This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 49 titles deal with a variety of topics, including the following: (1) the relation of cognitive ability and receptive language ability in primary school children; (2) verbal cognition; (3) contextual methods of teaching vocabulary in grade 11; (4) the efficacy of letter cloze as a perceptual organizing technique; (5) verbal plurality and aspect; (6) structure building operations and word order; (7) individual differences in acquisition and use of English derivational morphology; (8) children's humorous language; (9) the evolution of brain lateralization and its implications for language; (10) phrase structure, subcategorization, and transformations in the English verb phrase; (11) categorization in phonology; (12) children's questions and the discovery of interrogative syntax; (13) case relations in generative grammar; (14) the influence of linguistic context on word recognition accuracy and miscues; (15) sentence bridging and reading proficiency; (16) the effects of set expectations on lexical access; (17) teaching linguistics to the adolescent student; and (18) grammars for the recognition of natural language.

Compiled by the Staff of the ERIC Clearinghouse on Reading and Communication Skills
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A REAL-TIME PROCESS MODEL OF MORPHOLOGICAL CHANGE
THEORY OF VERBAL COGNITION


The present work offers a detailed study of the theory of verbal cognition, *kāda* and *kādha*, and related problems based upon the *Vypaśrminda* of Gādāthābhartābhāṣya.

From the very beginning of its history, the philosophers of the Nyāya School developed a great theory of *kāda* and *kādha*. However, in the modern period of the Nyāya School, the New Nyāyās (Nāyā- Nyāyāikas) developed a very systematic theory of the verbal statement *kāda* and *kādha*, and its understanding, *kādha*. They tried to answer the questions: “How do words convey meaning?” and “What are the steps in apprehending the meaning from a given statement?”. The New Nyāyās and the Nyāyāikas both refer to a particular meaning. According to them, verbal cognition is the apprehension of the semantic relations between the referents of individual words.

Metaphysics, logic and epistemology can be said to constitute the subject matter of Nāyā- Nyāya philosophy. Therefore, the New Nyāyās also occupy a distinct position in the theory of verbal cognition. For the theory of verbal cognition is an important aspect of the epistemology of Nāyā- Nyāya philosophy. Eminent New Nyāyās such as Gādāthā, Raghunātha, Jagaddeśa and Gādātāhara wrote important books on epistemological problems and verbal cognition. Thus an understanding of the theory of verbal cognition is essential to an understanding of the Nāyā- Nyāya philosophy.

The theory of verbal cognition was utilized in judging the validity of a statement (*kāda*). A verbal statement is valid, *pramāṇa*, if the verbal cognition, arising from it, is valid and logically cogent. The theory was so interpreted that other philosophical schools of India accepted it as part of their system. However, the other schools, particularly the Grammarians (Vaiyakarāṇas) and the Ritualists (Mīmāṃsākās) adopted it with several modifications and within a different theoretical framework. These theoretical differences are often the subject of argument and disagreement in the history of these philosophical traditions. In order to understand these differences we shall discuss the theories of verbal cognition according to the Nāyāya, Vaiyakāraṇa and Mīmāṃsā in Part III.

The verbal cognition of the New Nyāyās is an analytical understanding of semantical and epistemological properties such as subject, object, action, etc. The New Nyāyās analyze the subject *sāyā* as the possessor of the action, the object as the possessor of the effect, and the action as the cause of the effect. Since the analytical understanding of these properties is the key to the understanding of verbal cognition, we shall provide an analysis and definition of these properties in Part III.

To substantiate the historical background of the problem of verbal cognition, we shall give a translation of selected portions of the first two chapters of the *Vypaśrminda* in Part III.

The present work addresses primarily students and scholars of Nāyā- Nyāya logic and secondarily those of Indian philosophy.
The problem of the study was to investigate: (1) differences in pre, post, and delayed vocabulary scores of eleventh grade students who were exposed to a six-week program of vocabulary lessons which provided direct teaching of 240 specific vocabulary words via contextual analysis; (2) differences in pre, post, and delayed vocabulary scores of eleventh grade students who received the vocabulary lessons through an aural assistance or silent reading process for three weeks of the program; (3) differences in Review Test scores of students exposed to an aural assistance or silent reading method for each of the six weeks of the program; (4) differences in total Review Test scores of students exposed to an odd or even sequential pattern of aural assistance for weekly vocabulary lessons; (5) correlation between measures of specific vocabulary, reading performance, listening performance, academic level, intelligence, and sex; (6) the combined effect of selected variables on Total Review Vocabulary of students involved in the experiment; (7) differences between total Review Test scores obtained by eleventh grade students who received aural assistance during weeks 1, 3, and 5 of the experiment vs. scores obtained by students receiving aural assistance during weeks 2, 4, and 6 of experiment; (8) differences in pre, post, and delayed vocabulary scores of eleventh grade students who received an ABA pattern of parallel test forms over two succeeding six-week periods; (9) differences in pre, post, and delayed vocabulary scores of eleventh grade students who received an ABA pattern of parallel test forms over two succeeding six-week periods vs. scores obtained by students who received a GAB pattern of vocabulary test forms over the same period of time.

The sample for the study consisted of 182 eleventh grade students, 60 males and 122 females, who attended a large suburban public high school. The mean I.Q. of students in the sample was 108.39 with a standard deviation of 10.04 obtained in June of 1978. The study spanned a 14 week period during the months of February through May of 1978. During the study, students were administered a series of pretest measures, followed by a six-week vocabulary development program. Students were administered a series of posttests during the week following the program. Six weeks after the completion of posttesting students were given a delayed vocabulary measure.

During the six-week vocabulary program, students received 24 lessons, 4 lessons each week, which provided direct teaching of 240 specific vocabulary words via contextual analysis. Over half of these words were judged as unfamiliar according to criteria developed by Eicholtz, Dale, and O'Rearke.

Pretest measures included Form 2A of the Cooperative English Reading Comprehension Test, Form BM of the Brown-Carlsen Listening Comprehension Test, and two parallel forms of a multiple-choice Vocabulary Test developed by the author. Posttest measures included alternate forms of the tests listed above. Students also received the pretest Vocabulary Test form as a delayed measure.

The major conclusions of the study were: (1) Pre-posttesting of specific vocabulary taught during the experiment indicated that eleventh grade students realized a significant increase in scores. Differences between pre and delayed vocabulary scores were also significant. Differences between post and delayed vocabulary scores were not significant. (2) Total specific vocabulary knowledge of eleventh grade students acquired through an aural assistance vs. silent reading method did not differ significantly. The sequencing of aural assistance methods throughout the six weeks of the experiment appeared to significantly influence posttest scores. (3) Except for sex, all correlations of specific vocabulary measures with reading and most listening measures were positive and significant. Correlations of all measures of specific vocabulary with academic level and intelligence were significant. (4) Intelligence and Academic Level were two principal determinants of variance in total specific vocabulary knowledge. (5) The combined interaction of methods (aural vs. silent) with sequence of methods had a significant influence on total specific vocabulary of eleventh grade students. (6) The sequencing of pre, post, and delayed Vocabulary Test forms influenced the non-linear trend of scores.

A COMPARISON OF NORMAL AND ARTICULATION-IMPAIRED CHILDREN'S PERFORMANCE ON FOUR TASKS OF PHONEMIC AWARENESS

The performance of thirty-two normal and thirty-two articulation-impaired (A-I) children was compared on four tasks of phonemic awareness: auditory analysis; auditory synthesis; visual analysis; and visual synthesis. Questions about reading and how each task was similar to the reading process followed.

Children were Caucasian and had at least average intelligence, average receptive and expressive language skills and adequate auditory and visual acuity. Information about each subject's background, eyesight, and reading skills was also obtained. None of the A-I children had received therapy. Three additional sub-groups were tested: (1) eight black children of middle socio-economic status; (2) eight black children of low socio-economic background; and (3) eight white children enrolled in therapy for mild articulation problems.

Use of a four-way repeated measures ANOVA revealed no significant four or three way interactions among the research conditions, however, the two way interactions of mode x task and mode x group reached significance. Further, the main effects of task and mode were significant.

Responses to the questions about reading were assigned to one of eight categories ranging from non-meaningful to meaningful. Analysis of these responses indicated that phonemic awareness tasks were perceived to be new and in over half of the responses were described as different from reading. The majority of the children gave vague or irrelevant responses when asked to define reading.

Use of multiple t-tests revealed that the mean number of correct responses earned by the readers was statistically higher than those of the non-readers on their analysis task.

The distribution of the eight high scores on the auditory analysis and auditory synthesis tasks for the total group of sixty-four children was significantly higher than the distribution of scores of any of the sub-groups. However, when the eight lowest scores obtained by the major group were compared to those earned by the children in each sub-group, the distribution of scores of the black children of middle income was significantly higher on the auditory tasks; and the A-I children receiving therapy had a significantly higher distribution of scores on the auditory analysis and visual synthesis tasks. The children enrolled in therapy had a significantly higher distribution of scores on the auditory analysis and visual synthesis tasks than the eight lowest scores of the A-I subjects not receiving therapy.

Chi-square tests did not reveal any significant difference for the normal and A-I subjects on individual items on each of the tasks. Correlations were uniformly low between the tasks.

The major conclusions were as follows: (1) Children with normal articulation skills perform significantly better than A-I children on tasks presented via the auditory mode. (2) Performance on tasks of phonemic awareness does not vary as a function of gender. (3) On tasks of phonemic awareness, the visual tasks appear to be significantly easier than the auditory, regardless of whether the task involves analysis or synthesis. (4) Analysis tasks are easier than synthesis tasks, with the difference between tasks more pronounced in the auditory mode. (5) Four-year-olds perceive tasks of phonemic awareness as unrelated to their preschool activities and are more apt to report similarity between visual tasks and reading than between auditory tasks and reading. Four-year-olds who can provide a meaningful definition generally portray reading as a decoding process. (6) Regardless of mode of presentation, tasks which involve matching stimuli are easier than those which require the detection of a mismatch between stimuli. At defined in the present study, auditory analysis, auditory synthesis, visual analysis and visual synthesis operate as independent processes.

THE Efficacy OF Letter Cloze AS A PERCEPTUAL ORGANIZING TECHNIQUE

The purpose of this study was to investigate the efficacy of letter cloze as a technique for organizing the perception of words.

The following questions were considered: (1) Is letter cloze a viable teaching technique for elementary school students? (2) Will there be a significant difference in learning, utilizing letter cloze, between second graders, fourth graders, and sixth graders? (3) Will there be a significant difference in learning, utilizing letter cloze, between students' ability grouped as above average, average, and below average? (4) Will there be a significant difference in learning, utilizing letter cloze, between boys and girls?
THE RELATIONSHIPS BETWEEN AUDITORY PROCESSING, ORAL LANGUAGE AND READING IN A GROUP OF THIRD-GRADE CHILDREN

Order No. 8127571
CULLEN, GERRY WATSON, Ph.D. University of Illinois at Urbana-Champaign, 1981 119pp.

The present investigation was concerned with examining the relationships and differences among the following factors in 25 good and 25 poor readers in the third grade: oral language as indicated by analysis of language samples using Developmental Sentence Scoring procedures, and auditory processing as indicated by the Flowers-Costello Tests of Central Auditory Abilities.

The subjects were 50 normal children, ages 8.0 to 8.9, who attended an elementary school in Champaign-Urbana or Springfield, South Carolina. Each subject was characterized by the following criteria: (a) had heard within normal limits, (b) received receptive vocabulary scores between 90 and 116 on the Peabody Picture Vocabulary Test (PPVT); (c) were identified and grouped as good and poor readers on the basis of their performance on the Standford Diagnostic Reading Test; and (d) demonstrated sufficient visual capabilities by passing the practice items on the reading test and picture vocabulary test. Children were tested individually and those who met the above criteria were then administered two tests used for comparing their performance. Lee's (1974) Developmental Sentence Scoring (DSS) procedures, and the Flowers-Costello Tests of Central Auditory Abilities. The data were then subjected to statistical analyses employing the Pearson Product-Moment Correlation Coefficient procedure to investigate the relationships, and t-test analyses to investigate differences.

The Pearson Product-Moment Correlation Coefficient analysis resulted in correlations that indicated no significant relationship was shown between the children's oral language scores and the Flowers-Costello Tests of Central Auditory Abilities. Results of a t-test analysis revealed that the two reading groups were significantly different on the DSS procedures, but not on the test on auditory processing.

When the children's PPVT scores were correlated with the reading scores, a significant relationship was found for the total sample, but not for either of the two sub-groups, the good and poor readers. Results also revealed: (a) a significant difference between good and poor readers performance on the PPVT, (b) no significant relationship was shown between PPVT scores and oral language scores for the total group or the two sub-groups, and (c) no significant relationship was revealed between the total group or the two sub-groups' performance on the PPVT and on the Flowers-Costello Tests of Central Auditory Abilities.

The data obtained in the present study seem to suggest for future research the following concerns: (a) development of a better theoretical model of auditory processing; and (b) utilization of a measure that better evaluates several other aspects of auditory processing.

THE DEVELOPMENT OF A FREIRE-BASED LITERACY/CONSCIENTIZATION PROGRAM FOR LOW-LITERATE WOMEN IN PRISON

Order No. 811793
CRAIG, GILLIAN MARY, Ph.D. The Pennsylvania State University, 1981. 326pp. Adviser: Mary M. Dupuis

The purpose of this study was to develop an educational program designed specifically for a group of women in a prison setting, and to use it to develop a critical consciousness among the offenders. The program used as its model that of Paulo Freire, the Brazilian educator-philosopher who developed for illiterate peasants or campesinos a program that dealt with the technical skills of reading and writing. In addition, the program worked with the people, not for them, for the development of conscientization, a word which Freire uses to describe the step beyond consciousness raising into action. This is a pedagogy which empowers the learners to be active participants in their lives, to act out of a critical consciousness, able to think and responsible to act.

For Freire the opposite to a critical consciousness is a magic one, the state in which one passively accepts the things that happen.

The literacy/conscientization program was designed for a group of 24 women in Huron Valley Women's Facility, Michigan, reading at or below Grade 6 level according to institutionally administered standardized tests. Freire and his workers spent up to six months to discover the concerns and interests of the campesinos, and also their language. Given the restrictions of a prison setting, this was not possible. Instead the decision was made to utilize a semi-structured interview format to develop an understanding of the women. In order to develop an interview test, it would speak to at least some of the concerns of incarcerated women, the literature on women in confinement was reviewed. A parallel exists between the outlook of poor women who will be branded on release as ex-offenders and the Brazilian peasants for which Freire initially developed his program, in that both groups are marginalized from participation in the larger society.

As far as possible given institutional parameters, the atmosphere maintained during the interviews was nonjudgmental and the women were asked to share their feelings as well as demographic data. From these tape-recorded interviews, 11 themes were selected as those which arose most frequently and with emotional content for this group. They were: (1) children, (2) self-image, (3) violence, (4) reactions to prison, (5) mother/daughter relations, (6) responsibility, (7) problems as an ex-offender, (8) education, (9) freedom, (10) homosocial relationships, and (11) race. Using the Freire model described in Education for a Critical Consciousness (1974), these were deemed the generative themes for these women.

The final stage in the model as Freire outlines it is the development of codifications, the images to be used to draw the women into discussion, initially about a reality other than their own and then into their own. From these discussions the women might learn that others share their concerns and from this draw forth the strength to move beyond. The two principal codifications suggested in the agenda were for colored girls who have considered suicide when the rainbow is smoky Ntozaki Sange and Prisoner: Cellblock "H" (Grundy Television). A list of additional resources for codifications comprizing films, records, television programs, photographs, fiction among contraband, and poetry was included, too.

THE EFFECT OF DIFFERENTIAL FEATURE TRAINING ON THE USE OF GRAPHIC CUES IN CONNECTED DISCOURSE AND ON WORD RECOGNITION IN LISTS AMONG IMPULSIVE AND NONIMPULSIVE FIRST GRADERS

Order No. 8123883
CULLEN-BENDER, PATRICIA ANN, Ph.D. Syracuse University, 1981. 70pp.

"Biemiller, in an examination of oral reading errors (1970, 1971), found that the rapidly progressing children in the first grades he studied were, by the middle of the year, demonstrating reading behavior that was characterized by errors which reflected use of graphic cues. Poorer readers in the middle of first grade..."
demonstrated oral reading errors where contextual cues dominated. Attention to graphic features seemed to separate the most from the least successful first-grade readers (Barr, 1975b; Biemiller, 1970, Clay, 1987).

A large body of research suggests that children are less accurate in their visual matching responses as a result of individual variation on the cognitive dimension known as conceptual tempo (Kagan, 1964, Zeiniker and Jeffrey, 1975). Correlational investigations reveal that those children classified as impulsive on a measure of conceptual tempo perform less well on school-related tasks than do children characterized as reflective. Zeiniker and Oppenheim (1973) found that a training procedure which required subjects to note the features within an illusory stimulus from another facilitated performance on a discrimination task and modified specific responses. The present study was conducted to determine if middle-of-the-year first grade context users' attention to features which differentiate one graphic stimulus from another would: (1) increase use of graphic cues within connected discourse, (2) improve accuracy in recognizing words out of context, (3) modify the conceptual tempo of context users characterized as impulsive.

To identify those children whose predominant strategy was context cueing, oral reading passages were administered. Trained examiners wrote down any deviation from the text as the subject read. Errors were classified as to type, using the criteria for classification of oral reading errors outlined by Biemiller (1970, 1971). Context users were identified as displaying either an impulsive or nonimpulsive conceptual tempo by their latency and error scores on the Matching Familiar Figures test (MFF). This examination yielded two groups: a treatment group and a control group. A table of random numbers was assigned to impulsive first, then nonimpulsive to either a treatment or control condition. The subjects in the treatment group received training (following Zeiniker and Oppenheim, 1973) for thirty minutes a day over a twenty-day period. The control subjects had children's stories read to them thirty minutes a day over the same period. The control subjects in the treatment group, fourteen subjects in the control group.

Each of the research hypotheses posed was tested using a repeated measures ANOVA. The statistical model was for one between subjects and one within-subject factor. The between-subjects factor had two levels corresponding to the two groups, treatment and control. The within-subject factor represented the time of testing (Time 1, Time 2) associated with each of the following measures: word recognition strategy (the Biemiller weighted score), word recognition accuracy (the Wide Range Achievement Test), and conceptual tempo (the Matching Familiar Figures test).

Within the context of the limitations of this study, findings and conclusions are as follows: (1) The training condition did not promote reliance on graphic cue use beyond that which resulted from daily classroom-instruction or maturation. Biemiller's suggestion that remaining context cues from first graders whose word recognition strategy is predominantly contextual cueing, and training those subjects to focus on graphic features would result in an increase in graphic cue use when reading connected discourse, was not supported by the present results. (2) Performance on the word recognition measure was significantly higher for treatment subjects than for control subjects. The finding lends support to the view that drawing a subject's attention to visual details that differentiate one stimulus from another would increase word recognition accuracy (Gibson, 1980). (3) Training did not significantly modify impulsivity implications and suggestions for further research were presented.

VERBAL PLURALITY AND ASPECT Order No. 8124052
Cusic; David Dowell, Ph.D. Stanford University, 1981. 359pp.

The purpose of this study is to show that multiple events, incomplete and complete action, and duration are all facets of a single general system of expressing quantitative relationships in the domain of action, and that aspect, tense, nominal plurality and event structures are all components of this system.

The study first explores some of the basic concepts of tense and aspect, relating them in terms of quantity and plurality. It develops a notion of boundedness to relate the mass/count distinction in noun phrases to verbal concepts and time reference, showing that aspect and tense depend on the boundedness of events, and that plurality of events involves unboundedness at the phase, event or occasion levels in a situation.

The study then offers evidence, from a large sample of languages, of the broad range of plural meanings involved in verbal plurality and develops a four-fold classification of the conceptual domain of verb plurality. The way plurality in subject and object noun phrases is by verbal plurality supports the claim that there are different basic grammatical structures corresponding to events intransitive and intransitive clauses, but that transitivity is a gradient property, related to ergativity, which is affected by massness, plurality and activity in subject and object noun phrases.

The ramifications of this view of event plurality are then explored in detailed descriptive studies of several languages: Diegueno, Pomo, Moru-Madi, Klamath, and English. These studies show that singularity and multiplicity of phases, events and occasions are more useful analytical concepts than the usual perfective/imperfective and durative/non-durative categories of aspect. The study of English pays particular attention to the relationship between event plurality such as AGAIN; event plurality in the Vendler verb phrase classification (Progressive) and the temporal connectives WHEN, WHILE and AS.

The language studies demonstrate that (a) mass-quantifying devices pluralize events internally; (b) count-quantifying devices pluralize events externally; (c) noun phrase plurality is a part of event plurality; (d) noun phrase plurality is dependent on a basic event unit which depends on the degree of transitivity and source- or goal-oriented; (e) durativity is a by-product of event plurality; (f) boundedness or unboundedness of events is a crucial element in the ordering of events by tense and aspect.

The results obtained from this study are particularly relevant to the investigation of language universals in the areas of plurality and time reference, and will also be of use in the development of a semantics for plurality and aspect in individual languages.

ON THE EVOLUTION OF BRAIN LATERALIZATION AND ITS IMPLICATIONS FOR LANGUAGE Order No. 8124876

This dissertation reviews the literature on the evolution of brain lateralization for speech and language. The investigation of functional and structural brain lateralization lends special insight into how and why humans evolved the capacity for language, and how this condition corresponds to that found in non-human species. The primate-day mammalian differentiation of brain lateralization was discussed. The evolutionary and genetic relationship between the two major fields of functional lateralization, handedness and cognitive dominance, was considered. The underlying structural mechanisms and the developmental basis of brain lateralization were also investigated.

Results indicate that though human brain lateralization is a species-specific adaptation, it is best viewed on a phylogenetic continuum. The embarrilements occurred upon an earlier-established plan. Bilateral symmetry, as well as asymmetry, plays an important role in an animal's spatial orientation within its Umwelt. Increasing complexity in the "perceived" world is accompanied by the evolution of greater complexity of the neural mechanisms for orienting in it. In modern primates, this spatial orienting function has extended into an increased complexity in Umwelt, including in the mechanisms from the processes of audio-communication signals. The pattern is further embellished in humans, who live in a highly complex and unpredictable Umwelt. Brain asymmetry serves a number of adaptive functions, including in spatial orientation, in increasing the efficiency of cortical activity, through a central control mechanism, in "doubling" the power of the brain, by eliminating unnecessary redundancy of vital action, increasing the problem-solving techniques, and doubling the memory storage capabilities of the hemispheres. Brain asymmetry may also be important for symbolization, which is pivotal for language. Also noted is the great need for more research, especially on the physical mechanisms underlying functional asymmetry, and as to its ontogenetic basis. Cross-species and cross-cultural studies are particularly encouraged.

STRUCTURE BUILDING OPERATIONS AND WORD ORDER Order No. 8117994
Flynn, Michael James, Ph.D. University of Massachusetts, 1981. 142pp

Directly, Professor Barbara Hal Pettie

One of the goals of linguistic theory is to discover generalizations about the syntax and semantics of natural languages, and to construct theories of human cognitive capacity and development that explain these generalizations. Each statement about a language is theory-laden, that is, the characterizations of a possible generalization are determined by a theory (regardless of whether or not it is explicit) about the nature of
human language. Further, statements about a particular language carry varying degrees of theoretical commitment. Compare the statements in (1) and (2).

(1) The basic word order in English is such that the object noun phrase follows the verb, while in Hopi, the object noun phrase precedes the verb.
(2) English has a rule to expand the VP node which has as a special case: VP → V-XP; whereas the corresponding rule in Hopi has as a special case: VP → NP-XP.

Though, in an age, the method for checking both (1) and (2) is the same.
(2) presupposes a claim that (1) does not. The incorporation of context-free phrase structures rules (PS rules) will lead to a revealing theory about how humans acquire the languages they do.

However, if PS grammars are adopted as a component of the representation of the knowledge (or belief system) humans acquire in this domain, as was a natural assumption in the early days of generative grammar, we require some theory about these rules from which generalizations stated in terms of them follow. For example, alongside (1) and (2) consider (3) and (4),

(3) English is a prepositional language: Hopi is postpositional.
(4) English has (a subcase of) a rule: PP → P PP; for Hopi: PP → NP P.

As Greenberg (1963) noticed, statements like (1) and (2) are not unrelated. In fact, with much greater frequency, than chance, (5) and (6) hold:
(5) If a language has VO order, it will be prepositional.
(6) If a language has OV order, it will be postpositional.

In Montague grammar, there has been little attempt to account for such generalizations.

This dissertation proposes a theory of syntax which shares some of the features of Montague's work, yet attempts to give a principled explanation of low-level generalizations. The first two chapters are an introduction to the theory. Montague's methodology of stating a tight connection between the syntax and semantics is embraced and some of his technical apparatus is borrowed. Some ways in which the theory differs from common practice in Montague grammar are in (7)

(7) Phrase structure rules are described entirely.

Given category assignments to lexical items, hierarchical organization of phrases is defined universally.

For languages with strict word order, left-to-right ordering of constituents of phrases is specified by a language-particular word order convention, which by its very nature is cross-categorial.

Chapters three and four extend and elaborate on the proposal in the first two chapters A "word" is taken to mean a unit which allows for discontinuous constituents, as are category changing and relating rules which account for nominalizations and the double role played by adjectives in English. In the fifth and final chapter, word order conventions for other languages (Hopi among them) are adduced, and the first steps toward a theory of ordering conventions are taken.

The goal of the dissertation is to offer support for the view that while (1) and (3) are generalizations about the languages in question, (2) and (4) are not.

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INDIVIDUAL DIFFERENCES IN ACQUISITION AND USE OF ENGLISH-DERIVATIONAL MORPHOLOGY Order No. 8127023

Freyo, Pamela Parker, Ph.D. University of Pennsylvania, 1981. 200pp. Supervisor: Dr. Lila Gleitman

Classroom observation together with evidence from the literature indicated that knowledge and use of English derivational morphology might be possible factors of differences in reading and vocabulary ability in school children. Several experiments are described.

Knowledge of endings was tested in a production task in which subjects in grades three to eight were asked to supply real endings to novel stems. Results indicated that frequency and variety of derivational endings increased with grade, although there was much individual variation. Productive use of derivational endings appeared to begin at fourth-grade, although younger children were observed to change lexical category using zero derivation or compounding. The first morphologically complex words to be used in a derivational function tended to be those which also had syntactic use.

A design of experiments designed to see if knowledge of derivational relations is a factor distinguishing good and average word learners matched test learning fifth-graders with average learning eighth-graders. A paired-associate learning task using nonsense bases with derived endings indicated that the fast fifth-graders relied on derivational knowledge, but the average eighth-graders did not. A vocabulary test in which derived and simple words were matched on basis of frequency showed the fifth-graders as better worders in general, but differentially better with derived words. A training experiment with eighth-graders was hopeful but inconclusive that specific training in derivational endings would increase vocabulary ability.

A lexical decision experiment using words segmented to influence the way they were retrieved was designed to examine whether use of derivational relations was a factor distinguishing better readers from average readers. The results showed that average students appeared to use morphological analysis in word recognition but top readers did not, this was attributed to the fact that top readers were probably better users of specific rules for word recognition. Because results were obtained only with word boundary items and not with morpheme boundary items, acquisition in the sense of lexical storage and retrieval is thought to be on a principled basis.

A DEVELOPMENTAL STUDY OF RECOGNITION SPAN, PARAOVEAL WORD RECOGNITION, AND ORTHOGRAPHIC KNOWLEDGE

Order No. 8125482


During fluent reading the eyes of the reader make a series of brief left-to-right movements across a line of print. The eyes stop at each movement making a pause called a fixation. The large span of information that a reader can perceive and comprehend during each fixation, the fewer the number of fixations required to read a line of text. Proficient readers have large spans, and to develop them they may take as many as half a day's practice. Thus the focus of interest shifts away from a theory which explains the growth of context-free generalizations stated in terms of them follow. The first two chapters are an introduction to the theory. Montague's methodology of stating a tight connection between the syntax and semantics is embraced and some of his technical apparatus is borrowed. Some ways in which the theory differs from common practice in Montague grammar are in (7)

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The purposes of this investigation were to compare the effects of two specific adult-child interaction patterns in small group settings. For the purpose of this research, the Language Interaction Model was developed, presented, and tested.

Audio Tapes and Observational Data were collected over a five-week period. Subjects were 24 three to three and one-half year old children attending a day care facility in a lower socio-economic neighborhood randomly selected to be in one of two groups.
The analysis revealed a more complex, hierarchical system of concatenation, embedding, and concatenations of concatenation, as evidenced by the written text and the oral text.

Part III of the dissertation presents the assessment of the analysis. As noted above, the everyday language varieties of selected college freshmen differ from those varieties found in representative college texts, and the variety of language found in the spontaneous oral conversation differs from the variety found in representative freshman compositions. These differences are examined from a sociolinguistic and pedagogic perspective.

The comparison of the oral and written production profiles underscores the significant differences in the underlying semantic complexity of the oral and written texts. Implications and or applications of these findings for the teaching of composition are explored briefly.

PHRASE STRUCTURE, SUBCATEGORIZATION, AND TRANSFORMATIONS IN THE ENGLISH VERB PHRASE


This thesis is an investigation of phrase structure rules, subcategorization, and transformations in the English verb phrase. Chapter 1 is an introduction in which the outline of the thesis is given. The theoretical framework assumed, the Revised Extended Standard Theory, is briefly reviewed.

Chapter 2 contains a discussion of the traditionally assumed category Prepositional Phrase. I argue that Prepositional Phrase is not a category at all and, further, that including it in a grammar of English only serves to cloud generalizations about the form and application of phrase structure rules and transformations. I will propose three independent categories-Locative Phrase, Particle, and Detive which I will argue differ significantly from each other as well as from those phrases which remain of the traditional category Prepositional Phrase.

Chapter 3. I propose a restrictive theory of subcategorization that severely limits the number of possible subcategories predicted. I argue that the full subcategorization of Verbs is divided into two steps; these are represented at two distinct levels of structure in the verb phrase.

In Chapter 4, I offer a transformational analysis of the English Detive alternation. I argue that this alternation is fully predictable and that any lexical analysis of Detives misses this significant regularity. The analysis of Detives proposed includes a role of NP movement which I argue is also responsible for alternations traditionally discussed in terms of two independent rules of Particle Movement and Heavy NP Shift.

CATEGORIZATION IN PHONOLOGY: AN EXPERIMENTAL APPROACH


The categorization of diverse phenomena into functional or perceptual units is a well-documented aspect of human behavior. The present work explored the internal and external structure of phonological categories in general, and develops experimental designs for performing these tasks.

In Chapter 1, three points inherent in Sapir's 'The psychological reality of phonemes' are discussed: (1) theoretical entities can reflect psychologically real linguistic structures; (2) behavioral evidence may be used to support claims about psychological reality; (3) the phoneme is a categorical entity. These assumptions point toward the use of the concept formant (CF) technique for testing claims regarding the grouping of phonetically diverse sounds into phonemes; they also suggest the usefulness of this technique for exploring other linguistic phenomena.

Chapter 2 presents Experiment 1, a classical conditioning experiment using shock/Galvanic skin response. The problem probed was whether English speaking Ss consider the various allophones of the phoneme /l/ to be 'the same sound', i.e. to belong to one speech-sound category. Ss were trained via shock to respond to the aspirated allophone [l]; when presented with words containing the unasspirated allophone, e.g. school, Ss exhibited a generalized response, giving evidence that phonetic categories exist at low levels of consciousness for these speakers.

In Chapter 3, the main components of CF experiments are discussed. A CF experiment, again exploring the phoneme /l/, is presented. Ss were via visual feedback, to push buttons indicating inclusion/exclusion of /l/; again they were trained on [l]-words and tested on [l]-words.

Their responses showed that this phoneme category also exists at a more volitional level of consciousness. A similar experiment, studying the phoneme /t/ in Japanese, involved the training of Japanese Ss to respond positively to words with the [tj] allophones, and then exposing them to the [ts] allophone. They also exhibited phoneme-like behavior. Differences in behavior among individual Ss and between English and Japanese Ss are attributed to differences in 'basic levels', and sound- vs. spelling-oriented making strategies. Differences in reaction-time behavior are analyzed in some detail.

Chapter 4 presents several experiments, performed with a CF design using verbal responses. In Experiment 4, English Ss were again tested on /l/, an exhibited essentially the same behavior as before. They were also trained to form the category 'words beginning with consonant clusters'; their rejections of the affricates [tj] and [ts] showed that these are considered to be unitary segments. In Experiment 5, Ss were tested on their knowledge of English vowel shift alternations. Their responses did not support the psychological reality of the set alternations designated by Chomsky & Halle's Vowel Shift Rule, but did support the psychological reality of the set designated by orthography. In Experiment 6, Ss formed categories based on the phonetic features [anterior], [sonorant], and [voice], and were presented with the ambiguous test segments [f], [b], and words. The responses indicated that some phonetic features have psychological reality; structurally they are dimensional rather than binary, and the categorization of some segments in terms of these features is psychologically ambiguous.

In Chapter 3, the conclusion is drawn that the CF experimental design is highly appropriate for testing linguistic questions, and it is argued that linguistic theories which are intended to be psychologically real must be also consistent for the results of such experiments. Finally, the internal and external structure of linguistic categories is discussed in terms of attributes, prototypes, and basic levels; it is argued that the explanatory apparatus developed by Rosch and others to account for semantic and natural categories can also account for phonological categorizations.

UNIFIED THEORY OF THE ENGLISH SUBJUNCTIVE

James, Frances. Ph.D. University of California, Berkeley, 1980.

My dissertation, "Unified Theory of the English Subjunctive," is a study, in the tradition of work that argues that there is a dichotomy in the modal system of English which reflects a distinction between ways that any representation, linguistic or otherwise, can be intended: these are (1) as a record, something which matches the states of affairs in the world, or (2) as a blueprint, something which states of affairs in the world are to match. Starting with this premise, I argue that the English subjunctive signifies the manueal of representation which is comparable to a blueprint; then I give a unified account of the subjunctive that shows what forms have replaced is in the history of the language and how these forms are semantically similar to it. I draw upon the philosophical grammar of James Harris and the philosophy of G. E. M. Anscombe, J. L. Austin, and John R. Searle for clarification of the dichotomy. I use Julian Boyd's analysis of accusative and infinitive constructions and his other analyses of modal verbs for further evidence of the dichotomy.

CHILDREN'S QUESTIONS AND THE DISCOVERY OF INTERROGATIVE SYNTAX


This dissertation investigates how children learn to ask questions and construct interrogative sentences in English. The research consists of an observational study over a 24-month period of eight normal middle-class children, a boy and a girl at each 6-month age intervals from 1;6 to 3;0. The data was transcribed from the audio tapes recorded in a livingroom setting in a television studio. All conversation from the sessions was transcribed from the audio tapes in standard orthography, and all child directives, which include questions, were transcribed in IPA with the support of the videotaped sessions. Both phonetic and grammatical features were taken into consideration in the analysis of lexical and grammatical structures.

The results showed that children first learn wh-interrogatives as, unanalyzed formulas. Once learned, these formulas are extended both semantically and structurally beyond their initially restricted contexts and gradually yield their internal structure to further evidence of the dichotomy.
auxiliary and copula forms that are the raw material of interrogative sentences. Only after a significant amount of analysis and learning of individual items has occurred do children appear to observe the regularities of distribution that lead to higher level generalizations about the combination and behavior of linguistic categories like wh-pronouns or Aux.

This study provides evidence for repeated reorganizations of linguistic knowledge as children learn how to construct interrogative sentences. This view is consistent with claims that phonological development proceeds from individual item learning to organization and reorganization of more and more abstract phonological systems. It is also consistent with claims that children never use unanalyzed phrases as the material for analyzing the structure of the target language. The present findings demonstrate the importance of viewing language acquisition as a complex interaction of analysis and synthesis. This is consistent with current theories of cognitive development that emphasize the role of repeated reorganizations of knowledge and item-to-item learning. Finally, it offers further support to the notion that organization in language includes collocation-asis units as well as smaller elements such as words and phonemes.

CASE RELATIONS IN GENERATIVE GRAMMAR
Chairperson: Professor Frederick J. Newman

The treatment of Case Relations in generative grammar has been surprisingly noncontroversial considering the diverse nature of Case facts. Charles Fillmore used some of these facts in the refinement of transformational grammar that he called Case Grammar. My goal is to present a more systematic account of those Case facts that bear on this issue for the purpose of showing that a Case-Grammar type account handles them better than any other account.

Given that the conventional account of Case facts assumes that Case is to be handled by an interpretive process operating on the initial phrase marker (as outlined in chapter one), chapter two shows that in fact there are several transformations or other regular grammatical processes that offer identical IPM's to the interpretive rules, thus giving the interpretive rules no way to get at the Case facts. This is the case, for example, with such sentences as "The judge married Annabelle. Annabelle was married by the judge." The active sentence is ambiguous between the two readings where the judge is the bridegroom or the bride.

Given that the Case facts are not to be handled by interpretive rules, one must find some other way to handle them. The way I propose to handle them is to represent them as in the grammar of a sentence, are best located in the comprehension process, in the refinement of the syntactic, semantic, and practical systems that underlie language comprehension.

I conclude from these arguments that Case must be encoded by some syntactic process into the IPM before the interpretive rules or the transformations may begin to operate. Chapter three develops this line of reasoning with regard to specific portions of the IPM, and chapter four shows where to the grammar of a sentence, they are best located. The consequence of all this is that even the case of the case facts has frequently been confused with a semantic concept (roles) in the past, it is now shown to be a syntactic phenomenon with indispensably syntactic consequences.

ENGLISH WORD-MAKING
Ledderer, Richard Henry, Ph.D. University of New Hampshire, 1980. 272pp

English Word-Making presents the content and methods of modern research in morphology in the form of a textbook for secondary school English students.

The opening section offers a rationale for the uses of morphology at the secondary level. The emergence of English as a subject in the curriculum is traced historically, and the study of morphology is related specifically to human purposes and to the enhancing of skills in language analysis, speaking, reading, writing, growth, grammar, and usage study, spelling, composition, and literary interpretation.

The main body of the text consists of ten chapters, each exploring diachronically and synchronically, a primary category of English word-formation: compounding, reduplication, derivation, conversion, dippng, back formation, acronymy, blending, and eponymy.

Each chapter includes exercises that require students to apply what they have learned about the English language. At the end of each chapter are extensive Notes that reinforce and expand the concepts presented in the main text.

Appendix 1: An exposition of English spelling through a catalog of various phoneme-phoneme correspondences. Appendix 2 is an attempt to apply to the slang lexicon of St. Paul's School (vintage 1978) the principles of morphological analysis that are treated throughout the manuscript.

THE INTERACTIVE EFFECTS OF SYNTACTIC PRAGMATICS AND TASK DIFFICULTY IN APHASIC LANGUAGE COMPREHENSION
Lesele, Claudia Marie, Ph.D. Columbia University, 1981. 147pp.
Recent work on sentence comprehension processes in aphasia has suggested that the semantic and syntactic components of linguistic competence are both functionally and neurologically independent, and that the production deficits commonly observed in anterior and posterior aphasia reflect a disruption or restructuring of these components, rather than an inability to access the components due to motoric, attentional or other non-linguistic processing difficulties. The present research, drawing on more holistic models of processing outlined by Jackson, Pick and others, investigated the question of whether observed syntactic deficits are the effect of interactions among the syntactic, semantic and heuristic components of the sentence comprehension process, leading to overactivation of some systems, while obstructing the utilization of other latent syntactic systems.

Anterior and posterior aphasia, right-damaged and non-neuropsychological subjects were tested on a group of sentences in which syntactic complexity and pragmatic difficulty (as defined by degree of plausibility and reversibility of the relation between subject and object) were systematically varied. Task difficulty was controlled by the use of both lexical and structural distractors.

It was hypothesized, in accord with the findings of previous research, that error rates on a sentence/picture matching task would increase as syntactic, pragmatic and task difficulty increased. It was further expected that the error patterns obtained for the main effects would reflect the relative difficulty of any given pragmatic/syntactic type, and that variation would depend on the interaction between the lexical and structural distractors of a particular sentence type.

The hypotheses for main effects and interaction effects were confirmed. It was found that the strongest factor influencing performance for both aphasic and right-damaged subjects was the type of distractor picture used, and that the difficulty of a given stimulus sentence depended on the degree to which a distractor tapped the semantic, heuristic and syntactic information offered by the stimulus sentence.

Finally, the degree to which the relation between subject and object, and the reversal of that relationship, were consistent with real world expectations proved to be a potent factor in the comprehension process, in regard to both error rate and processing time. The results suggested a two-stage model in the sentence/picture matching task. Whereas the first stage involves differentiating meanings and the second stage involves rejecting one of the two meanings.

RELATIONSHIPS BETWEEN THE LANGUAGE PROFICIENCY OF ADOLESCENTS AND THEIR MATHEMATICS PERFORMANCE
McEntire, Mary Elizabeth, Ph.D. The University of Texas at Austin, 1981. 218pp. Supervisor: J Lee Wiederholt

The relationships between language proficiency, reading, and writing vocabulary and grammar and mathematic performance in comprehension, concepts, and problem solving were examined for 112 eighth grade students assigned to four ability groups in English. Two standardized instruments were utilized, the Test of Adolescent Language (Hammill, Brown, Larsen, & Wiederholt, 1980) which yielded 8 subset scores and 6 composite scores, and the SRA Achievement Series mathematics subtests (Naslund, Thorpe, & Lefever, 1978).

Procedure: Pearson product-moment correlations produced positive coefficients ranging from .50 for speaking grammar with math comprehension to .78 for written language with computation and with comprehension. When reading was partitioned from the relationships, the only coefficients to retain significance were the correlations of writing to comprehension or total, mathematics scores. Canonical correlations resulted in two significant linear axes between the language subtests and the mathematics subtests. These traits were interpreted as: (1) the ability to recognize syntactic or structural relationships among words or mathematical symbols; and (2) the ability to utilize semantic or content features of language or mathematics.
correlations between language composite scores and mathematics subtests produced one significant linear trait interpreted as a negative relationship between spoken language and mathematical measures containing symbol language rather than words used.

A series of one-way ANOVAs, two ANCOVAs with reading as a covariate, and a series of stepwise discriminate analyses were computed to examine whether or not the measures of language proficiency and measures of mathematics performance discriminated among remedial, basic, regular, and honors English classes or among mathematics groups derived by a quartile division of the total mathematics score. Significant mean score differences were found in both language and mathematics groups for all language and mathematics measures. Reading miscues among the language and mathematics groups accounted for a large portion of the variance. However, writing skills continued to differentiate the groups as reading was canvased. The discriminate analysis of language groups indicated that Reading/Vocabulary and Writing/Vocabulary subtests, the Written Language composite, and the mathematics Concepts subtest were the best discriminators of remedial English classes. Membership in the poorest mathematics performance group was discriminated by Reading/ Grammar, Writing/Vocabulary, and Speaking/Grammar subtests, and the Written Language composite score.

**RESULTS**

Results indicated that language proficiency, particularly proficiency in reading, was a correlate of mathematics performance with stronger relationships to measures of computation and concepts than to problem solving. In addition, language proficiency in writing was found to have a direct positive relationship to mathematics performance beyond any commodity measured by reading. An inference was drawn that levels of language proficiency may be more related to language proficiency in the utilization of numerical or structural relationships between words and/or symbols than to language proficiency in semantic or content features of language.

**THE INFLUENCE OF LINGUISTIC CONTEXT ON WORD RECOGNITION ACCURACY AND MISCUES**

MAURER, SHERRY LYNN, PH.D. Kent State University, 1980 231pp

Director: Dr. Carl L. Rosen

Recent models and theories of the reading process support the contention that the reading act involves multiple components of information via interacting processing strategies. Graphic, syntactic, and semantic cue systems are perceived and converging simultaneously. Higher level linguistic meaning cues seem to facilitate graphic level processing. Thus, the reading process is viewed as holistic and flexible in nature. The reader is recognized as an active participant, exercising various degrees of strategic control over the material read.

**Purpose**

The investigation was primarily directed toward examining the effect of condition, producing additional categories of linguistic information (sentence and passage prose) over and above isolated word pairs, on the two dependent variables word recognition accuracy and types of mistakes. A subsidiary interest was to examine the differing effects of condition on accuracy and mistakes committed by subjects of two reading ability groups and grade levels. The children were examined on two levels namely, the primary (independently considered graphic, syntactic, and semantic cues) and on the instructional level (combined graphic, syntactic, and semantic; considering each type of complete sentence as committed).

**Procedures**

The current investigation sampled 61 first graders and 34 second graders, drawn from two participating elementary school populations in a metropolitan school district in the southeastern region of Ohio. The instructional materials were designed with consideration of the various reading and language abilities of the students. The experimental design was a 2 x 2 between subjects factorial design with two between subjects factors (grade level, instructive level) and two within subjects factors (sentence and passage prose). A computer program was written to randomize all of the word pairs into the four conditions of the factorial design. Separate error scores were recorded for each condition and subject. The data were analyzed via a two way repeated measures ANOVA and multiple comparisons were performed using the Tukey HSD test.

**Individual and Group Testing**

Individual and group testing was conducted in late May and early June of the 1978-79 school year, by reading specialists. Two measures were adopted as the primary subjects in this investigation. First an investigator designed instrument consisting of three conditions, namely, isolated Graphic (word lists), Sentences, and Passage Prose: one separate set per grade level. The instrument was based upon a well-defined and graded word source, The Harris-Jacobson Basic Reading Vocabulary, (Harris & Jacobson, 1972). The second instrument, the Comprehensive Tests of Basic Skills, was administered on a group basis to serve as a basis for determining reading ability groups for later analyses.

Administration of the investigator designed instrument was conducted on an individual basis. Each subject received a randomized sequence of three task conditions to read aloud into a tape recorder consecutively as quickly and accurately as possible. The examiner recorded oral reading accuracy and miscues by hand on student protocol sheets during oral reading examination sessions. Later via tape careful coding and scoring was undertaken by investigator in accordance with a set of systematically established and consistently-defined criteria.

**Statistical Design and Analysis**

A repeated measures design was followed to reduce the influence of practice effects. A three-way repeated measures ANOVA was computed for each of the two dependent variables for the two between subjects factors (reading ability and grade) and one within subjects repeated measures factor (task condition). The Scheffe multiple comparison post hoc test was applied to test for significant pairwise differences.

**Findings and Conclusions**

For the total sample as well as for the first grade group, presentation of S and PP types of linguistic information over and above IG, served to significantly increase mean word recognition accuracy. Context sentences to reduce primary miscues for "unstorable types" (Dpex SL, GL) under sentence and passage prose over isolated graphic performance. Findings were obtained which showed no significant differences among the reading behaviors supporting our interpretation of interactive processing of graphic performance. The written language composite presented as an increase in the single most acceptable combinational type of a miscue while serving to reduce the two most unacceptable combinations of two. The findings of this study seem to be in accordance with current theory and research, hence supporting an interactive model of the reading process.

**A MULTIDIMENSIONAL MAP OF THE PHONEMES OF ENGLISH: A PERCEPTUAL STUDY**

Order No. 8122484

MAEDA, ANN REIKO, Ph.D. University of Hawaii, 1981. 164pp

The primary purpose of this dissertation was to derive the smallest set of distinctive features that best described and explained the perception of the 40 phonemes of English. It was of additional importance to determine the distances (in the n-dimensional solution) between each pair of phonemes in the stimulus set. While the intent was to identify the set of distinctive features that would describe and distinguish all of the vowel and consonant phonemes of English, it was hypothesized that, for the most part, separate feature systems would address the vowels and the consonants. Additionally, it was hypothesized that, despite the lack of a one-to-one correspondence between the articulatory, acoustic, and auditory stages of speech sound transmission associated with articulatory features would be more compatible with the significant characteristics of phonemes that affect their perception (the auditory stage).

A reduction of the data set size was made using a cyclic design (Spence and Domoney, 1974). Thus, the 25 listener judges initially rated the dissimilarity of 515 of the 780 phoneme pairs. Multidimensional scaling analysis of the incomplete lower half matrix, however, did not allow satisfactory interpretations for any of the n-dimensional solutions. Therefore, additional data were collected for the remaining 265 phonemes and analyzed. A four-dimensional solution afforded the best interpretation.

Separate feature systems were recovered to describe the vowel phonemes and the consonant phonemes. The features important to vowel perception were roller, back stop, vowel harmony, front, round, and high. The perceptual feature system derived for the consonant phonemes included the features voiced, nasal, sibilant, sonorant, plosive, fricative, glide, and liquid.

The present investigation was quite successful in identifying the distinctive features important in the perception of the 40 phonemes of English. Moreover, the results confirm that articulatory features mediate in the auditory discrimination of speech sounds. The present research also derived interphonemic distances between all phonemes in the stimulus set. Of particular importance, these data allow quantification of word similarity which can be used to facilitate instruction for persons with auditory difficulties.

**GENDER BIAS IN EARLY CHILDHOOD EDUCATORS' IDENTIFICATION OF TODDLER LANGUAGE FUNCTIONS**

Order No. 8117454

MANN, BARBARA ANN, PH.D. University of Missouri - Columbia, 1980 120pp. Supervisor: Dr. Stevie Hoffman

**Purpose**

The focus of this study was to measure gender bias as it may have occurred when female teachers of preschool children, kindergarten and first-grade children identified the verbal language functions of male and female toddlers. Both appropriate and inappropriate identification of language functions were considered.
The Language Function Identification Test (LFIT) was constructed for this study which was composed of a score sheet and 24 video clips of male and female toddlers portraying functions of language as tested by M. A. K. Halliday: instruemental, regulatory, interactional, personal, hermeneutic, and interpretative.

The language function performances included in the LFIT were selected by 100 percent agreement between independently achieved judgments of the researcher and two experts in understanding Halliday's theory of language functions. Selection criteria were that video clip performances were representative of a language function and each function was specifically identified as one of the six language functions.

A set of training clips ensured that observers would be aware of what each function was by example prior to viewing the LFIT video clips. The 24 items of the LFIT score sheet was grouped to correspond with the presentation order of the video clips. Each of the six language functions were demonstrated twice by male toddlers and twice by female toddlers. All clips were randomly ordered with a male clip always followed by a female clip. The LFIT was administered to 34 graduate students whose scores represented correct identification of functions 71 percent and 72 percent of the time for male and female toddlers respectively. This procedure qualified the LFIT as capable of discriminating the ability of male and female toddler performed language functions equivalently.

The volunteer subjects of the study were 45 female teachers of prekindergarten (N = 15), kindergarten (N = 15) and first grade (N = 15) who were not informed of the true purpose of the study until after testing. The teachers correctly identified 71 percent and 72 percent of the male and female toddler performed functions respectively. A reliability coefficient of .82 between the correct scores of the 43 teachers and 34 graduate students indicated the LFIT's reliability to measure equivalently different female subjects.

Findings: Main and variance comparisons of teachers' correct scores of male and female toddler language function identification failed to reach significance. However, the teachers inappropriate identification of language functions analyzed by binomial probability demonstrated greater chance occurrence by gender in four of the six language functions: instrumental, interactional, hermeneutic, and interpretative (p < .05).

Conclusions: The significant probabilities of gender by function misidentification in four of the six language functions were strong indicators of the teachers differing inappropriate expectations for males and females. As gender bias is a condition whereby gender is "seen" inappropriately, the evidence supported the investigator's belief that female early childhood educators would demonstrate gender bias when identifying language functions demonstrated by toddlers.

The following findings point to the role of reasoning processes in the acquisition or definition of words: (a) some responses indicated that subjects could give correct examples of how the word was used in sentences but inferred incorrect defining features; (b) students who showed reasoning ability had more difficulties in the inference process during the definitional stage; (c) the reasoning composite related to vocabulary measures at the lower end of the vocabulary distribution but not at the higher end. This suggests that a certain level of reasoning ability is necessary for effective extraction of word meaning. Above this level, reasoning ability makes little difference in performance on vocabulary tests; (d) vocabulary items that required the student to do more than merely recognize the correct meaning of a word had higher correlations with reasoning than recognition vocabulary items.

Verbal ability as represented by reading comprehension and reading vocabulary tests was best measured by frequent of medium-frequency words rather than rare words. On the other hand, difficult recognition vocabulary tests such as advanced vocabulary tests seemed to measure mainly sources of difficulty due to infrequent words—sources that were related to individual differences in verbal exposure.

The results also suggest that students with poor verbal-sequential skills had particular difficulties with abstract words. Students with relatively little verbal exposure had particular difficulties with rare words, students with poor reasoning skills had more difficulties with definition items, and students with high spatial ability had an advantage in the acquisition or definition of concrete words. The roles of exposure and interest variables in the acquisition of vocabulary and other verbal knowledge were also discussed.

SEGMENTATION AND ANALYSES OF PHONEMIC UNITS AS RELATED TO ACQUISITION OF THE INITIAL CONSONANT PHONEME-GRAPHEME CORRESPONDENCE Order No. 8118092

Mathews, Barbara Ashley, Ph.D. North Texas State University, 1981. 105 pp.

The ability of students to segment the speech stream into phonemic units and to analyze (make judgments as to same or different) beginning consonant phonemes was assessed at grades kindergarten through third from both high and low socioeconomic groups.

Segmentation ability was assessed by the use of a test of actual words in a match-to-sample task, a test of synthetic words requiring a same-different judgment required and a task where the students were asked to state the name of a phoneme from a known word to form a new word. Three prerequisite abilities were also assessed: auditory acuity and understanding of the concepts "same" and "different" with regard to sounds, and "beginning" with regard to sequence of sounds.

Findings indicate: (1) Approximately 30% of students from low socioeconomic groups do not possess this ability during the years of beginning reading acquisition. (2) The ability appears to be a mastery learning task. (3) Lack of the ability appears to result in paired associative learning when the phoneme-grapheme correspondence is taught. (4) The most appropriate task of the ability for older children requires a test of actual words while the test of older students must utilize a test of synthetic words. (5) The ability to segment speech into phonemic units is most highly correlated with achievement in reading as the demands of decoding are increased.

The implications of this study are: (1) The prerequisite concepts must be assessed and taught if necessary before the ability to segment speech is assessed or before instruction in the phoneme-grapheme correspondence is initiated. (2) It is not necessary to assess the students ability to segment the speech stream into phonemic units and make analyses before instruction in the phoneme-grapheme correspondence can be initiated. (3) Placement of the phoneme-grapheme correspondence instruction in the curriculum should be different for groups with different ability (4) Students who are unable to perform the segmentation task should be instructed by (a) an approach to beginning reading that minimizes the importance of the sounds symbol correspondence and emphasizes visual learning, (b) a method which helps these students acquire the ability, or (c) both (5) A formative evaluation of student learning should be conducted as the phoneme-grapheme correspondence is taught so that paired-associative learning rather than concept learning occurs, it is detected.
The Development of Narrative Capabilities Within a Synergistic, Variable Perspective of Language Development: An Examination of Cohesive Harmony of Stories Produced in Three Contexts—Retelling, Dictating, and Writing

Order No. 811545
PAPPAS, CHRISTINE CONDE, Ph.D., The Ohio State University, 1981. 151pp. Adviser: Professor Victor M. Rentsch

Much of recent research exploring children's developing narrative competence has been characterized in two general ways: (1) it has been cross-sectional research looking at either retelling or spontaneous story tellings, and (2) it has been restricted to specific modalities of language, such as written or dictation. The synergistic aspect of this study is that children do not learn form, then meaning, then use of language in an additive way, but that they learn these aspects of language simultaneously. Determinations about the form of stories produced by young children which are frequently brief, fragmentary, and often laden with ambiguous referent items are difficult to make. Thus, a focus on form alone may have led to misleading conclusions about children's narrative capabilities. The variable aspect of the language model suggests that language is procedurally variable, rather than categorically so that language behavior is different depending upon different circumstances. Thus, attributing general narrative capabilities to children based on stories produced in a single context may have been unwarranted.

The major aim of the present investigation was to demonstrate that the development of narrative capabilities is best understood within such a synergistic, variable model of language development. To that end, this study compared the cohesive harmony of four groups of children: (1) first grade children in three contexts—retelling, dictating, and writing. The cohesive harmony index, a result of a series of analyses in which lexical tokens in interactions of identity and similarity chains are computed, taps both global structure and semantic cohesive properties in stories. The data analysis employed in the study was a one-factor repeated design multivariate analysis of variance procedure (MANOVA) on this cohesive harmony index as well as five other dependent variables: context (retelling, dictating, and writing) functioning as a within-subjects treatment comparison. A significant multivariate test statistic for context resulted and was followed up by univariate analyses of variance (ANOVAs) on each dependent variable and appropriate post-hoc tests.

The overall results of the study demonstrated that the narrative capabilities displayed by the children in the study was variable depending upon the context in which the children created their stories. In terms of the magnitude of the cohesive harmony index variable, the children in the study produced the best stories in the retelling context and produced better dictated stories than written ones. Conclusions about the findings included considerations of three kinds: characteristics of the stimulus book used in the retelling context: composing factors inherent in the dictation and writing contexts; and, mechanical and orthographic concerns of the children in the writing context.

Different patterns of results for the other five dependent variables examined in the study were reported and discussed. A way to view the results of two measures—the cohesive harmony index and another index called cohesive density—in terms of emic and etic perspectives was offered.

The Effects of Preparation and Incubation Upon Production of Original Verbal Images

Order No. 8119213
PARKER, J. KIP, Ph.D., Mississippi State University, 1981. 99pp. Director: Dr. Joe Khatai.

The study was based upon the theoretical concepts of preparation and incubation as they have been described in the current creativity literature. The purpose of the investigation was to determine if preparation and incubation were effective ways of enhancing creative imagination. Two levels of preparation (presence and absence) were crossed with two levels of incubation (presence and absence) in a randomized subjects, pretest only, 2 x 2 factorial design. Because the sampling and treatment administration procedures required that each of the four treatment conditions was composed of three groups, a hierarchical component was added to the research design for statistical purposes. Preparation activities consisted of exercise in a 60-minute imagery-training program which was a modified form of the Creative Imagination Imagery: Action Book by Joe Khatai. Incubation activities consisted of exposure to a taped 20-minute autogenic relaxation procedure. Creative imagination was measured by the Omniconnoto and Images test. This test assessed the degree to which original verbal responses were produced as a result of exposure to stimuli which were presented in the form of monomorphic words. Hypotheses were formulated in order to test the main and interaction effects of preparation and incubation.

The subjects were 72 male and female volunteers enrolled in college introductory educational psychology classes. Subjects were asked to sign up for any one of 12-hour time blocks, their choice of blocks presumably being random. This procedure resulted in 12 groups of from 4 to 8 subjects. Each group was randomly assigned to one of the four treatment conditions: Condition I received both the preparation and incubation procedures; Condition II received the preparation, but not the incubation procedures; Condition Ill received the incubation, but not the preparation procedures; Condition IV did not receive either the preparation or the incubation procedures. Other activities such as films and lectures were received by the subjects sequentially, and subjects included in the final sample, 31 were male and 36 were female. Of the 88 third grade subjects, 47 were males and 41 were females.

Sentence Bridging and Reading Proficiency

Order No. 8118847

The purpose of the study was to investigate bridging performance of third and fifth grade children. Bridging is a subprocess in reading comprehension which links a sentence to an earlier one. For example, consider these sentences, (1) John went into the garage (2) He admired the car's beautiful finish. Sentence 2 in this passage refers the reader back to sentence 1, and the bridge constructed is There was a car in the garage. The major question was this: first, how closely related a bridging performance to reading proficiency; and second, do different kinds of bridging require different abilities? Other questions were investigated regarding the effect of grade and sex on bridging performance and regarding the role IQ plays in the relationship between bridging performance and reading proficiency.

The sample consisted of 125 third and fifth grade students enrolled in seven classrooms during the Academic Achievement Test, the Otis-Lennon Mental Ability Test and a bridging test were used in the testing of hypotheses. No standardized test for bridging existed; therefore, a pool of 26 items per bridging type was constructed by the investigator and pretested to determine their indices of discrimination and overall reliability. Half of the items for each were the items with the highest indices of discrimination. It is to be noted that the bridging test was read to the subjects while the written form of the test was in front of them thus reducing the role of reading to a minimum.

Two-tailed t-tests were used in analyzing the correlation coefficients. A stepwise multiple regression equation was used to determine their indices of discrimination and overall proficiency was calculated to find the predictive strengths of the bridging types and IQ. A factorial analysis of variance was performed on the bridging test data to determine the effects of grade, sex, and their interaction.
The major findings of the study were: (1) The relationship between bridging and reading was statistically significant. (2) There was no indication that different bridging types require different abilities. (3) When the effect of IQ was partialed out, the correlation between bridging performance and reading proficiency was not significant in grade 5 but was significant, for the most part, in grade 3. (4) Bridging performance is significantly affected by grade but not by sex. The interaction was not significant.

THE PROCESSING OF NATURAL LANGUAGE TEXTS: AN INTERDISCIPLINARY APPROACH

Order No. 8115458

PHILLIPS, GILLER PAM, PH.D. University of Houston, 1980. 176pp.

This study deals with the subject of processing and comprehending natural language texts. Since the meaning of a text becomes possible only when the reader takes an active part in recognizing it by means of his reader's competence, the objective of this study is to determine the necessary components of the reader's communicative competence, and the extent of the active relationships among text, reader, writer, and context.

Since this study considers reading and writing to be complementary activities, and reading to be an act of communication between reader and writer, it focuses on the interaction of the components and the dynamic quality of the process. Rowan Jacobson's model of an act of communication is the best tool for this kind of analysis because it is inclusive; it treats the whole act of communication as an organic whole. His model provides the basis for this study but it has been expanded to incorporate relevant insights from related fields since they help to flesh it out.

In order to test the expanded model and to focus on the very complex interaction of the components in an act of verbal communication, I have chosen to use a non-traditional text, the "Dodgebury" cartoon strips of G. B. Trudeau because it is multi-modal—it combines linguistic, pictorial, and contextual signs very efficiently and economically.

The basis of natural language is conceptual. This conceptual content is mapped onto language by means of realization rules. These rules come from various categories such as syntax, semantics, and pragmatics. Human beings do not read, speak, or listen in isolation. They understand what they read, in linguistic, situational, and cultural contexts. Thus a model of language processing must take into account the context as well as the presuppositions and expectations of the reader and the writer. Since Jacobson's model views language as a multi-dimensional system, it has proven the best tool for investigating how a reader understands a multi-modal text. The extended model of reading discussed in this study establishes a framework in which linguistic form, semantic interpretation, and pragmatic use are integrated for a better understanding of reading.

THE EFFECT OF LABELING OBJECTS ON THE SUBSEQUENT RECOGNITION OF THOSE WORDS BY FIRST GRAD STUDENTS

Order No. 8123172


The purpose of this study was to determine the effect of labeling objects in the classroom upon the subsequent recognition of those words by first grade children. All first grade children in four schools were tested to determine those words who were unfamiliar with each word before it was to be used associated with concrete objects. Only those first grade children who were unfamiliar with the eight words were considered as possible subjects for the experiment.

The pretest-posttest control group design was used as the experimental design for this study, consisting of four experimental groups. Students were randomly assigned to one of the four groups, including the label-object group, label-only group, object-only group, and no label-no object group. Subjects in the label-object group were exposed to words (names of circus animals) used as labels associated with concrete objects (stuffed animals). Subjects in the label-only group were exposed to words used as labels not associated with concrete objects. Subjects in the object-only group were exposed to objects words only as used in the Language Experience Story. Subjects in the no label object group were not exposed to labels or labels associated with concrete objects; they served as the control group. All groups participated in a Language Experience Story about circus animals.

The treatment consisted of five 15-minute sessions. Each group wrote a Language Experience Story over a five-day period. Day 1 was used to arouse interest in the circus. Students were shown various circus scenes and discussed different aspects of the circus. On day 2, students discussed animals found in a circus. During day 3, students began writing a story about circus animals. Students completed the story about circus animals on day 4. On day 5, students read the completed story. Throughout the five days, the experimenter served as a guide, discussion leader, and facilitator. All students were posttested the week following the treatment.

Analyses were made of the differences in the total number of words recognized between the label-object group, label-only group, object-only group, and no label-no object group. Data were statistically analyzed by the use of a two-tailed t-test and analysis of variance to test the hypothesis.

The hypothesis of this study were written in the null form for testing purposes only. They are: (H1) There will be no significant difference between the means of numbers of words used as labels recognized by first grade children in the label-object group as compared with first grade children in the no label-no object group. (H2) There will be no significant difference between the means of numbers of words used as labels recognized by first grade children in the label-object group as compared with first grade children in the no label-object group. (H3) There will be no significant difference between the means of numbers of words used as labels recognized by first grade children in the object-only group as compared with first grade children in the no label-no object group. (H4) There will be no significant differences between the means of numbers of words used as labels recognized by first grade boys as compared with first grade girls; blacks as compared with whites; low socio-economic levels as compared with high socio-economic levels; and high achievement levels as compared with high achievement levels. H4 was accepted.

THE EFFECTS OF THREE INSTRUCTIONAL ACTIVITIES ON CHILDREN'S CONCEPT OF WORD: A STUDY OF METALINGUISTIC AWARENESS

Order No. 8124983

POUS, BERNADETTE MARY, Ph.D. Northwestern University, 1981. 146pp.

Research has shown that young children's understanding about linguistic terms developed during their years in school and that this development appears to be influenced by their experience of reading and writing skills (Dunning, 1966; Francis, 1973; Reek, 1978; Vygotsky, 1982). Many of the relevant studies in this area use children's verbal descriptions of linguistic terms as a measure of their metalinguistic understandings. There are, however, few direct tests of the influence of instructional tasks upon children's ability to describe linguistic units verbally.

This study was designed to investigate the effects of three school tasks upon children's ability to verbally describe one linguistic unit, the unit "word." In this study, three specific school tasks were designed and then paired with a "What is a Word?" interview in order to measure the children's verbal description of "word." In order to extend the findings of other research (Berthoud-Papandopoulo, 1978; Downing, 1973; Sutlby, 1978, 1979), the main focus of this study was upon children's discussion of the unit "word" as a meaningful semantic unit as well as a unit consisting of letters and/or sounds.

Nine-year-old children from grades one, three, and five were randomly chosen and placed into one of two experimental groups and one control group for each grade level. Thus at each grade level there were fifteen children in the experimental group and fifteen in the control group, with each child taking part in three sessions. The experimental group at each grade level was asked to complete instructional tasks (randomly assigned) and then respond to the interview schedule with an approximately one week between each task/ interview session. The instructional tasks were a Directed Reading Activity (DRA), a writing activity, and a flashcard activity. The control group simply responded to the interview schedule without the instructional tasks at the same weekly interval. These repeated interviews without instructional tasks were used in order to test whether any effects would be due simply to a practice effect in answering the interview questions, than being due to the instructional tasks.

The independent variables were grade level (first, third, fifth), type of task (reading, writing, flashcard), order of task (first, second, third), and group (experimental, control). Type of task was relevant only to
AN EXPERIMENTAL STUDY OF VERBS: THE SHAPING OF THE MEANING OF WORDS IN MESSAGES

Adviser: Professor John J. Makay

This study examines the effects of four English verb types (state, event, activity, and process) upon judgments of the meaning of words in messages. Wallace Chafe's *Meaning and the Structure of Language* posits the primacy of the verb in the semantic relationships within a sentence. This study hypothesized that if this were the case then the verb should be judged the most important meaning word in a message. It was further hypothesized that each verb type exercises a more or less stringent semantic influence in a message. State verbs exercise the least control with event, activity, and process verbs showing more control.

The hypotheses were tested by asking 100 student subjects in the beginning speech communication class to take 16 ten word telegraph messages and rank the words from the most important meaning word to the least important. The first hypothesis was not supported. This was accounted for through the difficulty subjects had in ranking the final core meaning words.

The second hypothesis was supported. Process verbs were more semantically powerful to focus and frame meaning in messages with the activity verbs next and the event and state verbs less effectual.

The verb operates in the basic role of shaping the rules of relations of words in expression. These rules emerge from the use of words in message expressions. Language behavior is keyed to other larger behaviors personally and societally. Research into language can disclose the keys to larger, more complex behaviors. This study suggests the examination of verbal modes to understand other larger behaviors.

THE EFFECTS OF SET EXPECTANCIES ON LEXICAL ACCESS

Reisetti, Michael Francis, Ph.D., University of Texas at Austin, 1981, 81 pp.
Supervisor: Beeman N. Phillips

Most models of reading post the existence of an internal lexicon in which the syntactic, semantic, phonologic, and graphemic information for a given word is stored. According to these models, the internal lexicon must be accessed to achieve comprehension; but optimal difficulty regarding how this lexical access is accomplished. The phonemic encoding model holds that words are encoded using a phonemic based code, prior to lexical access. The graphemic encoding model posits that the visual features of a word are the key to lexical access. The parallel processing model holds that a word is encoded both visually and phonemically. All further processing of that word occurs in both a graphemic mode and a phonemic mode simultaneously. A working memory task to determine the relative reaction time and error rate to several stimulus types under two experimental conditions, the results of this study provide some support for the phonemic encoding model, and are consistent with a parallel processing model. Interpretation of these results indicate that the phonemic encoding model is limited in its usefulness and that a parallel processing model might well have more general applicability.

THE INFLUENCE OF LINGUISTIC GRAMMAR ON THE GRAMMAR CURRICULUM IN THE SECONDARY SCHOOL AS MEASURED BY TEXTBOOK ANALYSIS


Scope and Method of Study. This present study investigated a total of 20 twelfth-grade grammar and composition textbooks from the Oklahoma State Adopted List for a period of 12 years from 1967 to 1980 in order to determine the effects of linguistic theory on the teaching of grammar and composition. The twelfth-grade level was selected for study because it was assumed that the instructional elements of grammar and composition should be fully coordinated at the highest level of public school instruction. A 12 year period involving four state adoptions was established by the literature as being significant. The first adoption considered, 1967-68, was the next to follow the publication of Noam Chomsky's *Aspects of the Theory of Syntax* (1965). The books were subject to analysis of percentage coverage of 16 language items using both inferential and descriptive statistics.

Findings and Conclusions. Results of the inferential statistical analysis using the arcine transformation showed no significant differences in the percentage emphasis on the selected language items over the 12 year period in question. The descriptive analysis was used to compare the emphasis on the selected language items both within and between subgroups: (1) Nature of Language, (2) Structure of Language, and (3) Historical Background of the English Language. The results of these comparisons of topics coverage revealed distinctive patterns of differences between items during the four adoption periods. Since the inferential statistic used to do the trend analysis between the four adoptions was not appropriate for the subgroup comparisons, it is only possible to hypothesize about which proportions are significantly different. The analysis demonstrated some very large differences. These differences indicated an abrupt change in language teaching philosophy in the 1971-72 adoption period to accommodate the newer linguistic theories. More recently in the 1979-80 adoption period another abrupt change in the textbook contents was noted, modifying topical coverage to resemble the earliest adoption period in the study (1967-68), with two exceptions. The linguistic topics which were stressed in the 1971-72 and 1975-76 adoptions were maintained but with less coverage and composition topics have consistently gained in coverage over the past 12 years.

THE SYNTACTIC, SEMANTIC, AND PRAGMATIC ORAL LANGUAGE PRODUCTION OF NORMAL AND LEARNING DISABLED CHILDREN: A SINGLE-SUBJECT APPROACH

Chairman: William M. Cruickshank

This study was designed to descriptively explore the differences in oral language production of three children: two learning disabled children—one receiving auditory processing/perceptual deficits and one, visual processing/perceptual deficits—and one normal child.

Subjects were male, Caucasian, native speakers of Standard American English, of the same basic socio-economic status, of average intelligence, and ranged in age from 8 to 9.3. Data from psycho-educational measures, school records, reports by teachers and school psychologists, medical histories, and family information, as well as ophthalmological and audiological test results were obtained in an effort to adequately describe the subjects.

Subjects were audiotaped and videotaped in conversational interaction with three partners—experimenter, peer, and mother. Transcriptions of these interactions, totaling one-and-one-half hours per subject, served as the data base for analysis to determine each subject's linguistic maturity, syntactic development, semantic encoding, semantic/syntactic encoding, and pragmatic competence in spontaneous conversational interaction. Significant differences were found between the experimental group and the control group on some of the measures. The results suggest that the experimental group has a more advanced linguistic maturity and syntactic development than the control group. The results also suggest that the experimental group has a more advanced semantic encoding and pragmatic competence in spontaneous conversational interaction.

Results, though often tentative, indicated continuum placement for subjects in each of the areas analyzed. In the areas of linguistic maturity and syntactic development, Matthew A., the learning disabled child with auditory processing/perceptual deficits, appeared to be lowest, followed by Mark V., the learning disabled child with visual processing deficits, and finally, John N., the normal child. In the area of semantic/syntactic encoding, Mark V. appeared to be lowest, followed by Matthew A., and finally, John N. In the area of pragmatic competence both Matthew A. and Mark V. appeared to be lower than John N. Contrary to the results of previous studies which have been generalized to the entire population of learning disabled.
children, these results suggest that auditory and visual processing deficits contribute differentially to the oral language competence of learning disabled children.

Emphasized throughout this investigation was the positive value of such a methodology as that of single-subject research in an effort to better identify and differentiate subgroups within the learning disabled population. Finally, directions for future research were discussed.

QUANTITATIVE AND QUALITATIVE SEX-RELATED LANGUAGE DIFFERENCES IN CHILDREN: A SOCIOLINGUISTIC STUDY OF MALE AND FEMALE COMMUNICATION

STALEY, CONSTANCE MARIE, Ph.D. University of Colorado at Boulder, 1981. 161 pp. Directors: Assistant Professor Stephen B. Jones, Associate Professor George A. Matter

Although scholars, explorers, and missionaries have documented sex-related language differences in exotic languages, little real evidence of such differences exists for American English. Much of available contemporary literature concerning sex-related differences in the speech of American adults has been criticized as anecdotal rather than empirical. On the other hand, a plethora of research exists on the speech of American children, although results concerning sex differences are mixed.

This study was concerned with the acquisition of sex-related language differences in children four, eight, twelve, and sixteen. Ten males and ten females per age group were interviewed using a picture description task with five miniature art masterpieces. In order to reduce sex bias, half of the children were interviewed by a male experimenter and half were interviewed by a female experimenter.

With regard to quantitative differences, it was hypothesized that girls would be more verbose than boys at ages four and eight and boys would be more verbose than girls at ages twelve and sixteen. Boys were found to be more verbose than girls at every age level but the sixteen-year-old age level, where both sexes talked an equal amount. Chi-square tests, however, revealed significance only at the four and twelve-year-old age levels.

A content analysis scoring system was developed to measure qualitative or stylistic differences between the language used by boys and girls. Based on research concerning both adult and child language, it was hypothesized that males would use more 'Descriptive' language and females would use more 'Interpretive-Emotive' language, 'Reflective' language, and 'Hedges'.

Frequencies of occurrence in each of the four major language categories and their subcategories were combined and analyzed statistically using chi-square test and Tests for Significance of Difference Between Two Proportions. The latter statistical technique compared frequencies of occurrence in each major language category with total number of words spoken by boys and girls at each age level. Tests for Significance of Difference Between Two Proportions revealed significant differences in the use of 'Descriptive' language at ages eight (in favor of males) and sixteen (in favor of females); significant differences in the use of 'Interpretive-Emotive' language and 'Reflective' language at age four (in favor of females); and no significant differences in the use of 'Hedges'.

While general sex-stereotyped expectations were demonstrated in younger children, the speech of sixteen-year-olds showed some reversals of the language stereotypes under investigation. Although such findings for sixteen-year-olds may appear anomalous, they concur with results of recent studies in speech communication reporting no differences where differences were thought to exist or unexpected differences (contrary to stereotypes) between male and female adults in a variety of communication contexts. An implication which may be drawn from this study is that sex-role stereotyping—at least in the area of language behavior—may not be as predictable as we once thought.

THE FORMAL SEMANTICS AND PRAGMATICS OF FREE ADJUNCTS AND ABSOLUTES IN ENGLISH

STAMP, GREGORY THOMAS, Ph.D. The Ohio State University, 1981. 400 pp. Advisor: Professor David R. Dowty

- The goal of this dissertation is to describe the interpretation of two constructions in English: the free adjunct and absolute constructions, exemplified in (1) and (2), respectively.

1. Walking home, John found a dollar.

2. Her children asleep, she watched television.

- Perhaps the most notable peculiarity of free adjuncts and absolutes is that they may function semantically like a number of different types of adverbial clauses; for example, while the adjunct in (1) intuitively serves as a temporal adverbial, that in (3) seems to function as a reason adverbial, and that in (4), as a conditional clause. (3) Being a gardener, John knows all about greenhouses. (4) Wearing this outfit, he would look much taller. Despite the absence of any overt subordinating conjunction in these sentences, users of English have no difficulty picking out the logical role of their adjuncts.

- My thesis is that semantic and pragmatic factors jointly determine the relation felt to hold between a free adjunct or absolute and its superordinate clause. I argue (i) that in certain cases, a free adjunct or absolute may serve as the argument of a functional expression whose interpretation either fully determines the logical role of the adjunct/absolute or greatly limits the range of logical roles which it may be felt to play, and (ii) that when the logical role of a free adjunct or absolute is not fully determined by the interpretation of some other expression, it may nevertheless be constrained to uniqueness by the inferences of language users.

- In Chapters II-V, I argue that modal and adverbs of relative frequency are best analyzed as dyadic operators, in addition, I argue that the dyadic 'generation operator' must be posited for the analyses of certain sorts of generics. In Chapter VI, I demonstrate that an adjunct or absolute may serve as the first argument of any of these "three sorts of dyadic operators, and that when it does, its logical role is fully or partially determined by the semantics of the operator.

- I show, however, that only certain sorts of adjuncts and absolutes can serve as arguments in this way. I conclude that the distinction between those that can and those that cannot is precisely the difference between adjuncts/absolutes with stage-level predicates and those with individual-level predicates (the stage/individual distinction being that drawn by Carlson 1977). A Montague fragment for adjuncts and absolutes is developed to elucidate these notions; included in the fragment is a new treatment of the perfect and the progressive which accounts for the semantic peculiarities of perfect adjuncts/absolutes and those deriving from present participial phrases.

- In Chapter VI, I consider the means by which language users infer the logical role of a free or absolute in case it is not fully determined by the semantics of English. I discuss in turn five factors which play an important role in such inferences: the presence of a stage-level vs. an individual-level predicate in an adjunct or absolute, the relative duration of the events or states of affairs to which an adjunct/absolute and its superordinate clause relate; the order of an adjunct or absolute with respect to its superordinate clause; language users' knowledge of the world; and the presence of a 'connective adverb' in an adjunct/absolute or its superordinate clause.


THE EFFECTS OF PICTORIAL AIDS ON INFERENTIALLY-PRODUCED INTERFERENCE IN YOUNGER AND OLDER CHILDREN'S SENTENCE LEARNING

TRUMAN, DIANE LYTTON, Ph.D. The University of Wisconsin - Madison, 1981. 161 pp. Supervisor: Professor Joel R. Levin

- This study was a continuation of a series of studies dealing with varieties of interference in sentence learning to examine multiple-choice tests. Methodology in these studies involved presenting to children a series of sentences and later testing recognition memory for target-information with a multiple-choice test. The test included distractors from sentences variously related to sentences in which target information occurred. The basic finding in these studies was that children make more errors on multiple-choice items whose distractors appeared in sentences on the study list and shared similar
Chapter two discusses the nature of the experimental design and the control conditions. The design consisted of two levels, each of which (younger or older) included a control condition (no control or provided pictures). Contextual interference in the control condition may have involved the sound segments (both the experimental and control groups). The sound segments were designed by Charles J. Fillmore. The tests were set up in one of three sentences (sentences were stated in different ways—usually two of them were active and one passive). Each test (French and Spanish) contained forty items.

All tests were administered under normal classroom conditions. The sound recognition tests and the syntax tests were computerized, and all the others were hand-scored.

Chapter four contains a measurement analysis of all the tests administered. Forty graphs and tables illustrate the test results.

The conclusions (chapter five) contain a table and graph depicting a composite score of all the tests given. The results show the experimental students outperforming the control groups. The study suggests that linguistic knowledge is an important aspect of foreign language performance.

The appendices to the dissertation encompass all the tests administered, course curriculums written in behavioral objectives, and some common and vocal charts referred to in the body of the work.

The role of noun phrases as content indicators

Order No. 8123949

WALLSTEIN, ROBERT KENNETH, Ph.D., Syracuse University, 1981, 259pp.

This thesis is an investigation into noun phrases as content indicators and their potential role in retrieval systems. Identification of content is important at both ends of a retrieval system: for assigning content indicators to a document (indexing), and for identifying an information need from a query (user interfacing). Particular focus is placed on the relationship between syntax and index terms since they are central to the effectiveness of a retrieval system.

Two basic approaches are used in this dissertation to investigate the role of noun phrases. The first approach examines past research investigating the interaction of semantics and syntax. Evidence is drawn from psychology, linguistics, and philosophy which support the relationship between the content of English text and noun phrases. In addition, strong evidence is presented that grammatical structures, especially noun phrases, are psychologically real.

The second approach used to investigate the role of noun phrases was to test the implications for the information retrieval environment. It was found that: (1) Index phrases do not always take the form of noun phrases, for both controlled and uncontrolled vocabulary. (2) Index phrases are closely related to the noun phrases of a document. However, this relationship varied considerably depending on database and indexing rules. (3) Intermediaries appear to use the features of a computer search system to keep the noun phrases of a need statement together as units in the retrieved document. (4) Noun phrases were able to discriminate relevant from nonrelevant documents significantly better than were just the words of retrieved documents. This was ascertained by comparing a user's written responses with documents that had been judged as to their relevance.

These findings support the overall thesis concerning noun phrases as all the research questions were answered in the expected way. However, before derived noun phrases can be used as content indicators other factors need to be considered. How a database is represented and how acceptable the representation is to a user are two important practical considerations. Investigating these aspects it was observed that: (5) Noun phrases represent a database in a way comparable to present, uncontrolled index terms. Therefore, based on exhaustivity and specificity of content, noun phrases provide reasonable database encodings. (6) Users are already using indexes based on noun phrases and other derived index keys. The major examples of these are articulated indexes and free-text systems (e.g. LEXIS). This is considered evidence of user acceptance of derived phrases without the controls used in traditional index vocabularies.

TEACHING LINGUISTICS TO THE ADOLESCENT STUDENT: IMPLICATIONS FOR SECOND LANGUAGE LEARNING

Order No. 8116533

VERGILIO, HENRY ALEXANDER, Ph.D., Georgetown University, 1980, 178pp.

The study tested the hypothesis that there is a statistically significant positive correlation between obtaining knowledge of linguistics and acquiring a second language.

Measurements were made between students studying a foreign language at level III and students studying linguistics (with two years previous study in French or Spanish). The investigator believed that the results of these measurements would indicate that learning a foreign language can be facilitated by linguistic study, especially noun phrases, and in addition, strong evidence is presented that grammatical structures, especially noun phrases, are psychologically real.

This work is organized into five chapters and four appendices. Chapter one offers a perspective on the problem, a formal grammar-oriented approach is not sufficient to bring the student to a level of sophistication about the structure of language needed to handle the task of acquiring the elements of a second language.

Chapter two discusses the nature of the experimental and control groups. The experimental group was composed of five-seven members studying linguistics, while the control groups were made up of forty-three students studying French and forty-two students studying Spanish. Information included type of school, grade, level, age, sex, foreign language studied, verbal and non-verbal IQ, verbal and abstract reasoning test scores. All of this data are illustrated with tables and graphs. The students in the control and experimental groups are well matched in mental ability and background.

The chapter three elaborates on the procedures used in the testing and the measuring instruments. Details include: (a) linguistic aspects taught to the experimental group, (b) measuring instruments designed by the investigator, and (c) conditions under which the tests were administered.

The experimental group was given formal linguistic training in phonology, morphology, and syntax first in English, then in French and Spanish. Measurements in these three areas were made contrasting these students with traditionally trained level III students of French and Spanish. The testing instruments, designed by the investigator, included the following:

- Phonology (two separate tests) (A) Sound recognition tests in which there were fifty items each in French and Spanish (all sounds tested to occur in either initial, medial, or final position) (B) Production of segments (both the experimental and control groups read from the same set of words and expressions). In this second test each student was handed a sheet which contained eight words in French and a combination of five single words and phrases in Spanish. Each student was asked to record the set of words and expressions placed before him.

Morphology. In this section the experimental group students were acquainted with individual parts of words, first through English, then French and Spanish. Cognates were used as a means of effecting second language vocabulary learning. The experimental group studied twenty-two prefixes and twenty-four roots. The investigation was conducted by constructed a cognate test in French and Spanish in which all the students had to (a) underscore the root of the word, (b) indicate the meaning of the root, and (c) give the English cognate.

- Syntax. The experimental group was taught syntax through case grammars as described by Charles J. Fillmore. The tests were set up in one of three sentences (sentences were stated in different ways—usually two of them were active and one passive). Each test (French and Spanish) contained forty items.

All tests were administered under normal classroom conditions. The sound recognition tests and the syntax tests were computerized, and all the others were hand-scored.

Chapter four contains a measurement analysis of all the tests administered. Forty graphs and tables illustrate the test results.

The conclusion (chapter five) contains a table and graph depicting a composite score of all the tests given. The results show the experimental students outperforming the control groups. The study suggests that linguistic knowledge is an important aspect of foreign language performance.

The appendices to the dissertation encompass all the tests administered, course curriculums written in behavioral objectives, and some common and vocal charts referred to in the body of the work.

THE ROLE OF NOUN PHRASES AS CONTENT INDICATORS

Order No. 8123949
THE EMERGENCE OF THE MODERN CONCEPT OF CLASS IN THE ENGLISH LANGUAGE

Order No. 8114054

WALLIS, STEVEN, Ph.D. Claremont Graduate School, 1981. 613pp.

The Emergence of the Modern Concept of 'Class' in the English Language deals with the usage of the word "class" in the 18th and 19th centuries and focuses on the development of the modern concept of social division. This thesis concentrates on a history of word preferences used to describe the social order, and explains how the term "class" came to be the most popular choice for these descriptions among authors writing between the years 1750 and 1850.

During the 18th century the preferred terms used to describe social division included terms of function associated with the word "rank". These words described a world of status that was very rigid and stable. These terms placed individuals in precise locations in the social hierarchy and implied that these locations were fixed positions within the community's structure. The whole social vocabulary of the 18th century communicated the exact degree of differences between individuals in their possessions, their skills, their intellect, and their ethical natures.

The emergence of the modern concept of "class" upset this stable world of social status. The word "class" came to be associated with an elastic concept of social division that developed out of the history of political economy. The concept of production developed, the roles played by individuals in generating goods began to identify the primary economic and social qualities of the community's structure. The ways in which political economy divided the social classes in the process of production made these functions had upon social character and social division communicated to the word "class", previously a synonym for "rank", a completely new meaning. This meaning became the central feature in the modern conception of the social structure: "class" replaced the older vocabulary of rank as the preferred term to describe units in society.

In order to present the history of "class" and the association of this word with political economy, this thesis consists of a three-part presentation of changes in the description of social division between the years 1750-1850. The first part of the thesis concentrates on the vocabulary of "rank" in order to provide the reader with a sense of the stability and order this system of words communicated in the 18th century. This part describes the etymology of "rank" and its synonym from which "class" emerged; an understanding of how the older language was used helps to establish why "class" became the preferred term in the 19th century.

The second part of the thesis focuses on how the meaning of the word "class" developed within the field of political economy. This portion of the history of "class" is designed to show how the modern elastic conception of social division developed within the new field of economics. By the conclusion of this section, "class" had matured to such a degree that it effectively dominated the field of social language.

The third part of the thesis is designed to show that as political economy became the common vision in the 19th century to account for the origins of wealth, "class" gained a solid hold on the popular language of social consciousness. Modifying terms associated with "class", such as "upper", "lower", "productive", or "unproductive", established the conditions of "class-consciousness" that led to the conceptual divisions communicated by the term "class" becoming real divisions within the nation.

All three sections of this thesis are designed to convey an understanding of the emergence of the modern concept of "class" in the English language. Each section functions as a separate level in the development of this concept. Together all three parts explain how the word "class" acquired a new meaning in the 19th century and became the preferred term for social division.

GRAMMARS FOR THE RECOGNITION OF NATURAL LANGUAGE

WHEELEER, ERIC STANLEY, Ph.D. University of Toronto (Canada), 1980.

Supervisor: Professor B. Brinzer

Unlike grammars which generate or produce samples of natural language, a recognition grammar is used for interpreting the meaning of natural language expressions. Recognition grammars are important, both as an alternative to current theoretical approaches to describing language structure, and as a necessary component in a language-comprehension system for man-machine communication.

Our current models of grammar are inadequate for use as recognition grammars. I describe several of these problems facing the designer of a recognition grammar, and I sketch various approaches to solving them. All these approaches fail because of these crucial problems. These models fail to accept any input at all. Others do not provide an output, while those that do provide a semantic output, some provide too little information and others demand more information than is available to the grammar. But the critical problem that all models face is in the mapping of the input to the output. On topological grounds, one is forced to recognize at least three distinct patterns in language and these three patterns are non-isomorphic to each other. However, the three patterns do interact in such a way that the grammatical phenomena as English subject-verb number agreement, and possessive adjectives result. It is the interaction of more than two patterns in one phenomenon that our current grammatical models have not accounted for.

I propose a grammar model, called Interblock, which specifically overcomes each of the problems I discuss. It has been implemented as a computer system, described in an appendix. This complete recognition grammar of a language requires more detailed study than I could provide here; my efforts have been concentrated on the expression of participant roles in written English. In the course of developing my arguments, I propose a semantic notation which I believe represents participant roles more aptly than, say, Fillmore's case grammar system. I use the example of the verbs air and break to illustrate this. It is the task of specifying how a written text is to be decoded to reveal the expression of a participant's roles that I have judged both the current models of grammar and my own proposals.

The effects of organizational themes and adjunct question placements on children's prose learning: a developmental perspective

Order No. 8125038

WHITE, RICHARD EDWARD, Ph.D. Northwestern University, 1981. 265pp.

Developmental changes in memory capacity and organizational development of children were studied using recall to prose material. In addition to the developmental question, two other questions were addressed: (1) What were the effects of prose organization on recall? (2) What were the effects of differential placement of adjunct questions? Passages were constructed to represent one of three organizational structures: main, attribute, random. Adjunct questions were made before, after, before & after, and neither. Each passage consisted of four paragraphs, with each paragraph describing either of the type of climate, terrain, people, or government of a fictitious country.

The sample consisted of 600 children enrolled in grades 3 through 7. These children were assigned at random to one of the three passages and one of the adjunct question placements. Each child was asked to read one of three possible passages and then recall as much as he could. The recall scores were analyzed using a 3 x 4 x 5 fixed effect analysis of variance, using the three prose organizations, the four adjunct question placements, and five grade levels. Two significant main effects and a significant three-way interaction (p < .01). Together, with appropriate multiple contrast procedures, the interaction was identified as a specific prose organization and adjunct question placement that appeared to produce differing recall at various grade levels. The name organization with questions before & after was superior for grades 3 and 4. Children in grades 5, 6, and 7 were able to recall attribute prose and name prose better than random, with before & after adjunct question placement superior.

The results suggest that memory for prose organizations should have before & after adjunct question placements for children of different grade placements. Children's schemata for these prose organization develop at different rates, with name first and attribute somewhere later. Adjunct questions are limited by the development of a child. All three factors - organization of prose, placement of adjunct questions, and grade levels have been verified as important to the recall of prose material.
This dissertation aims at producing the rudiments of a framework in which to analyze the linguistic data of morphological change in terms of a psycholinguistic process model of language production and of language acquisition. It concentrates chiefly on examples of change where strict morphological segmentation does not predict correctly the nature of the change. As an alternative, a model is presented that allows for extensive use of whole word forms in morphology. It admits a combination of role formation, classical analogy and rule-governed modification processes to account for the morphemic segments of traditional analysis.

The meat of the dissertation lies in testing two theses: (1) That morphological change arises in the production of morphology. Novel creations are possible because, in effect, speakers provide their hearers with the information that novel forms are to be categorized with well-known forms by giving an overt phonetic cue linking the novel and the well-known. (2) That, since the creative process is bound to categorization, then the observable effects of change will follow the description of the internal structure of categories.

Furthermore, using a notation that a word that is a known quantity (known whole) is a source, that that source is modified, and that the process gives rise to a product, isolated source-oriented and product-oriented modifications. In S-oriented modification, the novel product is interpreted on the basis of phonological similarities to its source; in P-oriented modification, on the basis of phonological similarities to an established product class.

The remaining three chapters each delve into the minutiae of a single change. Chapter two concerns the nature of changes found in dialect variants of Modern Greek passive voice forms. It is found that they can be accounted for as an example of S-oriented modification.

Chapter three concerns the nature of actor markers in two-place verbs in Eskimo dialects. It is found that there is an apparently extra syllable -n- in many forms that defies a unique synchronic description. When viewed as synchronic remnants of a sequence of historical changes in modification, all the data can be accounted for neatly, and in such a way as to allow predictions of trends in changes.

The final chapter concerns the u-preterite class of Old Spanish verbs. It is shown that, while there is no single set of (morphemic or phonological) characteristics defining the u-preterites, and no single structural relationship between present and preterite for all forms, the class still exists as a formal category. The explanation offered is that there is P-oriented modification involved, and that the structure of a given u-preterite vis-à-vis the class of u-preterites is different from, and more potent than, the structure of the same u-preterite vis-à-vis as present.
Copies of the dissertations may be obtained by addressing your request to:

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