This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) stop/fricative variation; (2) the acquisition of relational comparatives; (3) teachers' turn taking sanctions in primary school lessons; (4) hearing as an age related variable in language acquisition; (5) the linguistic function of single English prepositions; (6) implicational scales and English dialectology; (7) the evolution of culture and grammar; (8) the attitudes of teachers of learning disabled students toward language usage skills in elementary schools; (9) the manipulation of concrete objects and the use of pictures in children's language production; (10) styles in conversation; (11) lexical idiosyncrasy in English; (12) a language development program for five-year-old children; (13) a contribution to the formal, computational recognition of sound change, analogic change, and dialect borrowing; (14) grammatical theory and language acquisition; and (15) the development of English linguistic thought in the sixteenth century. (FL)
Language Use, Language Ability, and Language Development:

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GRAMMATICAL THEORY AND LANGUAGE ACQUISITION
THEORY OF PHONOLYSIS cannot capture either the dependency relations or the governing the occurrence of stops in geminate clusters. Each factor is established in part I of the study. It is demonstrated that the occurrence of stops before and/or after sonorant consonants is determined by three separate factors, the place and manner of articulation of the sonorant, and the relative position of the obstruent in relation to the sonorant. Each factor is shown to involve a dependency relation. A constraint on the interaction of the three factors is outlined and potential counterexamples are analyzed. It is further shown that the occurrence of stops in obstruent clusters is not due to an independent process. The status of this process is ambiguous, however, as it can be dependent on either the process governing the occurrence of stops before and/or after sonorant consonants or the process governing the occurrence of stops in geminate clusters.

In part II of the study the theoretical implications of the dependency relations established in part I are examined. It is shown that: 'The standard theory' of phonology cannot capture either the dependency relations or the full range of generalizations possible through the interaction of the three factors. Both Natural Phonology and Atomic Phonology, two theories incorporating dependency relations as derived notions, are, however, demonstrated to be capable of accounting for the basic dependency relations involved. Finally, an integration of the two theories is shown to best account for the full range of generalizations, as well as for relative degrees of generalization, optimal sub-rules, the scope of possible variation, and mirror-image rules.

SOME DETERMINANTS OF CHILDREN'S REFERENTIAL COMMUNICATION STRATEGIES: A NEO-PIAGETIAN ANALYSIS

Order No. 8014645

DAVX, RONDA RAE, PH.D. University of California, Berkeley, 1979. 146pp.

A neo-Piagetian model of cognitive processing was applied to children's performance in a referential communication task in order to determine which of several factors (age, experience, perceptual field sensitivity, mental capacity, or recall ability) were primary in determining egocentric communication. A typical referential communication paradigm was used in which a listener was to perform a task as per instructions of a speaker who during some trials had the same perceptual information as the listener (match conditions), and on other trials had either no perceptual information (neutral conditions) or different information (mismatch conditions) on which to base message choice. It was found that of the seven to nine-year-old speakers, about 15% selected the correct message choice on all trials; and another 15% learned to do so during course of the task. Of the 55% who did not select a correct message on mismatch trials, 20% did give correct messages on neutral trials. It appeared that for these speakers, the factors determining communication performance included a pronounced sensitivity to the perceptual field in addition to limited mental capacity and recall difficulties. Conclusions were drawn relating communication performance to the neo-Piagetian model through a task analysis of the schemes active in the speaker's decision process. Older speakers were more able to use subtle feedback given by the listener's gestures, hesitations and facial expressions, possibly due to their greater relevant communication experience or to their greater mental capacity to attend to and use the feedback information. Although age significantly distinguished between those speakers who did and those who did not learn to communicate adequately during the task, it appeared that egocentric communication was not the result of a general stage of development, but that it could be traced to the acquisition and application of specific schemes and scheme boosters which determined message choice.

A WORD ATLAS OF NORTH CENTRAL TEXAS

Order No. 8021625


Within groups of word meanings identifiable as semantic domains or fields on the basis of some common core of meaning, a variety of smaller clusters are discernible, word meanings related to each other on the basis of any number of more particular components or features. Because the clusters overlap and compete with each other, hierarchical structures, features, displays, and other static models are inadequate to structure the multiplicity of relations present in a semantic domain. In order to discover the tools needed for tackling the theoretical problem of structuring the multidimensional relations of the semantic domain, two principal types of analysis of lexical meaning are examined. Regarding componential analysis it is found that, while the usefulness and relevance of submorphemic elements of meaning has been established, the complex relations among the components within a meaning cannot be expressed by feature lists. This conclusion leads to an investigation of lexical semantics using the tools of the predicate calculus. In the discussion of predicates, arguments, and other parameters, the formulation or word meaning in propositional form is seen to be a flexible instrument susceptible of appropriate modifications to make it adequate for the task of getting at the components of meaning and expression them concisely and perceptively.
already marked by -er. The introduction of more into AP constructions appears to be intimately related to the insertion of noun-like elements into AP constructions. Secondly, the acquisition of the Q's much and many is considered. The child has difficulty in learning the correct semantic distinction between much and many because he must learn that distinction from a confusing set of surface distributional patterns.

Chapter 7 presents a study of cross-section of children whose spontaneous uses of A modifiers are examined. In a modification the younger groups show greater use of "independent" items, and the older groups, QP items. This difference appears to be due not to differences in the children's uses of independent items, but rather, to semantic and syntactic growth in the children's understanding of QP.

**BIRDIES LIKE BIRDSEED THE BESTER THAN BUNS: A STUDY OF RELATIONAL COMPARATIVES AND THEIR ACQUISITION**

**Order No. 8026674**


The subject of this study is the acquisition of a set of linguistic structures referred to as "relational comparatives." The structure considered is the following: (1) the comparative, (2) the equative, (3) the superlative, and (4) too X, (5) X enough, (6) so X, and (7) this/that X, where X is an adjective, an adverb, or one of the quantifiers much, many, few, or little.

The study is divided into three sections:

1. Part I is devoted to an examination of the linguistic structure underlying relational comparatives in adult speech. In Chapter 1, the syntactic structure of relational comparatives is examined. First, the structure underlying embedded clauses of comparatives and equatives is discussed. Secondly, degree modifiers and their internal structure in QP are considered. Finally, aspects of whole constructions are discussed: the location of the embedded sentence in the matrix clause, some meaning differences in superficially similar sentences, and the rules for Comparative Ellipsis. An "exception" to the rules for: Comparative Ellipsis supports the hypothesis that at least some complements of than are NPs.

2. In Chapter 2, the semantic structure of relational comparatives is discussed. A definition of each relational comparative is given, the conversational rules that influence one's understanding of the equative are discussed, and the effects of different adjective types on our interpretation of relational comparatives are considered.

3. Part II is a review of child language research relevant to the acquisition of relational comparatives. Studies on the acquisition of more and less and of the comparative and the superlative are reviewed. Early hypotheses about the meanings of QPs are discussed, and the subsequent research that has followed those hypotheses is reviewed. Particular attention is given to the problems associated with interpreting children's responses to stimuli in experimental settings.

**SOUND CHANGE IN FARMER CITY: A SOCIOLINGUISTIC STUDY BASED ON ACOUSTIC DATA**

**Order No. 8017946**

HARWIN, TIMOTHY, PH.D. University of Illinois at Urbana-Champaign, 1980. 441pp.

This dissertation reports the findings of a survey of the dialect of Farmer City, Illinois, involving spectrographic analysis of the recorded speech of a sample of 40 individuals from two homogeneous peer groups and two older generations. A group of 7 speakers from three generations of a family from Somerset, Kentucky, is also included in the sample in order to help determine the influence of the Kentucky dialect on the speech of Farmer City. Migration patterns suggest that such influence could be strong.

The data collected in Farmer City and Somerset were analyzed spectrographically and used to construct a representation of the phonemic system of each speaker, and the acoustic space for the charts serve as a basis for comparison from a sociolinguistic point of view and for the identification of a major systemic phonological change in progress. The facts concerning this change, that of the generalization of /uw/-fronting to other back vowels, are examined in light of the predictions made by several current theories of sound change. A basic orientation to sound change theory is provided in a chapter that surveys the history of the field from the Neogrammarians in the nineteenth century to the present-day lexical diffusionists.

The detailed data analyses and sociolinguistic correlations are preceded by chapters devoted to methodological considerations. The techniques used to identify and interview the 20 members of the two teenage peer groups are outlined in the first chapter on methodology. The social polarization between these groups, as illustrated in a sociometric diagram, is based on an attitudinal difference: one group (the "rednecks") is oriented towards academics and sports; the other (the "conformists") is known for their marked disinterest in most aspects of the school as well as for an alleged involvement with drugs. The unambiguous nature of this social division is supported by an appendix of interviews, in which members of both groups discuss their feelings concerning the social structure of the school. As expected, these social distinctions are reflected in differences in the speakers' phonological systems and in their participation in ongoing sound changes.

After a review of the procedures followed in recording, analyzing, and charting the data, the issue of the acoustic variability of phonemic systems is considered in detail. It is concluded that the size and shape of the phonemic system in two-formant acoustic space varies from speaker to speaker as a function of fundamental frequency and social forces (both determining articulatory setting) as well as of the invariant characteristics of the vocal tract. Variability is crucial when spectrographic data are to be used for dialectological research.

Aspects of acoustic variability are reconsidered in an additional chapter in which the relationship between articulatory setting and sound change is explored. A consideration of the socially-determined articulatory setting characteristic of each peer group proved helpful in understanding at least some aspects of their phonetic systems.

The most important ongoing sound change observed in Farmer City has provided an example of how a dialect in the path of a sound change may incorporate that change into its phonological system in novel ways. /uw/-fronting is a characteristic of many Southern and South Midland dialects, but the younger generations have generalized this feature to several other back vowels. This has given their vocalic systems a unique collapsed quality not found with any other back vowels. This change has been supported by an appendix of interviews, in which members of both groups discuss their feelings concerning the social structure of the school. As expected, these social distinctions are reflected in differences in the speakers' phonological systems and in their participation in ongoing sound changes.

Chapter 6 deals with two areas related to the acquisition of QP. First, the on between more and -er as A modifiers is examined. More is not used modification until it is used as a double marking on comparatives.
THE APPLICATION OF LINGUISTIC PRINCIPLES TO THE ANALYSIS OF FILM SURFACE-STRUCTURE

Order No. 8021899

Hale, Clarence Benjamin, Jr., Ph.D. North Texas State University, 1980.

386pp.

The problem of this study was to address the question of the relationships between linguistic principles and film surface-structure. The analysis of motion pictures traditionally has been an analysis of films as art. At the same time, the techniques and effects of film often have been misunderstood to as "language," however, have not been seriously the linguistic implications of the phrase. The theoeretical evidence for linguistics of film is controversial but growing in acceptance and maturity of the concept.

The purpose of the study was to develop a model, using linguistic principles, for analyzing the surface-structure of the selected motion pictures. The model described procedures and criteria for generating the internal grammatical structures of the specified films and applied the model to specific films. This study developed a logical rationale for building a model for the grammatical analysis of film using shot, scene, and sequence as basic units. The rationale began with a review of the literature on the analysis of film with particular attention to units of measure. The rationale built on a review and synthesis of linguistic surface-structural analysis and methodology.

A model was constructed for the grammatical analysis of film using shot, scene, and sequence as analogous to word, sentence, and a larger unit, respectively. Four main stages were detailed: (1) Selection of Textual Material, (2) Generation of Descriptors, (3) Analysis of Constituents, and (4) Organization of the Rules of Structure.

Three feature-length, narrative films were selected for development of the sample. Criteria were developed to insure as much diversity as possible among the films to emphasize the fundamental structural commonality of their visualization. Each film was considered in its entirety to represent all parts of all of the selected films. The exact number of sequences selected from each film depended on the running time of the film and the general length of sequences which were identified.

Each sequence in the sample was described. The description detailed the activity(ies), the type, the relative function and the justification of each shot. Each shot was analyzed in context with adjacent shots and analyzed by groups of like functions in order to attempt to generate consistent relationships.

The culmination of the model application was a description of the grammar of the visual surface-structure of the selected films. The grammar described and defined its basic units and delineated minimum, requirements and interrelationships. It was found that the shot functions were sufficiently unique from verbal structures to warrant new terminology to more effectively describe the visual grammar.

The study began with the assumption that film is a language. The method bypassed much of the philosophical discussion of whether film is a language in favor of finding the theory's practical usefulness. The findings produced some clues to the linguistic structure of particular films which may relate to film as a whole. The analysis clearly demonstrated the presence of visual rules of grammar. The findings not only supported a linguistic view of film but also generated structures that resembled accepted linguistic form.

The basic units of analysis were found to have unit identity, class form, qualities, limitations on their employment, and a hierarchical relationship to other larger units. The analysis also pointed out some visually ungrammatical structures.

FREQUENCIES AS AN AID TO SEGMENTATION IN LANGUAGE ACQUISITION

Order No. 8017182

Horvath, Rebecca Sue Badger, Ph.D. The University of Michigan, 1980.

147pp. Chairperson: Jane Schvertfeger

This study proposes a model for segmenting speech that might be used by children in the language acquisition process. Segmentation refers to the process of organizing word units in an unbroken stream of speech. The model of functioning described is a frequency model based on the assumption that the more frequently sounds are heard together, the more likely they are to cluster as a unit and the more likely these units will be words or clumps of words. An examination of basic theories of cognition and studies of infants' response to language indicate this model is a possible way to obtain the information necessary for segmentation.

The study examined speech to and in the presence of their children was collected.

The four children ranged in age from fourteen to twenty-one months in age. The parental speech was translated into a typewriter equivalent of phonemic symbols and typed into a computer with all external markers such as punctuation, stress, and space removed. A computer program was used to count how many times phonemes and phoneme groups and segment the parental speech on the basis of those repetitions.

Sections of protocol, 33 to 350 words long, were segmented. The percentage of correct words and groups of words obtained independently for each section averaged 39% and ranged from 22% to 62%. A chi square comparison with sections randomly segmented showed this to be highly significant.

The modifications of parental speech were observed. First, there was a tendency to choose words of similar sounds. Second, "target" words were repeatedly used in a variety of sentences. Finally, formula sentences with new words inserted in a salient position were used. It was theorized that the two structural modifications mentioned last would aid in the segmentation process.

"SHH!": A SOCIOLINGUISTIC STUDY OF TEACHERS' TURN-TAKING SANCTIONS IN PRIMARY SCHOOL LESSONS

Order No. 80217267


The smooth operation of any large group lesson in an elementary classroom requires that teachers and students take turns talking in an orderly fashion. In this study the language with which primary school teachers work to influence their students' turn-taking procedures in whole group lessons is explored. Teachers' turn-taking sanctions (such as Be quiet, Shh, and It's not your turn) and the contexts in which they occur are analyzed with two general goals in mind. First, these findings are meant to augment current models of classroom interaction being developed by sociolinguists, ethnographers and other social scientists, since the language of teachers' classroom management techniques has to date been analyzed only in an anecdotal fashion. Secondly, it is argued that the structure and function of language as it is best be explored through an intensive focus on the actual linguistic interaction between participants in naturally-occurring speech events. Although it is typical primary school interaction between teachers and pupils that is under examination, there is an attempt to go beyond purely educational concerns and show that analyses of classroom language can play a major role in general linguistic theorizing.

The primary data consist of videotapes of fifteen grade school lessons which were recorded across the 1975-1976 academic year in Washington, D.C., private school. These lessons, which are instances of direct instruction to large group, total approximately five hours in duration and are representative of two grade levels (third grade and kindergarten) and four teachers (two teachers per grade). The fifteen lessons were transcribed to a high level of detail according to current methods employed in discourse analysis and supplemented with ethnographic information concerning instructional materials in use, seating arrangements, and salient aspects of non-verbal communication. Approximately three hundred 'sanction incidents' were culled from the transcripts for analysis.

Because the turn-taking sanction is a social function rather than a formally specifiable linguistic unit, a great deal of cross-comparison of teachers' utterances is required in this study before an adequate definition of the sanction is developed. Following this cumulative formulation, sanction incidents are contrasted with the discourse analytic unit 'adjacency pair' and shown to differ with regard to the feature 'discriminative relations'. Further discourse analysis clarifies the position of sanctions among the class of turn-taking repair procedures.

When the language of teachers' turn-taking sanctions is subsequently scrutinized, some pervasive ordering of sanction forms is shown to exist: a classification is proposed which incorporates this discourse patterning. These patterns are shown to have functional bases, which stem from the demonstrated fact that the teachers are frequently organizing their sanctions in ways that maximize their effectiveness. Each of the teachers' sanctions is classified into a general classification with forms that possess unique properties (such as shh) receiving extended treatment.

Differences among the individual sanctioning styles of the four teachers are then described, and some salient cross-grade-level differences are shown to be explainable when the fundamental function of sanctions, that of 'social repair', is appreciated.

In sum, this study is intended to be on the one hand an extensive treatment of a generally undescribed type of teacher-student interaction and on the other hand an initial step toward resolving some salient sociolinguistic issues, such as the nature of the units used in linguistic investigation, the existence and extent of discourse patterning, and the value of analyzing naturally-occurring speech events. In addition, a general case is made that teachers' turn-taking sanctions are not only intricately organized phenomena, but also prisms through which the social order of the classroom can be viewed in its fullest display.
SELECTED GRAMMATICAL CHARACTERISTICS OF MOHAVE ENGLISH
Order No. 8017780
JASPER, SUSAN DALE PENFIELD, PH.D. The University of Arizona, 1980. 214pp. Director: Patricia Van Metre

The main morphological and syntactic features of spoken Mohave English have been described in this study. The necessary data was obtained from two sources; (1) tape recorded free conversation interviews with twenty third grade students who were monolingual in Mohave English and (2) tape recorded interviews with adult bilingual speakers of Mohave English. Some structured elicitation exercises were given to the students but these were only for conformation of features which appeared in the tape recorded data.

The study focused on the description of four main grammatical areas: pronounization, conjunction, tense formation, and negation. The motivation for choosing these as a central theme was based on the fact that (1) these features were known to be a part of Mohave English a priori; (2) they had also been described for other nonstandard dialects and could therefore be compared.

Mitochondrial findings which occurred during the taped interviews were also described.

The method of analysis was to isolate the grammatical features which appeared to be nonstandard when compared to prescribed Standard English features. The grammatical features presented by Wolfram and Fasold in Social Dialects in American English were used throughout as a frame of reference.

Interpretations, in the form of rules when possible, were made on the basis of comparing and contrasting Mohave English with both the native Mohave language and with Standard English. Other factors were considered as well, such as the association with rural dialects by speakers of Mohave English.

With respect to the main findings, there was a nonstandard use of (1) pronounization, realized in third person singular pronouns, reflexive pronouns, relative pronouns and subject, object and possessive pronouns; (2) conjunction and deletion or either or use; (3) tense formation particularly, in the use of past tense in present tense context and auxiliary deletion; (4) negation in the use of double negation or negative concord.

These findings, along with the numerous miscellaneous nonstandard features which occurred, clearly related Mohave English to studies of other nonstandard dialects as outlined by Wolfram and Fasold, as well as to a variety of other Indian English dialects.

It was concluded, however, that while these nonstandard features are optional for Mohave English, the great majority of the grammar is similar to Standard English.

Implications for further research were related to the need for phonological information about Mohave English, the need for more sociolinguistic data regarding the use of this dialect and the need for greater teacher awareness among those who work daily with Mohave English speaking children.

PHONETIC CLASSIFICATION: THE ACOUSTIC STRUCTURE OF STRIDENT FRICATIVES
Order No. 8025711

This is a study of the linguistic phonetics of fricatives. It has two major goals: first, to develop a system by which the acoustic aspects of these sounds in conjunction with multivariate statistical analysis can be used to explore relations of phonological interest and second, to investigate the acoustic-in particular the spectral-aspects of specific languages. Dialects of Arabic and English have been chosen for study because they offer both a rich variety of sounds in this class and some problems whose investigation is of general interest.

Examination of the results of perceptual investigations of fricatives revealed that two distinct types of fricatives exist, depending on whether their identification is based on the fricative noise itself (\( f \), \( j \)), or on the vowel transitions (\( f \), \( \theta \)). The distinction is primarily related to the (relative) prominence of the fricative noise. This study has identified as STRIDENT the fricatives whose noise is the primary cue.

Two possible variations of the way in which the amplitude of spectra may be represented have been tested. One involves normalization of the amplitude in order to minimize differences due to artifacts. It was found that this type of normalization does not affect the discrimination of sounds when spectral summaries are used, but may have a slight effect on discrimination by spectral band measures when the number of measures used is limited. Spectral representation using the decibel scale was shown to significantly more accurate in sound identification than linear presentation.

Stepwise multiple discriminant analysis proved the most useful single tool in the evaluation of measures as well as in the development of formulae by which to define features. While discriminant analysis worked well in the identification of fricatives, it worked quite poorly with stops and affricates.

The ten voiceless fricatives of a dialect of Libyan Arabic were all well identified except for phonetic variants of \( f \). Good discrimination was also achieved among the fricatives \( [s, \theta, \phi] \) of General American English, but the members of the pair \( [f, \theta] \) were very difficult to differentiate. The best overall sound identification was obtained using measures of spectral energy distribution: the first two moments (centroid and standard deviation) or the quartiles. The Jakobson-Fante-Halle features Grav and Compact may be derived from these measures; in addition, the quartiles indicate the range of a major region of spectral prominence and are thus recommended for this type of investigation. Other useful measures were the amplitude, and to a lesser extent the voice onset time.

Two acoustical measures of stridency were developed. One was based on the discriminant scores resulting from analysis of three 1000-kel spectral bands and peak amplitude of the fricative relative to the surrounding vowels. It achieved nearly perfect separation of stridents from non-stridents. The second measure was based on the third quartile in mels and the relative peak amplitude; it resulted in more overlap of categories but is much simpler to obtain.

The study led to the conclusion that the feature Grave is best expressed as a multivalued rather than a binary phonological feature. Compact and Strident, on the other hand, do well as binary features.

HEARING AS AN AGE-RELATED VARIABLE IN LANGUAGE ACQUISITION
LUTHER, KENNETH E., PH.D. University of Southern California, 1980. Chairman: Professor Robert A. Smith

Research Questions: Is the distinction between congenital deafness and deafness acquired during childhood significant to the development of language facility and/or cognitive ability? If this distinction is significant, are there specific age periods during which audition has a maximum beneficial effect?

Methodology: Subjects were a group of 46 profoundly deaf college students, some of whom had been deaf since birth and some of whom had acquired deafness in childhood at varying ages of onset. For each subject a Raven Progressive Matrices score and a Michigan Test of English Language Proficiency (MTELP) score was obtained. Relationships between cognitive ability, language facility, type of deafness, and age at onset were explored using ANCOVA and multiple regression procedures, controlling for subject age and sex.

RESULTS: The distinction between congenital deafness and deafness acquired during childhood was found to be significant to the development of language facility but not to cognitive ability. Subjects with acquired deafness, regardless of age at onset of deafness, performed significantly better than the congenitally deaf subjects on the MTELP, controlling for cognitive ability. Pre-deafness audition had the most beneficial effect on MTLEP score during the first five years. Among subjects with acquired deafness, MTLEP score was found to be enhanced significantly by additional years of pre-deafness audition up to an onset age of five, after which no additional years of audition were not found to enhance language performance. (An onset age of nine was the latest age reported by any subject). No relationships were found between cognitive ability and language facility.

LANGUAGE: SYSTEM TO ACT TO REPORT. THE DEVELOPMENT OF ENGLISH LINGUISTIC THOUGHT IN THE SIXTEENTH CENTURY
Order No. 8025214
McDiarmid, John Fergus, Ph.D. Yale University, 1980. 322pp.

The history of ideas about language in sixteenth-century England consists of the inter-actions of a few basic sets of ideas. At the beginning of the century, a Scholastic view of language remained influential. Language in this view appeared as a rational system of categories and relations, whose highest function was as the medium of speculative inquiry. Orientation of linguistic form towards philosophic truth was a characteristic Scholastic concern.

The decisive challenge in England to this medieval view began early in the sixteenth century, with Erasmus. Erasmus and his allies largely replaced the linguistic theories of Caesarius Quinlanian and of Italian Humanists such as Valla. For them, language must remain essentially the same, human action as such, not a philosophically-directed system. They taught, judged and analyzed language as a skill. They involved it in the larger operations of rhetorical persuasion and, ultimately, good moral living.
By mid-century, Humanistic attitudes had made a firm place for themselves in English culture. However, their own evolution sometimes doubled back on itself. Doctrinaire and narrow classicism of the kind espoused by Erasmus in \textit{Enarrationes} set up a fixed, closed order of language, which was postulated to be correct regardless of development or imperatives of actual linguistic practice. This kind of classicism emerged strongly among the Cambridge Humanists of the 1540's. In the thought of Thomas Smith it merged into a kind of neo-Scholasticism, where language again appeared as a rationally constructed set of laws. Classicism passed over into debates about English in the early Elizabethan decades. While doctrinaire classicist initiatives continued throughout the century, they never achieved the success that Erasmian Humanism did; the more pragmatic rhetorical approach remained the stronger factor in the century's experience of language.

Peter Ramus's thought dominated English dialectic and rhetoric in the 1580's and 90's. A rather unstable composite, Ramism made both Scholastic and Humanistic claims. Ramists categorized and evaluated language in many Humanistic ways; however, Ramism does not see language as immersed and essentially at home in the non-theoretical stream of human behavior. Where this Humanist sense recedes, there is some resurgence of rationalistic preoccupation with formal order. Ramist linguistic thought embodies, more than it resolves, the century's main tensions.

Sixteenth-century linguistic thought had important relations to critical thought and literature. Literature from the beginning of the century bore marks of the orientation to audience and effect typical of Erasmian rhetoric. Literature was normally analyzed in rhetorical categories. By mid-century, classicism had become an important force in literature, involving emphasis and close imitation of ancient forms. Later, resistance to classicism was part of the background of the formal freedom of Elizabethan drama and poetry. Ramism can be associated with new emphases on logical structure and entailments of affective techniques in some kinds of discourse around 1600.

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The hypothesis is tested that some linguistic structures covary with cultural complexity and with each other are statistically evaluated. The influences of methodological limitations on subjective correlations are also measured and evaluated statistically.

The theoretical framework is eclectic including concepts from linguistics, anthropology, and cognitive psychology. The method employed is holistic. The data base consists of the linguistic materials available on a worldwide probability sample of fifty languages chosen so as to be minimally related both linguistically and culturally. The association of the linguistic variables with cultural complexity and with each other are statistically evaluated. The influences of methodological limitations on subjective correlations are also measured and evaluated statistically.

On the whole the results obtained indicate that the hypothesis is corroborated to a significant degree. A number of types of deictic affixes show a negative correlation with cultural complexity. The syntactic variables tested show a positive correlation with cultural complexity. A German type scale of deictic affixes used to rank languages also results in a strong negative correlation. The affix variables on the whole are significantly negatively correlated with the syntactic variables. Data from Keenan and Comrie on the number of noun phrase positions that may be relativized in restrictive relative clauses are also shown to correlate significantly with cultural complexity.

The interpretation is offered that as cultures become more complex deictic distinctions become less functional due to the changing purposes and topics of discourse, and so are lost for reasons such as phonological attrition without being renewed. Syntactic, non-deictic methods of establishing reference, such as relativization, become increasingly used as cultures become more complex and linguistic structure and cognition in general are enriched by new levels of analysis and control.

The present study considered attitudes of regular teachers and teachers of learning disabled students at the elementary level. A Q-sort questionnaire relating to language usage skills was used. These teacher attitudes helped determine the basis for a language component of the individualized curriculum, Directive Teaching Instructional Management System (DTIMS) (Stephens, 1973).

Teachers selected to participate in the study were instructed to sort language usage skills, using the Q-sort technique, into nine categories ranging from skills most appropriate for school success to skills least appropriate for school success. Directions accompanying the questionnaire instructed the teacher to place a specified number of skill cards into each category. Respondents were asked to respond on a nine-point forced-choice Q-sort scale (Stephenson, 1953) to a single statement ("this language usage skill is appropriate for school success") regarding the 56 language usage skills considered. Rank-order correlation coefficients indicated the teacher groups (i.e., teachers of learning disabled and regular class teachers) agreed as to language usage skills considered "most appropriate", "appropriate", and "least appropriate" for school success.

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The sample population for the language usage skills study was from four school districts: Franklin County, Worthington, Upper Arlington, Southwestern, and Columbus City Schools.

Sixty-two teachers of learning disabled students were randomly selected from the four school districts and sent Q-sort questionnaires. Principals, from the same schools that teachers of learning disabled students were randomly selected, were responsible for assigning a Q-sort questionnaire to a regular class teacher of either primary or intermediate level. Thirty-one primary and 31 intermediate class teachers were included in the sample of regular class teachers. Total sample population was 124 teachers (62 teachers of learning and 62 regular class teachers). A total of 98 teachers (52 or 84 percent of teachers of learning disabled students and 46 or 74 percent regular class teachers) returned Q-sort questionnaires.

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The conceptual framework of rule and the explanation of linguistic behavior is featured in Chomsky's transformational theory of grammar. The former is specifically criticized on the grounds that the role of rules in games, as opposed to the role of rules in language, is sufficiently different to warrant a reexamination and subsequent rejection of the analogy. The particular argument presented against the transformational approach, on the other hand, is that the "rules" of transformational grammar do not, as Chomsky admits, and can not be part of a model of linguistic performance, as Chomsky opines.

It is argued specifically in chapters 3 and 6 that the way in which the concept of rule has been formulated and used in all of these approaches is the major reason for its failure to adequately explain observed language behavior. In particular, the claim is made that the failure to include the language user's perception of his context, both linguistic and non-linguistic, in the formulation of language rules, must result in a model of linguistic behavior that is incomplete and inadequate, if we wish to understand linguistic behavior as a species of intentional action.
of stimulus quality, each level representing a more accurate view of the stimulus object.

Two dependent measures were gathered. The first was the subject's verbal response to each stimulus, made by the subject about each stimulus. The measures were quantified by trained judges using Valenciano's (1962) categories for the verbal measure and Lowenfeld's (1935) stages of drawing development for the graphic measure. Both response types were analyzed using identical 2 x 3 x 3 analyses of variance with repeated measures on the complexity dimension.

Increasing developmental level was associated with an increase in the subobjectivity of verbal responses but a decrease in the objectivity of graphic responses. Increasing complexity resulted in an increased subjectivity of verbal responses with the moderate level having the opposite effect. At the same time, there was no effect of stimulus complexity on the graphic responses. There was a significant interaction between complexity and developmental level due to large increases in objectivity of younger children at the moderate complexity level.

Stimulus quality had no effect on either verbal or graphic responses but was involved in a significant interaction with developmental level, younger children being more objective at the low and moderate quality levels but not at the high quality level. Younger children's graphic responses clustered at the more subjective stages while older subjects spread out over the entire scale range.

The results suggest the following conclusions: (1) There is evidence that children do reduce their utilization of imagery skills and rely increasingly on language as they develop; (2) the complexity of a stimulus will alter the objectivity of verbal responses; and (3) There is support for the contention that while children tend to stop using imagery skills with increasing age, a certain number of them retain and use those skills.

These conclusions have implications for both educators and those pursuing research on verbal and visual symbols systems. As language develops, there is a corresponding loss, the ability to image, for a relatively large part of the student population. If, as Langer (1951) suggested, language is a very inadequate means to express and sharing feelings, these children will be deprived of a viable mode of expression.

The results of much previous research have been questioned on methodological bases. The questioner's contentions were not supported by the findings of this study, nor was the increasingly popular qualitative research technique of trading laboratory control for more realistic situations.

A COMPARISON OF THE MANIPULATION OF CONCRETE OBJECTS AND THE USE OF PICTURES IN CHILDREN'S LANGUAGE PRODUCTION: VARIATIONS OF A PIAGETIAN THEME

Adviser: Professors Helen S. Cairns

In order to determine whether direct intervention can accelerate children's language comprehension abilities, 18 children, ranging in age from 3 to 4 years, participated in this three phase research project. The Pretest Phase served as a screening procedure for the selection of the subjects. The Intervention Phase consisted of three training sessions each of three training conditions: the Explicit Training Condition (Condition I), the Implicit Training Condition (Condition II), and the Control Condition (Condition III). The Posttest Phase was designed to test learning of the target sentence structures.

The linguistic stimuli consisted of four types of relative clause sentences. The sentences used in the Pretest and Posttest Phases were different from those used in the Intervention Phase. The children's task in each phase was to enact the sentence by manipulating toy objects.

The training procedures were developed to indirectly test the predictions of Slobin's (1973) putative universal that rearrangement of word order and interruption of related clausal constituents result in increased sentence processing complexity for young children. Subjects in Condition I were taught non-contrived versions of the relative clause sentences. The training procedure for subjects in Condition II was designed to rely solely on the children's natural inductive capacities for acquiring language. These children heard the relative clause sentences only in their surface form. The subjects in Condition III served as controls and received training on two-clause conjoined sentences.

The two major hypotheses tested in this study were that (1) younger children can be trained to understand relative clause sentences at an accelerated rate and (2) that Explicit Training (Condition I) would be a more effective intervention procedure than Implicit Training (Condition II).

The results of this study clearly demonstrated that direct intervention was effective in teaching children to understand relative clause sentences. The solid improvement in the performance of the subjects in the two experimental training conditions on the relative clause sentences between the Pre- and Posttest Phases was similar for Conditions I and II, disconfirming the second hypothesis.

In addition, subject relative sentences with subject focus and object relative sentences with subject focus were found to be the easiest to comprehend, while subject relative sentences with object focus for older children the greatest difficulty. This order of difficulty among the sentence types was consistent for all three Conditions and across the Pretest-Posttest Phases of the experiment.

Qualitative analysis of each enactment error was also completed. The most consistent finding was that the First Noun strategy accounted for the majority of errors, providing support for the canonical-sentential hypothesis described in the literature.
Words from the underworld continually enter general language usage in America. This study examines the influence of the mass media in that process, first in the thirties when criminals began to organize nationwide and then in the seventies when they were well established as a national force.

Language of criminals was sampled in F.B.I. transcripts of wiretappings of reputed Mafia leaders and in books by or about criminals. Words thought to have originated in the underworld or to have been adopted and popularized by criminals were then collected from materials from the mass media: books (including dedications and selected pulp magazine stories), and Little Caesar and The Godfather, newspapers, magazines, radio, television, motion pictures, and comic books. Finally, best-selling books from each decade were read to determine whether the words shown to be associated with the underworld had indeed been accepted into general language usage.

The 833 words collected were searched in dictionaries of underworld language and in glossaries, most of which were included in works read in the study. The 545 words defined in at least one of the dictionaries, whose publication dates span more than a century, or in one of the glossaries, published over a half a century, were different, showing a change of language usage. That different words derived from the language of the underworld were in popular use during each decade was also established by the media samples and best-selling books. The concerns expressed by those words, however, remained relatively unchanged as shown by the 25 categories of concern to which the words on the list were assigned. The most common categories were violence, with 73 words, and victim/opposition, with 71 words.

Finally, a limited word-frequency study of each source demonstrated language change. A comparison of the frequency list from each medium with that of criminal language from first the transcripts and then the books demonstrates that the criminals whose language American's, including the criminals themselves, imitate are those we know from the media rather than the criminals. That mythical version of criminal life is made more interesting than the life of the real criminal as members of the underworld change their language, often to influence in some way non-criminals with whom they associate. In so doing, they control, to an extent, the terms that are transmitted to the public.

The results of the study prove that diffusion of words from the underworld to the general public takes place in a clear sequence of usages, beginning with the efforts of police officers and police reporters to learn the criminals' language and continuing with the use of words from that language in the mass media. Also, each mass medium has contributed a special emphasis to different words. The historical importance of the media in influencing the diffusion of words from the underworld was found to be in this order: (1) Detective stories. (2) Motion pictures, particularly the gangster movies of the early thirties. (3) Pulp magazines. (4) Radio. (5) Books. (6) Television. (7) Newspapers. (8) Magazines. (9) Comic books.

Language development among learning-disabled and normal students at intermediate and secondary age levels

The evolution of language research in the United States has progressed from parents' observations of their children's language to highly controlled studies utilizing sophisticated indices of language development. Throughout this evolution, an accurate, reliable index of language has been sought. As theories of language and language research have changed, so has the focus of research itself.

The purpose of this study was to investigate whether or not activities could be designed to elicit specific functions of language. Nine kindergarten children, selected by their teacher as being competent users of language in many situations, were randomly assigned to groups of three. Each group engaged in seven planned activities: each activity being specifically designed to elicit one of seven language functions (i.e., Self-Maintaining, Directing, Reporting, Towards Logical Reasoning, Predicting, Projecting, and Imagining). Activities were videotaped, and the resulting language was divided into statements and categorized according to Tough's system.

Results indicated that language functions were not equally elicited by all activities (p < .001 in all cases) when each of the seven language functions was tested separately across activities. Results also indicated that the specific activities specifically designed to elicit the language functions of Directing, Predicting, and Imagining elicited significantly more of these respective language functions than any of the other six activities (Directing, p < .001; Predicting, p < .05; Projecting, p < .001; and Imagining, p < .001). The activities specifically designed to elicit the language functions of Self-Maintaining, Reporting, and Towards Logical Reasoning did not elicit significantly more of these respective functions than any of the other six activities. Although in each case, the designed activity did elicit the highest number of responses of the intended function.

Changing the activity proved effective in varying language function and specifically designed activities did elicit intended language functions.

Ways of Speaking: Styles in Conversation

In this dissertation I examine variation of speaking style in everyday conversation. I begin by reviewing the ethnomusicology and sociolinguistic literature on speech variation, making arguments for how such variation might best be studied. I then present twenty studies of speech variation throughout the world, and suggest that the distribution of types of speech form in these studies are the personal attributes of the speakers, their relationship, the situation of the speech event, including setting, definition and group size, and the topic. Next I examine a corpus of over one hundred everyday conversations gathered by my students and me over several years, and examine these to see the influences of the several components of interaction. I suggest that linguistic and non-linguistic features which mark speech style in English, propose rules that govern choice of style and also attempt to look at the interaction of these rules with topic choice and development. I describe the social processes at work in spoken interaction, using excerpts from our conversations to illustrate. Finally, I conclude with suggestions for future research.
LEXICAL IDIOSYNCYRASY IN ENGLISH: AN ARGUMENT FOR A LEXICALLY BASED GRAMMAR


The trend in modern linguistics has been to search out and describe the regular patterns in language and to minimize or ignore the irregularities. However, individual lexical items (morphemes, words, compounds, and idioms) frequently, even typically, behave in idiosyncratic and unpredictable ways. This is true at all levels of linguistic analysis and must therefore be taken into account in writing grammars. The goal of this dissertation is to demonstrate the pervasiveness of lexical idiosyncrasy in English and to consider some of the properties a descriptive device would need to deal with both the irregularities and the regularities that are a part of language.

This work is divided into three sections. Section I surveys previous scholarship on the role of the lexicon and outlines some problems associated with the formal description of lexical entries. It deals primarily with the work of American linguists including Bloomfield, Chomsky, Katz and Fodor, Fillmore and Starosta. Section II demonstrates the idiosyncratic nature of English lexical items on four linguistic levels: phonology, morphology, syntax and semantics. In phonology, for example, there are nouns like Illinois, Listerine and albino that do not carry the common antepenultimate stress although nothing in their phonological makeup would predict this (cf. Triquito, Owalline, buffalo). Others like obesity, nicety and probity do not undergo Tri-syllabic Laxing, whereas other similar words do (cf. obscenity, divinity, profanity). In morphology, there are, in addition to nouns with irregular plurals like genera and samaphil, those like clutter and furniture which have no plural and those like dregs and bowels that have no singular. In syntax, there are verbs like one and mean that cannot occur in passive constructions, at least one—obsch—that cannot occur in active constructions and another—want—that can passivize only in pseudo-clone constructions. In semantics, there are numerous idiosyncratic restrictions on the meanings of words. For example, the verb kill requires of its object only that it be living, whereas massacre requires a plural object, murder a human object, assassinate a politically prominent human object, and so forth.

Section III outlines briefly the properties a grammar would need in order to deal with the lexical idiosyncrasies found in English. These properties include: (1) a large, complex lexicon with fully specified entries containing exhaustive syntactic and semantic information; (2) a way of relating those lexical items that speakers treat as related; and (3) a way of capturing regularities. It seems that the grammar which comes closest to these three goals is Starosta’s lexically based grammar. In Starosta’s grammar, the relationship of lexical items (e.g., relationships created by derivation, polysemous extension or compounding) is captured by the use of lexical features: regularities and subregularities are captured by redundancy rules which extract regularity from the information in the lexicon (to whatever extent individual speakers do). These rules obviate a serendipitous grammar.

The remainder of Section III considers how speakers would acquire a lexically based grammar. A model of language acquisition is outlined in which speakers are continually opening, enlarging, revising and closing lexical entries while at the same time forming and refining redundancy rules. In this model, the primary difference between the child’s lexicon and that of the adult is that the child has fewer entries, more incomplete entries, fewer redundancy rules and more incorrect rules.

AN ACHIEVEMENT REPORT OF A LANGUAGE DEVELOPMENT PROGRAM FOR FIVE YEAR OLD CHILDREN

Order No. 8022822

The purpose of this study was to describe, analyze and evaluate an all-day language development program for five-year-olds at an experimental urban educational center. This center was created to stimulate long and short term research in education and to generate new teaching strategies so as to provide more effective learning for children. The center represented a partnership between the largest school district in the state and one of the largest teachers and other vocational personnel training institutions in the same state. The center utilized an interdisciplinary approach to achieve its pre-service and in-service training of teachers, student teachers, and social workers.

The all-day kindergarten was an integral part of this urban educational center. It focused upon the development of a curriculum, philosophy and program design which provided individualized instruction, examination of instructional materials for each of the following purposes: (1) a way of developing a curriculum to which the theory of grammar is considered as part of the data base to which the theory of grammar is.

A CONTRIBUTION TO THE FORMAL, COMPUTATIONAL RECOGNITION OF SOUND CHANGE, ANALOGIC CHANGE AND DIALECT BORROWING

Order No. 8018623

Historical and comparative linguistics is a field in which formal techniques have proven to yield rewarding results. Of major note is the technique known as the comparative method (CM), which lends itself nicely to investigation with formal tools. Before application of CM can be performed however, it is especially useful to eliminate those morphs on which sound change has not operated. For the purposes of this study, these will fall into one of the following categories: analogic change (levelling), dialect borrowing and a "residue." The computer can be utilized to provide a rigorous test of such a pre-CM procedure. Using Proc-Italic (PhI) and Latin as representatives of an older stage and a later stage of the same language, I wrote the following four computer programs for the separation of sound change from the three other categories and each of the four programs is as follows: (1) Latin noun declension program; (2) Morpheme boundary marking program; (3) Correspondence program; (4) Change recognition program. These programs were designed to operate on a PDP11/E10 and were written in BASIC.

The recognition proceeds according to the following plan: (1) Sound change - paradigmatic alternation in the latter stage with non-alternation in the earlier stage. (2) Analogic change - contradiction to an established alternation - possibly involving doubles. (3) Dialect borrowings - doubles not exhibiting the criteria for analogic change. (4) Residue - everything else.

The results show that it is indeed possible to separate the different change processes. They do, however, point to the necessity for supplying alternative interpretations to the categories of change and the need for dividing the residue category into smaller change categories, some of which are themselves amenable to formal recognition. Of major importance is the necessity of "rethinking the concept of analogy" with an eye toward breaking it down to more accurately describe and agree with the different concepts with which it has been traditionally associated.

GRAMMATICAL THEORY AND LANGUAGE ACQUISITION

White, Lydia, Ph.D. McGill University (Canada), 1980.

This thesis examines the interaction of a particular theory of grammar, the extended standard version of generative grammar, with language acquisition. It discusses the kinds of explanation of acquisition that a restrictive theory of grammar can offer and the kinds of prediction that it can be expected to make, as well as ways in which consideration of the facts of acquisition must shape proposals for the theory. Acquisition data are considered as part of the evidence for the theory of grammar is responsible and the use of such data to argue for particular grammars or the form of grammars in general is discussed. A number of issues, such as the psychological reality of child grammars, the question of their optimality, and the types of change possible in child language, are re-examined. It is suggested that a lack of coherence in these areas has caused serious confusion in the past.