the study. Rosch (1970, 1975) found that children and adults exhibited similar patterns in their comprehension of word meaning when the words were central members of a category. Differences between children and adults appeared when peripheral members of a category were presented. Huttenlocher found, when studying the comprehension of meaning and not verbal production, that children and adults were comparable in abilities. In the present study only words which were rated as being central members of the categories under investigation were used as stimulus items. Also, the procedure employed in the research measured comprehension of word meaning without requiring overt production of categorizing responses.

The method used to study these different theoretical positions was Wicken's (1960) Job-Replication technique. This is an immediate memory procedure which allows one to manipulate the degree of apparent overlap in meaning of categories of words and to measure the subjects' recall of the differences in meaning overlap.

The subjects were 256 children in grades 3 and 6. The children in both grades were divided into two groups according to vocabulary test scores to form a high and low verbal ability group per grade. Children were assessed for their ability to differentiate between four categories of words varying in feature overlap. Differences in recall scores, reflecting differences in the children's perception of feature overlap (Wickens, Dalesman & Figemoe, 1976), were measured as a function of experimental condition, age and level of verbal ability.

The results indicated that children from both grades and both levels of verbal ability comprehended the meanings of the words in a manner similar to adults. The results of the high- and low verbal ability children in grades 3 and 6 was consistent with an interpretation of multiple encoding of semantic features. Differences between the two grades and the two levels of verbal ability occurred only with respect to overall recall; the recall of one category to another was consistent across all groups of subjects. These data supported the findings of Rosch (1973; 1974) and Huttenlocher (1974) with regard to children's understanding of word meaning. Like adults, children demonstrated an ability to encode multiple features of meaning.

An apparent consistency in multiple encoding of semantic features across two age groups of children and adult subjects led to the conclusion that quite possibly the underlying structure of semantic encoding might be common to language users of all ages. While the feature lists associated with word meanings are frequently different for children and adults, when multiple features are attached to word meaning, it is suggested that both children and adults are capable of multiple encoding.

AN ANALYSIS OF THE RESPONSES OF CHILDREN TO VARIOUS LEVELS OF QUESTIONS

Order No. 7901650


The purpose of this study was to investigate the effect of age, sex, socioeconomic status, and question type upon the quantitative and qualitative differences in the responses of first, seventh, and nine-year-old children to four types of questions: cognitive-memory, convergent, divergent, and evaluative. The quantitative differences were measured according to the length of the response; the qualitative differences were measured according to the syntactic complexity of the response and the child's egocentric involvement in relating to questions and justifying his answers.

The 158 subjects for the study included 73 males and 85 females—56 five-year-old children from kindergarten, 46 seven-year-old children from second grade, and 56 nine-year-old children from fourth grade. All the subjects were white and were representative of the lower middle socioeconomic class according to Warner's Index of Socioeconomic Status (1960). There were 76 middle SES subjects and 82 lower SES subjects. All the subjects were interviewed and tape-recorded in a room away from their classroom. Each child told a short story using puppets and props and asked 12 questions about the story and characters—three cognitive-memory, three convergent, three divergent, and three evaluative questions

The Gallagher-Aschner Question Classification System provided a guide for classifying the four types of questions asked. The measures used in the analysis of the responses were (1) the mean word length of the response, (2) the mean length of the T-unit (Hunt, 1965) with Loban's guidelines (1976) for oral responses to questions to assess complexity and (3) the Test of Task Relatedness, devised by Kroot (1976) from the work of Piaget (1965), to assess egocentric involvement in relating to questions and justifying answers.

A three-way analysis of variance was used to study all three measures of response to each type of question. To further interpret significant three-way interactions, a two-way analysis of variance was done for each age by question type. The conclusions based upon the findings of this study were:

1. For length of response, complexity of response, and task relatedness of response across middle SES subjects scored significantly higher than lower SES subjects for all four types of questions asked. For total questions asked, the length of response, complexity of response, and task relatedness of response scores were significantly higher for middle SES children at age 5 than lower SES children of ages 5, 7, and 9. (Age and SES not significantly affected the length of response to the four types of questions asked. Evaluative and convergent questions elicited the longest responses from all age and SES groups and cognitive-memory and divergent questions elicited the shortest responses from all age and SES groups. (4) Age and SES significantly affected the complexity of response to the different question types. Age and SES groups had significantly longer T-unit responses to evaluative questions than to all other question types. There were significant SES differences in complexity...
of responses among five-year-old children in response to cognitive-memory questions in favor of advantaged subjects. Age and SES did not significantly interact to affect responses to convergent and divergent questions, with the exception of a significant age difference between ages 7 and 9 subjects in response to convergent questions in favor of the older children. (5) In combining the four types of questions, an increase in mean T-unit length accompanied an increase in age indicating a developmental trend. (6) Age and SES affected the subject's egocentric involvement in answering questions and justifying answers. Evaluative questions elicited significantly the highest mean task relatedness scores from all age and SES groups. Following in decreasing order were task relatedness scores to convergent, divergent, and cognitive-memory questions. There was no significant difference between ages on task relatedness scores for cognitive-memory questions. (7) For all questions asked, mean task relatedness scores increased slightly at each age level indicating a decrease in egocentric involvement with increasing age. All children were best able to relate to evaluative questions and provide more justification of their answers. (8) The sex variable was not significant concerning length of response, complexity of response, or egocentric involvement in answering questions and justifying answers.

TEMPORAL PARAMETERS WITHIN THE SPEECH SIGNAL APPLIED TO SPEAKER IDENTIFICATION

Order No. 7907755


This project investigated some of the idiosyncratic speech characteristics which permit an individual to be identified from his voice alone. The specific objectives were: (1) select and examine certain temporal speech parameters, with reference to their speaker identification capabilities, (2) test the speaker identification effectiveness of the selected parameters under stress and disguise conditions, and (3) examine the affects of simulated field conditions on the speaker identification capabilities of the selected temporal vectors.

Four sets of temporal parameters were chosen. These vectors included: (1) duration, (2) onset, (3) vowel, and (4) consonant speech parameters. The selection of these vectors was based on their ability to differentiate between speakers. The study was conducted in a laboratory setting. The results of this experiment demonstrated that the time-energy distribution (TED) vector was the most effective of the selected temporal parameters. The voiced/voiceless speech time (VVL), vowel/consonant duration ratio, and (4) specific words and phrases. Each of these vectors was compared from speech samples generated from three experiments.

The initial experiment was a laboratory-based study. Forty adult males were divided into three groups: control, stress, and disguise. Each group was further divided into two subgroups: no instruction and instruction. The control group was used as a baseline for comparison. The stress group was subjected to stressful situations, while the disguise group was instructed to disguise their voices. The results of this experiment demonstrated the time-energy distribution (TED) vector as the most effective of the selected temporal parameters. The voiced/voiceless speech time (VVL), vowel/consonant duration ratio, and (4) specific words and phrases. Each of these vectors was compared from speech samples generated from three experiments.

The second experiment also was laboratory-based. In this case, the subjects (20 adult males) were recorded under similar conditions as those of the first experiment. However, these subjects read the passage in three different manners: (1) normal speech, (2) stress (applied via electric shock), and (3) free disguise. This experiment resulted in the same vector effectiveness as the first experiment. That is, application of the TED vector yielded the highest correlation of identification and the VVL, V/C, and WPD vectors followed in effectiveness. In addition, it was found that stress and disguise speaking conditions did reduce the identification power of the selected temporal vectors. It should be noted that, while the disguise condition yielded much lower scores than the normal, this condition was higher than other similar studies.

In the third study, the temporal parameters were investigated under conditions parallel to the forensic model. A speaker simulated a "crime" over the telephone and a "suspect pool" was created by recording subjects in a simulated interrogation procedure. The findings demonstrated that the vectors were relatively ineffectual in this very restrictive situation. However, the TED and VVL vectors did show some limited potential, indicating that these vectors may be useful in a speaker identification system suitable for the forensic world.

In general, a few overall conclusions can be made based on the findings of the three completed studies.

1. Temporal characteristics found within the speech signal are important in the speaker identification process.

2. Certain temporal characteristics are idiosyncratic of an individual's speech patterns.

3. Stressful and disguised speaking conditions reduce the level of identification exhibited by these selected temporal vectors.

4. The temporal parameters examined in this research program are less effective than frequency parameters when a speaker disguises his voice.

5. The restrictive condition of a simulated field situation greatly interferes with the identification powers of these temporal vectors.

6. The temporal parameters may be a useful addition to an established speaker identification system.

PRESCHOOL CHILDREN'S AWARENESS OF FUNCTION WORDS AS SEPARABLE UNITS IN AURAL LANGUAGE

Order No. 7903116

KIRK, Carol Ann Coleman, Ph.D. University of Colorado at Boulder, 1978. 159pp. Director: Assistant Professor Philip DiStefano

The purpose of this study was: (1) to verify the results of the pilot study conducted in 1976 and other studies concerning the preschool child's ability to segment words in aural language; (2) to assess the effects of segmentation instruction on performance of a word segmentation task, and (3) to assess the effect of socioeconomic status on performance of word segmentation tasks. The sex of the child and the age of the child were also considered. The study focused on function words.

The sample consisted of 40 preschool children from four preschools and one day center in Colorado. Ages of age, sex, and socioeconomic status were considered in randomly assigning subjects to either the control or the experimental group.

A socioeconomic index was used to determine socioeconomic status. A reading screening test was constructed to eliminate children who could read. A segmentation task was constructed to measure the child's word segmentation ability. The task was demonstrated for all children; only children in the experimental group received instruction in segmentation of function words.

The study used a factorial design. The main effects were treatment, sex of the child, socioeconomic status of the child and age of the child. Six dependent variables were analyzed separately. They were the number of correct segmentations, and number of errors on sentences containing five types of function words: determiners, auxiliaries, pronouns, prepositions, and conjunctions. Results showed no significant difference in performance of the segmentation task due to function word type, or to the sex, socioeconomic status or age of the child. These findings are opposite those of the pilot study. The conflict in results may be due to unconscious cueing during oral presentation of the segmentation task. In the pilot study, to the use of taped presentation of the segmentation task in this study, to the complexity and scope of the segmentation task itself coupled with minimal instruction or to an interaction of factors.

The children did not follow rules of function words. There was no discernible pattern of development of function-word awareness.

The children consistently divided sentences between the complete subject and complete predicate, except when a verb phrase followed a personal pronoun.
A DESCRIPTIVE ANALYSIS OF THE VERNACULAR LEXICON OF BLACK AND WHITE STUDENTS AT OHIO UNIVERSITY IN RELATION TO ROCK MUSIC

The purpose of this study was to investigate (1) shared and disparate vernacular experiences among Black and White students at Ohio University in relation to rock music, and (2) social behavior related to rock music.

To gather such information, two questionnaires were devised: (1) Slang Terms Associated with Rock (STAR-I); and (2) Slang Terms Associated with Rock (STAR-II). STAR-I was designed to elicit slang terms from rock music experts who were those actively involved in the creation, production, and promotion of rock music. On the basis of slang terms generated by STAR-I, STAR-II was constructed as a test questionnaire.

STAR-II consisted of thirty-six referents and slang terms across six categories associated with Rock Music: (1) Styles of Rock: Soul Rock, Country Rock, Black Rock, Funk Rock, Progressive Rock; (2) Aspects of Rock: Banjo, Rhythm, Quality, Intensity, Trio, Male/Female, Dress, Album; (3) Drugs: Hash, Cocaine, Roach, Whiskey, Highness; (4) Sexual Activities: Sex, Orgies, Fellatio, Cunnilingus, Fettish, Sodomy; (5) Religious Experiences: Spiritual Awareness, God, Occults, Euphoria, Mysticism; (6) Social Behavior: Friends, Parties, Drug, Food, Home, Economics, Police Harassment. STAR-II was administered to 100 Black and 100 White students at Ohio University to determine slang usage among Ohio University students.

Analysis of data from STAR-II involved computing four t-tests for the purpose of determining differences in the mean scores of the total number of responses of Black and White students on "Black Slang," "White Slang," and the response itself of "None" and "Other." The results of the t-tests indicated that Blacks used Black slang more frequently than Whites, Whites used White slang more frequently than Blacks, and that Whites responded to the item "None" more frequently than Blacks. Additionally, seventy-two ChiSquare tests were computed on each rock music referent to determine if expected vs. observed frequency scores were statistically significant among Black and White respondents in their slang usage.

The results of thirty-six ChiSquare tests of Black S responses to STAR-II indicated that thirty-one referents achieved statistical significance. However, Black S responses to twelve referents indicated Black S used more White slang than Black slang terms.

The results of thirty-six ChiSquare tests of White S responses to STAR-II indicated that twenty-one referents achieved statistical significance. However, White S used more Black slang than White slang terms.

The study concluded that slang and rock music are products of acculturation. Rock music is thus viewed as contributing to a levelling and sharing of certain slang terms, but that certain slang usage among Black and White students indicates an intimate reciprocity between language, culture, experience and rock music, that resist acculturation.

Other points of discussion centered on the relationship of language and music and particularly, the function of rock music as a generator of culture-bound experiences that are defined by slang. This study partially supported Flexner's (1972) social conditions conducive to slang formation and Andrews and Quinns (1973) linguistic devices of slang derivations.

THE RELATIONSHIP OF FORMAL OPERATIONS AND SYNTACTICAL COMPLEXITY IN ORAL LANGUAGE OF ADULT WOMEN


The oral language of 54 white women was analyzed for syntactic complexity using the T-unit. This measure was correlated with scores on Sinnott's Everyday Form Plagiatn Tasks. Education and age were factors also considered. Modest correlations between cognitive development and syntactic complexity were found, education and cognitive development, and education and syntactic complexity were discovered. A small inverse relationship was found between age and cognitive development. An attempt to study oral metaphor was not productive.

CASE RELATIONSHIPS IN THE CREATIVE ORAL LANGUAGE OF PREOPERATIONAL AND CONCRETE OPERATIONAL FIRST GRADERS

McCABE, Patrick P., Ph.D., Hofstra University, 1979, 181 pp.

This investigation was conducted within a psycholinguistic framework of reading where a reader actively attempts to reconstruct an author's meaning by utilizing cues provided in the form of printed language. The rationale was drawn from three areas of research: (1) The theory of case relationships. This theory prescribes the various intracultural relationships which a noun can hold in reference to a verb. (2) The cognitive theory of language acquisition. In this theory, language is mapped onto pre-existing cognitive structures (Berger's theory of cognitive development. In this study thought processes undergo developmental changes. (3) The purpose of this investigation is to determine the relationship between cognitive development and the types of case relationships produced in the creative oral language of first graders.

In order to accomplish this purpose, first graders attending two schools in a suburban school district, located on Long Island, New York, were presented with the tasks of cognitive development. Forty-five preoperational and forty concrete operational subjects were identified in the manner. Groups of three subjects, of the same gender, were then presented with a sequence of three tasks determined to be useful to eliciting language from first graders. Those subjects individually created an original drawing and an accompanying "pretend" story was added to the investigator. Each "pretend" story was tape recorded and transcribed for analysis according to the following case relationships: (1) state-patient, (2) process-patient, (3) action-agent, (4) experiential-experiencer, (5) locative, (6) ablative/allative, (7) duration, and (8) instrumental.

In order to determine if there was a significant difference between the level of the subjects on each of the case relationships, eight "t" tests were made. Although the findings indicated that two of the eight hypotheses were upheld and six were not, the results appeared to be explainable in terms of static and dynamic aspects of language. In language which is static, no change of state or condition of the nominal element within the clause is indicated. (An example is "The wood is dry." In language which is dynamic, a change of state or condition of the nominal element within the clause is indicated. (An example is "The wood dried."). It was observed that concrete operational subjects produced more process-patient relationships compared to preoperational subjects. Preoperational subjects, on the other hand, produced significantly more state-patient relationships compared to the concrete operational subjects. Both of these findings were predicted by the hypotheses. Finally, five of the eight findings, including the two which were statistically significant, were in the direction predicted by the hypotheses. Three findings were in the opposite direction from that which was predicted.

The conclusions reached were: (1) The static and dynamic distinction appears to have similarities to those thought processes typical of preoperational and concrete operational
thought. (2) Subjects' language production appeared to be constrained by a "cognitive predisposition." That is, the language produced by the subjects appeared to be a direct reflection of, and confined to the limits of, each subject's cognitive capacity. (3) Some of the verb notions examined appeared to be redundant on a theoretical level and revisions seemed to be necessary in terms of those verb categories.

Implications for early childhood education were drawn. In particular, suggestions were made regarding the manner in which preoperational youngsters should be presented with certain types of printed language.

CHILDREN'S QUESTIONS AND EXPLANATIONS: AN INVESTIGATION OF THE FIELD WITH EMPHASIS ON A LINGUISTIC APPROACH

Order No. 7911532


As children use language to extend their experience, questions and explanations provide verbal opportunity between those experiences and the development of concepts. Questions and explanations assume an increasingly important role in the school setting and therefore, have been the subject of numerous studies analyzing for example, teacher questioning/explaining. There has been however little effort to compile the body of research on children's questions and explanations that exists under various academic rubrics. This investigation critically examines the literature concerning children's use of questions and explanations. In addition, answers to questions about the nature of verbal/nonverbal questions and explanations are attempted. Practical application of this research specifically to educators is also examined.

The literature investigation includes consideration of Dewey's philosophy of inquiry as a process of coping, the psycholinguistic experiments with the use of transformational grammar, and the sociolinguistic evidence of the influence of social and cultural diversity on questions and explanations. Lastly, the anthropological-linguistic identification of language functions as it affects the determination of the nature of inquiry and explaining is examined. Data and categories from the communication analysis system of John Regan are presented to demonstrate the options and strategies exercised by a child within inquiry and explaining. Throughout, the influence of developmental and family factors on the growth of questions and explanations is described.

Understanding the functional use of inquiry and explaining has particular relevance for educators in the solving of problems connected with student diversity, student participation, and reading comprehension. Recognition of whether a question is inquiry or an answer is explaining, it is proposed, will aid educators in evaluating children's functional use of their "instruments of communication" to use Regan's term.

COGNITIVE DEVELOPMENT, LANGUAGE ACQUISITION, AND THE DEVELOPMENT OF CONDITIONAL REASONING IN CHILDREN

Order No. 7906022


This thesis seeks to test the relationship between measures of concrete operational intelligence, reproduction of language constructions indicative of propositional reasoning, and understanding of certain principles of conditional reasoning.

The problem addressed is that of determining if the characteristics of the structures of concrete operational intelligence, seen as described by Piaget in terms of the logical system being developed, can be directly related to linguistic competence. The class logic being developed by the concrete operational child involves reasoning with propositions. While the propositions used at this stage are related by their logical content, logical development within the stage is seen as building an integrated system of logical groupings of classes and relations from its elements. This development, results in increased understanding of the principles of logic which is characterized as a linguistic system.

A population of first, second, and third grade pupils was selected to provide increased variability in the abilities being measured, and a correlational design was employed to test for relationships.

The measure of concrete operational intelligence used is a conservation of mass, weight, and volume task developed by Elkind as a replication of Piagetian research.

A linguistic performance measure was developed utilizing the elicited imitation sentence repetition methodology. The task developed was conceptually derived from the Anastasiow and Hanes Sentence Repetition Task, which extended the work done by Menyuk and by Sobin to older children. The Anastasiow and Hanes task focused on the repetition of function words. The task used here measures the child's tendency to repeat "if," "then," and "either...or" function word pairs used in sentences.

As a measure of understanding of conditional reasoning, the Illinois Conditional Reasoning Test developed by Sanner was modified for use with the experimental population. Of the four principles of conditional reasoning used in the original test, only the validity principles of contraposition and transitivity are used here.

As a sample of forty-five children from a middle class, parochial elementary school were individually administered each of the measures, in two sessions. All testing sessions were tape recorded and scored separately. Scores were determined for the total conserving responses on the conservation task, and total function words correct on the sentence repetition task, and the total correct on the Illinois Conditional Reasoning Test — validity principles.

Statistically significant positive relationships were predicted between the three variable pairs and between age and the conservation total. In addition, function word "response types" were hypothesized for the function word pairs, and the types were predicted to be significantly related to the conservation total in a systematic way.

Pearson product moment correlation coefficients were computed for each variable pair, and for age and each variable. Results support confirmation of all hypothesized relationships. Statistically significant positive relationships have been found for each variable pair, and for age and conservation total. The proposed pattern of relationships was obtained for "response types" and conservation total.

The results are taken as further evidence of the relationship between general cognitive development and development in linguistic functioning and conditional reasoning. The results are seen as supporting the argument that as operationally becomes characteristic of the thought of the child, s/he develops understanding of the logic of conditional relations which permits both reasoning from propositions and greater understanding of the meaning of linguistic structures denoting such reasoning.

FUNCTIONS OF PRIVATE SPEECH IN PRESCHOOL CHILDREN

Order No. 7901197

Pellegrini, Anthony David, Ph.D. The Ohio State University, 1978. 130 pp. Adviser: Professor J. S. DeStefano

The purpose of the study was to observe preschoolers' private speech in two different contexts, free play and doing a jigsaw puzzle. The specific questions asked were: To what extent does private speech guide actions? What is the syntactic structure of private speech? Is the amount of private speech generated under the puzzle condition related to success on the puzzle? Is private speech activity or goal oriented? Nine boys and six girls from middle class families ranging in age from 44 to 65 months were randomly chosen from three Connecticut day care centers. Each child was observed in both free play and puzzle conditions; the order of presentation was randomly assigned. Data were videotaped, transcribed, and coded according to category outlined in an observation instrument designed for the study; categories included: social
To determine whether preschool children who match concept-users on the basis of total word use; 2) use fewer sentences; 3) use fewer expletives.

A questionnaire was utilized in order to obtain samples of written language from 225 subjects, both males and females, from three separate age groups (fifth graders, tenth graders and college students), from both public and private schools. The subjects' task was to respond to eight scenarios incorporating actions by both male and female actors for a total of 1800 performances. Beyond responding to the scenarios, each subject completed a questionnaire designed to elicit information regarding parental education and employment so that inferences regarding social class might be made. Each of these performances generated five dependent variables which were coded for computer analysis. Each response was also evaluated for affect by two independent judges.

Regarding overall sex differences, two predictions were confirmed but a third prediction was reversed. Females did indeed use more words and fewer expletives. Additionally, females exhibited significantly greater variability than males in number of words used, but significantly less variability in number of expletives. The reversed finding was that females used more, rather than fewer, sentences than males.

Along with different expletives were elicited in the study, only 16 of which were contributed by both sexes, the remainder being far more often due to male subjects than to female subjects. Most of those were produced in response to hostile behavior in the scenarios, few in response to queries.

According to the results of this study, it would seem that although women are less variable in their use of expletives, they are using more and stronger expletives than heretofore. This finding may indicate that women, as they become more and more influential in the mainstream of our culture, as they emerge professionally and otherwise, might be outgrowing some of their old idiosyncratic habits.

This discrepancy between production and comprehension in one group of subjects but not the other was attributed to their differential ability to utilize color as a criteria attribute for equating real world objects.

SEX DIFFERENCES IN THE DEVELOPMENT OF VERBAL SOCIAL RESPONSES

RICH-BIEZENHEVER, Marcia Myra, Ph.D. City University of New York, 1978. 111pp. Advisor: Professor Arthur J. Bronstein, Professor Louis J. Getzelmman

This study is concerned specifically with linguistic distinctions as manifested in vocabulary, particularly sex differences in word choice and language style. Contemporary studies have shown that there are some differences in the ways that males and females use language, particularly in regard to expressive use.

The purpose of the present investigations was to determine whether pre- and post-puberty females as opposed to pre- and post-puberty males, when tested with written tasks, would: 1) use more words on the basis of total words used; 2) use fewer sentences; 3) use fewer expletives.

A questionnaire was utilized in order to obtain samples of written language from 225 subjects, both males and females, from three separate age groups (fifth graders, tenth graders and college students), from both public and private schools. The subjects' task was to respond to eight scenarios incorporating actions by both male and female actors for a total of 1800 performances. Beyond responding to the scenarios, each subject completed a questionnaire designed to elicit information regarding parental education and employment so that inferences regarding social class might be made. Each of these performances generated five dependent variables which were coded for computer analysis. Each response was also evaluated for affect by two independent judges.

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LANGUAGE EXPERIENCES AND ACTIVITIES IN THE HOME: THEIR RELATIONSHIP TO THE CHILD'S RECEPTIVE AND EXPRESSIVE VOCABULARY DEVELOPMENT UPON ENTRANCE INTO KINDERGARTEN

THORN, Jane LaTulippe, Ph.D. University of South Carolina, 1978. 30pp. Director: Dr. R. Eleanor Duff

The study had two main purposes. One purpose was to investigate selected language experiences and activities in the home prior to the child's entrance into kindergarten, and to determine whether a relationship existed between the language experiences and activities provided for the child and the child's vocabulary development. The second purpose was to determine the relationship between language experiences and activities provided in the home and the educational and economic level of the parent(s).
The sample population consisted of 53 family groups. The parents in the study were administered questionnaires designed to determine the quantity of home support given the child and the educational and economic level of the parents. The children's receptive and expressive vocabulary development was determined through the use of language inventories given them prior to entrance into kindergarten. The Pearson Correlation Procedure was used to analyze all data related to each hypothesis. It was hypothesized that there would be a positive relationship between parental home support and receptive and expressive vocabulary development of the pre-kindergarten child. Also hypothesized was a positive relationship between the educational and economic level of the parents and the parental home support, as well as, receptive and expressive vocabulary development.

There was a statistically significant relationship between parental home support and language development, but an insignificant relationship was determined between the educational and economic level of the parents and the parental home support and receptive and expressive vocabulary development.

It was concluded that parental home support contributed to increased language development. Whereas, the educational and economic level of the parents appeared to have had no effect on the amount of support provided in the home, nor was there an effect indicated on the child's receptive and expressive vocabulary development. Further research is necessary to substantiate these findings.

CHILDREN'S EXPLANATIONS OF WORD SIMILARITIES IN RELATION TO WORD KNOWNNESS

TUCKER, Elizabeth Sutzy, Ph.D. University of Virginia, 1978, 201pp.

This study was designed to explore the development in written language of the child's concept of a "word" as a linguistic unit used by people to express meanings. Indirectly, the child's use of other metalinguistic terms and metacognitive language was investigated. These related questions were addressed: Is the notion of the word as a semantic unit affected only by schooling? Does the notion develop at an equal rate in oral and written language, or does written language affect the development of the semantic notion in oral language? Does the semantic notion develop as a holistic effect concerning all words or as a partial effect dependent upon whether or not particular words are known in written language? If a Knowledge Rating 30 first, second, fourth, and sixth grades rated 24 words as known and 24 as unknown to them. The 48 words were cast into four knownness configurations to study the effect of the child's knowing all of the words (K-KK), knowing none of the words (U-UU), or knowing either the stimulus word called the question word (K-UU) or the word chosen, the choice word (U-KK) in an X:XA, XB paradigm. Sets of the four knownness configurations in two presentation modes, written and oral, were counterbalanced and assigned to subjects at random.

The dependent measure was the children's explanations of choices in a Word Choice task. Content analysis indicated that the protocols could be reliably scored on a 3-point scale (1: structural responses, 2: unclassifiable responses, 3: semantic responses).

The experiment successfully controlled for the effects of knownness of both the question word and the choice word. Contrary to the results of pilot studies in which knownness was not controlled, main effects for grade were present. A four-way analysis of variance, children were found to give significantly more semantic responses if either the question word (p < .01) or the choice word (p < .01) were known and if the word were in the oral rather than written mode (p < .01). Interactions were present for grade and the knowness of the question word (p < .01) and for grade, knowness of the choice word, and mode of presentation (p < .05). Two-way analyses of variance treating each knownness configuration separately again revealed no main effects for grade. Main effects were present for mode of presentation in each of the three configurations in which at least one word was unknown (K-UU: p < .01; U-KK: p < .01; U-UU: p < .01). The developmental level of responding to the word as a semantic unit was not indicated; rather, developmental patterns were indicated by the interactions of grade with mode of presentation and with knowness conditions. Descriptive analyses of individual protocols suggested that several semantic strategies were developing and coming under conscious control of the child.

It was concluded that children of all ages treated words known in written language semantically as frequently as they did words in oral language.

Developmental levels of responding to the word as a semantic unit were not indicated; rather, developmental patterns were indicated by the interactions of grade with mode of presentation and with knowness conditions. Descriptive analyses of individual protocols suggested that several semantic strategies were developing and coming under conscious control of the child.

Further research is necessary to substantiate these findings.
verbal explanation, respectively); (b) "age of the sample," with three different levels: 5, 6, and 7 years. The children were randomly assigned to one of the three conditions. Three dependent variables were used, namely: three sets of children's scores earned on one selection test and on two achievement tests.

Children's test performances were graded on a 3-point scale: 0 = fail, 1 = intermediate, and 2 = pass. The same test scores were computed as frequency data, ordinal-scale data, and interval-scale data. Analyses of data covered both the response change of all children and the raw data. Computer processing was utilized for all statistical analyses.

The results revealed that neither Piaget's nor Bruner's theories are totally accurate. The data supported Piaget with regard to age of children as a major factor in conservation achievement and with regard to the importance of factors other than language in the achievement of conservation. However, Piaget seems to underestimate the importance of language.

The findings partially supported Bruner when he contends that language can facilitate young children's solving of conservation problems. Unfortunately, Bruner seems to overemphasize the importance of language when he argues that language is the essential factor for conservation achievement.

The overall results suggest that both Piaget's and Bruner's theories need to be integrated.
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