This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 34 titles deal with a variety of topics, including the following: (1) object conservation and receptive language in day care center infants; (2) the syntactic incorporation of linguistic units; (3) implicit theories of meaning in rhetorical criticism; (4) phonetic structure of fast speech in American English; (5) the relationship between age, sex, and the language of social regulation; (6) the development of word order in early child speech; (7) the relationship between students' sex-role stereotypes and their interpretation of exclusionary and inclusionary nouns; (8) the relationship between the metaphors used by managers and their effectiveness ratings; (9) segmental and suprasegmental features and lip and jaw articulators; (10) a speech act theory based interpretation model for written texts; (11) the role of language in the rational emotive education approach to test-anxiety reduction for sixth grade students; (12) the relationship between pupils' and teachers' ratings and the language achievement of fifth- and sixth-grade pupils; (13) a comparative study of two approaches for analyzing black discourse; (14) vowel intrinsic fundamental frequency in prosodic context; (15) studies in the relationship between distinctive features and acoustic cues; and (16) a description of the variance between the oral and written language patterns of a group of black community college students.
Language Use, Language Ability, and Language Development:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1985 (Vol. 46 Nos. 1 through 6).

Compiled by the Staff of the
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Abstracts of the following dissertations are included in this collection:

Abbruzzese, Carmela Anne
PHONOLOGICAL ACQUISITION IN DEVELOPMENTALLY DYSPHASIC CHILDREN: A STUDY IN THE PERCEPTION AND PRODUCTION OF INITIAL /l/ CONSONANT CLUSTERS

Adger, Carolyn Temple
COMMUNICATIVE COMPETENCE IN THE CULTURALLY DIVERSE CLASS-ROOM: NEGOTIATING NORMS FOR LINGUISTIC INTERACTION. (VOLUMES I AND II)

Amster, Barbara Iris
OBJECT CONSERVATION AND RECEPTIVE LANGUAGE IN DAY CARE CENTER INFANTS

Aristar, Anthony Manuel Rodrigues
ON THE SYNTACTIC INCORPORATION OF LINGUISTIC UNITS

Cohen, Jodi Rise
IMPLICIT THEORIES OF MEANING IN RHETORICAL CRITICISM

Dalby, Jonathan Marler
PHONETIC STRUCTURE OF FAST SPEECH IN AMERICAN ENGLISH

De La Garza, Anita-Louise Cloutier
RECONSTRUCTION IN GRAMMAR: HUMAN LANGUAGE AS SOCIAL SCIENCE

DiMartino, Emily Comstock
THE RELATIONSHIP BETWEEN AGE, SEX AND THE LANGUAGE OF SOCIAL REGULATION

Ewing, Guy
PRESYNTAX: THE DEVELOPMENT OF WORD ORDER IN EARLY CHILD SPEECH

Franks, Steven Laurence
MATRICES AND INDICES: SOME PROBLEMS IN THE SYNTAX OF CASE

Germaine, Emma Thornton
ELEMENTARY-SCHOOL BASIC ENGLISH TEXTS AND ENGLISH AS A SECOND LANGUAGE TEXTS: SUITABILITY FOR ORAL LANGUAGE INSTRUCTION OF YOUNG SPEAKERS OF BLACK LANGUAGE

Jolliffe, David Alton
AUDIENCE, SUBJECT, FORM, AND WAYS OF SPEAKING: WRITERS' KNOWLEDGE IN THE DISCIPLINES
Kelertas, Violeta
ORAL AND WRITTEN NARRATIVE: DISCOURSE TYPES AND FUNCTIONS

Kitowski, Charlotte Mary
AN EXPLORATION THROUGH ORAL HistORIES INTO REASONS THAT EIGHT FEMALE SECONDARY TEACHERS OF ENGLISH REMAINED WITH OR WITHDREW FROM PUBLIC SCHOOL TEACHING IN TEXAS

Kleindienst, Richard Joseph
THE RELATIONSHIP BETWEEN STUDENTS' SEX-ROLE STEREOTYPES AND THEIR INTERPRETATION OF EXCLUSIONARY AND INCLUSIONARY NOUNS

List, Kathleen Louise
COORDERANCE AND COHESION: CONTEXTUALIZATION OF OSWALD DUCROT'S GENERAL THEORY OF LINGUISTIC SEMANTICS

McBride, Mary Denise
AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE METAPHORS USED BY MANAGERS AND THEIR EFFECTIVENESS RATINGS

McCallum-Bayliss, Heather
THE MODAL VERBS: UNIVOCAL LEXICAL ITEMS

Macchi, Marian J.
SEGMENTAL AND SUPRASEGMENTAL FEATURES AND LIP AND JAW ARTICULATORS

Mairs, Nancy
PLAINTEXT: DECIPHERING A WOMAN'S LIFE

Manabe, Takashi
A SPEECH ACT THEORY BASED INTERPRETATION MODEL FOR WRITTEN TEXTS

O'Neill, Mary Ann
THE ROLE OF LANGUAGE IN THE RATIONAL EMOTIVE EDUCATION APPROACH TO TEST-ANXIETY REDUCTION FOR SIXTH GRADE STUDENTS

Parkbongkoch, Chantana
THE RELATIONSHIP BETWEEN PUPILS' AND TEACHERS' RATINGS AND THE LANGUAGE ACHIEVEMENT OF FIFTH- AND SIXTH-GRADE PUPILS

Pettigrew, William George, Jr.
THE EFFECTS OF IMAGINATIVE PLAY UPON INTELLIGENCE QUOTIENTS, SYMBOLIC PLAY, AND LANGUAGE USAGE IN SIX-YEAR-OLD CHILDREN

Phillips, Leon C.
A COMPARATIVE STUDY OF TWO APPROACHES FOR ANALYZING BLACK DISCOURSE

Rooth, Mats Edward
ASSOCIATION WITH FOCUS

Schooley, Bill Jaye
GEORGE VANDENHOFF, NINETEENTH CENTURY ELOCUTIONIST IN AMERICA

Searcy, Leroy (Bill)
THE INFLUENCE OF PARENT GENDER ON THE VERBAL TEACHING STRATEGIES OF SELECTED FATHERS AND MOTHERS DURING WRITTEN LANGUAGE EPISODES WITH THEIR PREKINDERGARTEN CHILDREN

Steele, Shirley Ann
VOWEL INTRINSIC FUNDAMENTAL FREQUENCY IN PROSODIC CONTEXT
Sullivan, Graeme Leslie
A COVARIANCE STRUCTURE MODEL OF
SYMBOLIC FUNCTIONING: A
STUDY OF CHILDREN’S COGNITIVE
STYLE, DRAWING, CLAY MODELING
AND STORYTELLING

Sweetser, Eve Eliot
SEMANTIC STRUCTURE AND SEMANTIC
CHANGE: A COGNITIVE LINGUISTIC
STUDY OF MODALITY, PERCEPTION,
SPEECH ACTS, AND LOGICAL RELATIONS

Swoyer, Mary Ellen
A STUDY OF THE EFFECTS OF A
LANGUAGE DEVELOPMENT PROGRAM WITH
PARENTAL INVOLVEMENT ON LANGUAGE
ACHIEVEMENT OF LOW-INCOME LEVEL
PRESCHOOL CHILDREN

Walsh, Thomas F.
STUDIES IN THE RELATIONSHIP
BETWEEN DISTINCTIVE FEATURES AND
ACOUSTIC CUES

Wright, Sandra
A DESCRIPTION OF THE VARIANCE
BETWEEN THE ORAL AND WRITTEN
LANGUAGE PATTERNS OF A GROUP OF
BLACK COMMUNITY COLLEGE STUDENTS
PHONETICAL ACQUISITION IN DEVELOPMENTAL
DYSPHASIC CHILDREN: A STUDY IN THE PERCEPTION
AND PRODUCTION OF INITIAL /l/ CONSONANT
CLUSTERS

Order No. DA8503895

Major Professor: Paula Menyuk

Recent literature indicates that dysphasic children, as a group, are
significantly impaired in specific aspects of acoustic and phonetic
analysis when compared to normal children; and that dysphasic
children are less well able to deal with the temporal aspects of speech
production. What is not yet well understood is the relationship
between speech perception and speech production. This
investigation examined the relationship between perception and
production in the acquisition of initial /l/ consonant clusters by
dysphasic and normal children.

Thirty dysphasics aged 5-13 years and twenty-nine normal
children aged 3-11 years produced words containing the initial /l/
clusters /bl, pl, gl, ll, sl, fl/ in three contexts (in isolation, within a
sentence frame, and spontaneously); and words containing each
c consonant in the cluster in two contexts (in isolation and within a
sentence frame). Each child listened to recorded stimuli in which the
duration of the initial /l/ clusten was varied and indicated when the
word was produced correctly. Children's utterances were
spectrographically analyzed to determine the duration of the cluster,
and of each consonant in the cluster, and of each consonant used as a
singletion.

The results of this study demonstrated significantly longer
durations of initial /l/ clusters for the the dysphasics, with the
duration of the /l/ the critical factor; and that when compared to normal
children, these children were significantly impaired in their ability to
distinguish between lexical items with initial /l/ clusters produced
normally and those in which duration of the cluster was altered. The
relation between poor use of duration in production of clusters and
inaccurate identification of correct and incorrect duration of the initial
/l/ clusters is unclear.

These results indicate a marked difference in the development of
the perception and production of initial /l/ consonant clusters in
normal and dysphasic children; and they have implications for the
development of remediation programs for dysphasic children.

COMMUNICATIVE COMPETENCE IN THE CULTURALLY
DIVERSE CLASSROOM: NEGOTIATING NORMS FOR
LINGUISTIC INTERACTION (VOLUMES I AND II)

Order No. DA8505702


Education assumes that members of a classroom share a linguistic
code and conventions for its use. But in a culturally diverse
classroom, where the means of communicating are not fully shared,
communication may be difficult. Teachers report, however, that with
time, children accommodate each other's contrasting ways of
communicating. This study identifies some sociolinguistic dimensions
of the accommodation.

Peer/pair talk in a culturally diverse first grade was video-taped
crossed one academic year in three classroom settings. The linguistic unit of
analysis was the protest sequence, a discourse task centered on a
protest, and including a perceived offense and a correction. Since
protests threaten the hearer's face, they are themselves often
corrected. Analysis of 130 protest sequences showed conversational
gamestage engagement improved. Non-response to protests, due to
concession breakdown or ignoring, decreased with time and varied
toward a consensus.

Dimensions of the communicative differences and some linguistic
processes by which they were accommodated were evidenced in
protest sequences by James, a black American, and Hai, a
Vietnamese boy. Early in the year, Hai differed conflict by mitigated
protesting and by correcting; James readily confronted others with
aggressive protests and sought final protests. The styles were
equivalent, so that in mutual protest sequences, each boy could
meet his own sociolinguistic standards. With time, the boys adjusted
their linguistic repertoires so that the roles they took in protest
debates varied. The study suggests that, with time and solidarity, natural processes for accommodating cross-
linguistic communication may ameliorate some of the difficulties that
we have observed.

OBJECT CONSERVATION AND RECEPTIVE LANGUAGE IN
DAY CARE CENTER INFANTS

Order No. DA8502886

AMSTER, Barbara Ira, Ph.D. Yeshiva University, 1984. 184 pp.

This study compared the development of receptive language and
object conservation in two groups of infants, one left in day care
centers and the other reared exclusively at home. The groups were
tested for the demographic variables of sex, social class, siblings,
and parents, and found to be similar in all categorical factors. Over a
period of six months a group of 20 infants (mean age 15.35 months)
and middle class suburban homes was compared to 30 infants
(mean age 15.43 months), each on of the two variables mentioned.
Data from three repeated measures of the Meyer's test of Receptive
Language and the Uzgiris-Hunt Ordinal Scales - Scale 1 were
examined. Although statistically significant differences were found in
both variables, the patterns of growth and development in each area
were parallel indicating positive growth and development in both
groups. Discussion of the findings indicated that administrators of day
care centers and infant caregivers should be given training in the care
and stimulation of infants in all aspects of cognitive development,
especially language since the growth rates over a six month period
indicate a pattern parallel to that of home care children. Other
suggestions include the examination of the effect of the location of
the site, experience labeling of objects and training strategies on the
variables studied. The possibility exists that a longer term study might
show day care center children surpass the growth of home care
care in language development.

ON THE SYNTACTIC INCORPORATION OF LINGUISTIC
UNITS

Order No. DA8513182

ARNSTAR, Anthony Manuel Rodriguez, Ph.D. The University of Texas
at Austin, 1984. 373 pp. Supervisor: Winfred P. Lehmann

Cross-linguistic examination of morphological similarities,
supported by diachronic reconstruction of their source constructions,
suggests the existence of a new kind of linguistic universal. This
putative universal consists of morphological strategies in which
morphemes diachronically derived either from dative or genitive case-
markers or from pronouns incorporate linguistic strings into higher
structures.

These strategies are called "incorporation strategies"; and their
use or non-use allows us to distinguish between two sets of linguistic
elements-those which are already "incorporable" and do not require
the use of the strategies, and those which are "non-incorporable"
and do require the strategies if they are to fulfill certain syntactic
functions. For example, nominals high on the semantic hierarchy are
marked for incorporation when taking case functions such as locative
or instrumental-functions for which they have less "affinity" than for
agent or dative roles. These "non-incorporable" high hierarchy
nominals are marked as performing locative or instrumental functions
by means of strategies involving dative, genitive, and pronominal
markers. There are strategies that mark alienable genitives, adjectives and
relatives and certain kinds of transitive objects-those which are less
affected or high in hierarchical status.

On the other hand, a second set of linguistic elements does not
occur with the incorporation strategies. Where a contrast between
alienable and inalienable genitives exists, the inalienable set is not
found with an incorporation strategy. Nominals which are closely

on
bound to the verb--e.g. incorporated objects or the highly affected objects of perfective verbs--do not take the incorporation strategies, nor do objects low in hierarchical status. And nominals do not take incorporation marking when their case-functions are of the same hierarchical value as the nominals they are appended to. Thus, locatives or instrumentals on nominals low in hierarchical status appear unmarked by incorporation strategies. Datives on nominals high in hierarchical status are similarly unmarked.

The distinction between "incorporable" and "non-incorporable" elements is explained in terms of varying degrees of real-world affinity between the elements which compose the structure. Those elements requiring the presence of incorporation strategies are exactly those which lack affinity between themselves and the elements to which they are bound.

**IMPLICIT THEORIES OF MEANING IN RHETORICAL CRITICISM**


The purpose of the study is to reconstruct the implicit theories of meaning found in a sample of seventeen rhetorical critiques, and to compare the implied theories of meaning to explicit theories of rhetoric. Comparative analysis, the method of grounded theory, is applied in the analysis of data. The method of grounded theory is an inductive, qualitative comparison of data which aims at uncovering theories implied in data.

For the majority of the critics examined, ideas intersecting below levels of consciousness are responsible for much of rhetorical meaning. The importance of the mind in critical interpretations of meaning is witnessed in the dominance of the cognitive processes over the other components of rhetorical communication. Language, for instance, is viewed as an extension of mind, and does not free itself from the ideas of speakers and listeners. The critical view of language is mentalistic. The meanings of words are in the ideas of the mind, not the "things" of an extrinsic environment. In fact, "things" that is the policies, behaviors, objects, events, and situations that people talk about are unimportant to the interpretations of meaning found in the sample. When critics do recognize a role for the environment in meaning, they present it as a construction of words and ideas. Thus, in criticism the mind is seen to expand itself into language and the environment.

Emerging from the critical emphasis on mental processes, and de-emphasis on the substance of communication, is a view that persons construct internal realities through communication without consideration of an extrinsic environment. The mental activity studied by critics is without practical or ideal purpose, because the mind is not given access to those situations that force practical choices and realize ideas in the practical world of rhetorical exchange. Thus, the critics in this study disregard the historical foundation of rhetorical theory: Rhetoric is purposeful communication involving choices. Without purpose and choice there is no action in rhetorical meaning. There is simply self-perpetuating motion.

**PHONETIC STRUCTURE OF FAST SPEECH IN AMERICAN ENGLISH**

Daly, Jonathan Marler, Ph.D. Indiana University, 1984. 112pp.

In American English, shifts in speech style are an important source of phonetic and phonological variation. Fast or casual speech is typically reduced or under-specified compared to careful speech. In particular, casual utterances often contain fewer syllables than careful pronunciations of the same words, due to the deletion of unstressed vowels. Since many of the rules that govern the distributions of allophonic and sub-allophonic variants of phonological segments refer to syllable structure and since both the number of syllables in a word and the stress pattern associated with those syllables appear to be important aspects of speech production and perception, an explanation of the variation in syllable and prosodic structure that occurs across style shifts is an important part of the theory of spoken language.
THE RELATIONSHIP BETWEEN AGE, SEX AND THE
LANGUAGE OF SOCIAL REGULATION
Order No. DA8508112

DIMARTINO, EMILY COMSTOCK, Ph.D. Fordham University, 1985. 212pp. Mentor: Carolyn N. Hadley

This study investigated the relationship among age, sex and the ability to differentiate social regulatory transactions. Issues addressed were: the degree to which boys, girls, men and women were able to distinguish among moral, conventional, prudential-intelligence and school rules; the similarities and differences between the patterns of social rule discrimination of children and adults; the ways in which males and females differentiated social regulatory transactions.

Fifteen boys and 15 girls, 7.5 to 8.5 years of age, and 15 male and 15 female adults completed four O-sorta, each of which represented a different type of social regulatory episode. Six subjects from each subsample partook in an interview which investigated qualitatively the kinds of language subjects used to express social rule understandings.

All pairwise Pearson correlation coefficients were significant at the .01 level thus indicating a strong relationship in the patterns of social regulatory understanding between boys, girls, men, and women. The results of the 2 x 2 x 4 x 4 ANOVA with two repeated factors demonstrated that children evaluated the moral and the prudential stories more appropriately than did the adults. Adults were more appropriate in their appraisal of the school rule episode. Neither group significantly differentiated between moral and conventional adjectives types of the story concerning social convention.

The only story episode in which a significant difference at the .01 level occurred for sex was on the story representing a moral issue. Females significantly differentiated the moral type adjectives from the conventional ones whereas the males did not.

The language function analysis of the interview protocols revealed trends for sex rather than age. The greater use of projecting language and nalistials; and (3) a es elation study In dslsrmine wheeler

PREVIOUS PROBLEMS IN THE SYNTAX OF CASE
Order No. DA8504410

FRANKS, STEVEN LAURENCE, Ph.D. Cornell University, 1985. 560pp.

In Government-Binding (GB) theory case is an abstract property of phrases bearing thematic (theta-) roles. It is also a familiar morphological category of nouns and adjectives. This dissertation shows that an appropriate theory of morpho-syntax can accommodate both the recent syntactic conception of case and the traditional morphological one.

Chapter One surveys the assumptions and constructs of GB theory, which serves as a point of departure. Particular attention is paid to the subspaces of case and theta-roles. These supplement a restrictive model of the base, eliminating the need for detailed phrase-structure rules.

Chapter Two develops the view that syntactic nodes are matrices of morpho-syntactic features. Features of each morphological category, including case, are grouped together into bundles or "supermatrices". Case assignment can then be analyzed as the specification of feature values in some node's case submatrix. Of equal concern is the association of arguments with theta-roles. A theta-role assigner contains a theta-role submatrix, the contents of which determine the role of its complement.

Chapter Three, the conceptual core of the dissertation, treats certain formal and substantive inadequacies of the first two chapters. It contends that all matrices have indices, the value of which depends on the level of representation being considered. Various principles of coindexation between nodes are proposed for different levels. The assignment of a theta-role to a complement is seen as the coindexation of an argument with a 'case-role submatrix. This system accounts for all case assignment in terms of the coindexation of nodes containing case submatrices, regardless of the principle that induced that coindexation. Complements receive case as a consequence of theta-role assignment, but this obscures the true breadth of case assignment constructions.

Chapter Four examines the case of predicate adjectives in Polish. The problem of how predicate adjectives are able to agree in case with their antecedents is solved by relating the formal constraints on coindexation to those on "binding" in GB theory. It is concluded that binding, suitably expanded to include diverse principles of coindexation, may render any independent notion of "government" unnecessary.

ELEMETARY-SCHOOL BASIC ENGLISH TEXTS AND ENGLISH AS A SECOND LANGUAGE TEXTS: SUITABILITY FOR ORAL LANGUAGE INSTRUCTION OF YOUNG SPEAKERS OF BLACK LANGUAGE
Order No. DA8514299


The purpose of this research was to examine elementary-school textbooks and teacher's guides for their suitability as instructional materials to teach standard English skills to young speakers of Black language. The textbooks examined were the first, second, and third i.e.-bas of basic English texts and English as a Second Language (ESL) texts.

Suitability of the textbooks was judged on the basis of (1) the text's coverage of verb forms which mark distinctions between standard English and Black language; (2) whether the text provided background information to sensitize teachers to language-learning needs of speakers of Black language; and (3) whether the text included instruction using multisensory approaches, a variety of evaluation procedures, and opportunities for reinforcement activities and comparison procedures.

The results indicate that neither in terms of quantity of coverage nor in terms of the quality of variables (based upon the standards for suitability) did either the basic English or the ESL textbooks appear to be adequate to teach the most critical grammatical features of standard English to children who speak Black language.

Implications of this study included the need for (1) the provision by educators of inservice and/or university level training for staff regarding research and recommended methodology for treating language-learning needs of speakers of Black language, and (2) the use of a wide variety of materials to supplement the contents of textbooks. The need for adequate textbook materials has implications for publishers. Recommendations for further research involve (1) replication of the study (with modification) at pre-school levels; (2) an investigation of teacher-identified needs in terms of methods and materials; and (3) a correlation study to determine whether improvement in the use of standard English relates to achievement in Black language.
AUDDIENCE, SUBJECT, FORM, AND WAYS OF SPEAKING: WRITERS' KNOWLEDGE IN THE DISCIPLINES

Order No. DA8506287

JOLIFFE, DAVID ALTON, Ph.D. The University of Texas at Austin, 1984. 558pp. Supervisor: Lester Faigley

In response to the growing movement to teach writing within the disciplines and across the curriculum, this dissertation investigated differences between learning to write in general and learning to write in order to be able to participate in specific academic and professional disciplines.

The dissertation explained that two approaches have been employed in teaching writing in the disciplines; the general-writing and the discipline-specific approach. Although a survey showed that both approaches could be supported by rhetorical history, the dissertation argued that the latter was more appropriate for teaching writing in the disciplines. Consequently, the dissertation proposed a theory of disciplinary enculturation--in which apprentices learn through participation a discipline's intellectual skills, methods of representation, and language--as a model to study writing in the disciplines.

To test this model, the dissertation presented case studies of twelve writers, representing different levels of experience in biology, literature, and social work. In addition, the dissertation demonstrated that analysis methods currently employed in the sociology of science by analyzing four texts produced by students and practitioners in social work. Finally, the dissertation presented results of a study in which 127 writers in the three disciplines read a text from their field, assessed how closely it resembled the kinds of reading and writing they do and how much of it they could label as "given" knowledge, and wrote a summary of it. The results showed that successful summarizers were able to draw on significant prior knowledge, were able to label a large amount of the knowledge in the original text as "given", and were able to use the structure of the original text to structure their summaries.

The dissertation contributed to research in composing written texts in two ways. First, it demonstrated that the disciplines do have specific rhetorics which influence the writing which practitioners must do in them. Second, it demonstrated specific composition operations which develop based on these discipline-specific rhetorics. The dissertation also contributed to the teaching of writing by offering pedagogical directions based on the results of the case studies, the text analyses, and the study of a large group of writers.

ORAL AND WRITTEN NARRATIVE: DISCOURSE TYPES AND FUNCTIONS

Order No. DA8506287


The relationship of ordinary and "poetic" language, oral and written texts, has been a subject of speculation in literary theory and linguistics throughout this century. Retaining the classical distinction between high and low style, early responses to the question, e.g., the Russian formalist, centered on attributing poetic language to a separate category; however, recognition of the relativity of a narrator's information and similarities at the speech-act level of discourse have brought about a perception of linguistic similitude. In this study, various critical positions--formalist, structuralist, linguistic--are reviewed and evaluated, while theory unaccompanied by a usable model of language and a lack of sophistication about literary texts in general are found to limit the applicability of many of these previous insights to actual language use.

Later chapters turn to direct analysis and demonstration of transcriptions of extended spontaneous oral monologues, examining them from literary, discourse analysis and sociolinguistic perspectives. Some structures and features of oral texts are identified. Next preliterary material from the early Lithuanian prose tradition (10 C.) is examined to isolate features of orality and literariness. Some material which typical structures of orality having been established, a study early in the literary tradition is segmented according to linguistic and literary methodologies. Thus discourse types and their functions in a literary context can be identified and the relationship between a literary narrator and his/her material described.

Chapter Four then uses the data obtained to draw conclusions about discourse types and their functions in oral and written texts, to predict their presence and structuralfunctional overlap. The Chapter also discusses performance factors in ordinary language and literary convention in the poetic variety, bringing out other features, such as narratorial options, technical variety, textual organization, and the reader's role, in self-conscious narrative. Some of the multivariance and coherence of poetic language is accounted for through its use of semantically meaningful repetition. The activity of communicating experience in language makes ordinary and poetic language appear similar; however, their discourse structures and functions overlap only rarely and in predictable ways.

AN EXPLORATION THROUGH ORAL HISTORIES INTO REASONS THAT EIGHT FEMALE SECONDARY TEACHERS OF ENGLISH REMAINED WITH OR WENT FROM PUBLIC SCHOOL TEACHING IN TEXAS

Order No. DA8506281

KITOWSKI, CHARLOTTE MARY, Ph.D. The University of Texas at Austin, 1984. 317pp. Supervisor: Edmund J. Farrell

Through life histories of selected secondary female teachers of English, this research explored why participants remained in or withdrew from public school classrooms in Texas. After examining the characteristics of the larger culture, the educational setting, and the participants' personality, the study attempted to identify some elements that appear to be related to retention in the profession and some that appear to be related to the phenomenon of stress, burnout, and possible withdrawal from English teaching.

The research focused on four active and four former teachers of English in the San Antonio area and used case studies, including oral history and grounded inquiry methodology. Other major measures included Edgar Schein's Career Anchor Exercises, Elaine Wangberg's Teacher Stress Scale, and Christopher Wilson's Stress Profile for Teachers.

On the Schein Career Anchor Exercises, three active teachers identified their career anchor as service; three (one teacher and two former teachers), security/stability. Results of the Wilson Stress Profile for Teachers and the Wangberg Teacher Stress Scale support that all participants experienced moderate stress in some areas. Former teachers, however, tended to experience more stress, dissatisfaction, and burnout than did active teachers.

Although the needs of youngsters and the love of English drew most of the participants into the classroom, these individuals now believe that the culture's attitude towards English teachers is more negative than positive. They believe further that women's changing work and family roles are factors that often deter prospective female teachers from entering secondary English teaching and encourage active female teachers to leave it.

All participants indicated that a supportive administration is essential at school. Three former teachers left teaching because of frustration with the administration and the educational system. Most participants further mentioned that although English teaching offers intrinsic rewards, the heavy workload resulting from large classes and composition teaching is particularly stressful.

In the past, society could depend on many American women to become-teachers. Today, however, women are free to contribute their talents and dedication in areas once barred to them. As this study hints, if adverse teaching conditions do not change, many capable women will not invest their lives in teaching.
THE RELATIONSHIP BETWEEN STUDENTS' SEX-ROLE STEREOTYPES AND THEIR INTERPRETATION OF EXCLUSIONARY AND INCLUSIONARY Nouns

Order No. DA8506796

The use of exclusionary (masculine generic) language has been condemned by many educators because the reader tends to exclude females from the interpretation of this generic form. An alternative which has been suggested is the use of inclusionary (neutral generic) language. This study had two purposes: (1) To determine if students are still excluding females from their interpretation of exclusionary language, and (2) To determine the students' level of sex-role stereotypes affect their interpretation of exclusionary and inclusionary language.

The independent variables include type of language (exclusionary/inclusionary), grade level (fifth/ninth), sex (male/female), and level of sex-role stereotypes (high/medium/low). The dependent variable was the number of female pictures selected when reading either exclusionary or inclusionary nouns. Four-way analysis of variance were used to analyze the data.

Two instruments were administered to three hundred twenty-nine students. The first instrument, developed by Eberhart (1976), measures the extent students include females within their interpretation of exclusionary and inclusionary nouns. The second instrument, Burghardt's (1974) Modified Sex Role Questionnaire, yielded the sex role stereotype scores.

The conclusions reached in this study were: (1) Students who read inclusionary nouns included more females than students who read exclusionary nouns. One third of the students who read exclusionary nouns still exclude females from their interpretation. The main effects of grade level, sex, and level of sex-role stereotypes were not found to be significant. Statistical significances were found for some interactions. The only consistent pattern in all interactions was the students who read inclusionary nouns included more females in their interpretation than those who read exclusionary nouns. There was also little evidence to indicate that sex-role stereotypes affect the interpretation of language.

The main conclusion reached was that inclusionary nouns were interpreted to mean male and female, regardless of any other variable examined. Those who read exclusionary nouns are more likely to exclude females from their interpretation.

This dissertation is an act of modern philology (Becker: 1979) in that it contextualizes Ducrot's work in terms of all the coherence relations mentioned above, except the silential, and presents three translations of his work: one major theoretical written work and two seminar transcriptions.

AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE METAPHORS USED BY MANAGERS AND THEIR EFFECTIVENESS RATINGS

Order No. DA8504343

The purpose of this study is to investigate meaning, how we make it, shape it and communicate it to others within a particular communication context. The researcher analyzed the language used to communicate meaning in order to determine if it reflected ways of analyzing and ordering information based on a set of assumptions. The language examined was that used by managers to describe the act of managing. The aspect of language examined was metaphor.

This study applies the principles of general semantics to the study of a managerial environment and relates the assumptions uncovered by language analysis to a specific behavioral outcome, effectiveness.

The purpose of this study was to take some of the ideas of general semantics and apply them to the function of managing people in order to use language analysis as a means of revealing certain assumptions, or "systems of orientation." The particular assumptions, or "systems of orientation" studied were those regarding a static, fixed or process oriented, unified view of reality reflected in the manager's perception of the nature of the situation, his relationship with others and his responsibilities as suggested by the metaphor he selected to describe his experience as a manager.

According to both the general semanticians and management theorists like Leonard Sayles, flexibility may be essential to effectiveness.

This particular study uncovered no "good" or "bad" metaphors, only metaphors more or less useful within the situation of managing. Those metaphors which proved to be more useful were those that allowed for flexibility of and an ordering and reordering of responsibilities based on the changing nature of the situation. They were metaphors which allowed the user to envision himself as having a wide range of personal choice and an ability to act upon the situation and the others within it.

The metaphors less useful to the user were those that defined the manager's responsibilities as fixed, and therefore clearly limited and defined. These user managers were locked within a static notion of reality which may have caused them to resist change, cherish similarities, cherish generalizations and structure their responses to conform with tradition.

The results of this study indicate the potential usefulness of metaphor as a tool for uncovering the underlying assumptions of the user in a variety of social settings.
THE MODAL VERBS: UNIVOCAL LEXICAL ITEMS
Order No. DAB505236
MAIRS, NANCY, PH.D. The University of Arizona, 1984. 286pp. Adviser: Susan Hardy Aiken

Because of woman's peculiar relationship to language, and therefore to the means of comprehending and expressing her experience, female autobiographical writing is a problematic undertaking. An exploration of several premises about Western culture can help to illuminate the difficulties the female autobiographer encounters: creating her life/text. Among these premises are the following: (1) that the culture that provides the context for female experience is what feminist theorists call "patriarchal," that is, a culture dependent upon and reinforced by the supremacy of male interests, pursuits, and values. (2) that the habit of male of this culture is essentially dichotomous, and that bifurcation, although it serves very well to enable one person or group to gain power over another, fails to account for the sense of relatedness characteristic of female moral development demonstrated by recent feminist psychologists. (3) that one lives through telling oneself the story of one's life (that is, that living itself is an essentially autobiographical act); that this narrative conforms to certain cultural conventions; and that these conventions present distinct problems to the narrator who is female. (4) that the human being constructs its self through language, and that the language of a patriarchal culture is problematic to female authenticity.

In order to confront these theoretical problems in practice, twelve essays explore some experiences of a middle-aged, middle-class white American woman in the second half of the twentieth century. These include illness, both physical (multiple sclerosis) and emotional (depression, agoraphobia); suicide; relationships with men, strangers, and cats; motherhood; and above all, writing. They form a feminist project whose purpose is so to merge theory with praxis, nonfiction with fiction and poetry, scholarship with creation, that such distinctions become meaningless and the female writer can get on with the real business of making and contemplating her text.

An annotated selected bibliography lists works in feminist theory and criticism, some of which inform the essays, thus providing a program for extensive feminist study, especially in literature, anthropology, and psychology.

PLAINTEXT: DECRYPTING A WOMAN'S LIFE
Order No. DAB515651
McCALLUM-BAYLISS, HEATHER, PH.D. Georgetown University, 1984. 286pp. Mentor: David P. Harris

This study is about the modal verbs of American English: can, may, could, might, must, will, shall, would and should. Many traditional analyses consider the modal verbs ambiguous between the so-called epistemic and root interpretations (e.g., may of 'possibility' and 'permission,' respectively). This study demonstrates, however, that the modal verbs are not ambiguous but systematically polysemous, a type of non-ambiguity. Each modal has a singular semantic representation from which the various modal interpretations are contextually derived. These interpretations depend on two classes of words, not linguistic, knowledge; as such, they need not be specified in the linguistic description of the language but will be accounted for in the pragmatics of the language.

Each modal is a univocal marker of probability. Together, they constitute a class of items that exhibit semantic gradience and manifest both the semantic and conversational characteristics typical of quantitative scales. Individually, the modal verbs are distinguished in part by different degrees of probability. However, several items can represent the same notion of probability (e.g., can, may, could and might all correspond to the concept of 'possibility'), so other features must distinguish among items that are apparently semantic equivalents. This analysis demonstrates that the concept of grounds and the semantics of the past marker are what differentiate parallel items. The concept of grounds is a semantic concept that signals that the speaker has significant, relevant information available to him that serves as testimony to the validity of his statement. Such knowledge accords the speaker the status of "expert." This analysis also shows that the past marker has retained its function of signalling various types of remoteness in the case of the modal verbs. The past-marked modals (e.g., could) are therefore not independent semantic units (as often claimed) but are composite semantic entities.

Probability, grounds and the semantics of the past marker explain the great variety of modal interpretation, the difficulty in isolating a specific range of applicability of the modal and the contrastive behavior of seemingly parallel items.

It is from these univocal semantic representations that the interpretations that have been attributed to the modal verbs are contextually derived. This study demonstrates that these interpretations are reasonable and predictable from the univocal semantic representations proposed.

SEGMENTAL AND SUPRASEGMENAL FEATURES AND LIP AND JAW ARTICULATORS
Order No. DAB510811

The study addresses the general question of how phonetic features are related to articulation. Two kinds of phonetic features were considered: features traditionally considered segmental, like labiality and vowel height, and features traditionally considered suprasegmental, like prominence and syllable structure. Two representations of articulation were considered: flesh points and physical articulators determining the flesh points. Articulation data was obtained for two speakers of American English using an x-ray microbeam system that tracks movements of pellets attached to flesh points. The lower lip pellet was considered as a flesh point and as the result of two articulators, the jaw and the lower lip proper.

Segmental and suprasegmental features both had articulatory correlates, however, the correlates were different. For labial segments in minimal pairs differing in the identity of phonemically adjacent vowels of consonants, the position of the lower lip flesh point was relatively invariant compared to the position of either of the two articulators. The jaw position and the lower lip proper position varied inversely with each other, without regard to prominence, phrase position or syllable boundaries. In contrast, for segments in minimal pairs differing in suprasegmental environment, the lower lip proper position was relatively invariant, although the jaw position did vary. Consequently, the lower lip flesh point had different positions. Thus, the segmental features and environment of a segment were directly related to the lower lip flesh point, while suprasegmental features were directly related to the jaw.
A SPEECH ACT THEORY BASED INTERPRETATION MODEL FOR WRITTEN TEXTS

Order No. DA8518329


In recent years, so called Speech Act Theory (a branch of the philosophy of language) has focused on such concepts as 'intention' (or 'intentionality'), 'interaction' and 'comprehension'. The author believes that this theory gives the theoretical basis for an interpretation model which is developed in this study.

After human speech actives are placed in the larger context of human actions, a model explaining the performance of speech acts is presented. In this model, four levels of intentionality are posited: utterance intention, propositional intention, illocutionary intention, and perlocutionary intention. These levels of intentionality are inseparable from each other and operate simultaneously in performing speech acts. Speech acts are categorized according to their locutionary intents. Six major categories are suggested: Representatives, Directives, Commisives, Expressives, Declarations, and Responsives.

The model of the speaker presented above is completed when the model of the hearer (or interpreter) is added to it. The combined model, which can be called a cyclic or interactive model, is developed. Corresponding to the four levels of intentions on the part of the speaker, four levels of effects are posited in order to explain the 'comprehension' process of the hearer. These four levels of effects are: utterance effect, propositional effect, illocutionary effect, and perlocutionary effect. It is contended that only after this stage of comprehension can the hearer make a legitimate response to the speaker by his 'decision' and 'response action'. The process of comprehension, then, is explained extensively, paying particular attention to the concepts of 'context' and 'inference'.

The three main contributions of this study are: (i) the development of the model of speech act theory; (ii) the development of an interactive model of speech acts, which is applied to test analysis; and (iii) the development of such concepts as 'author's intent structure' and 'referential intent structure' for the application of Speech Act Theory to test analysis.

THE ROLE OF LANGUAGE IN THE RATIONAL EMOTIVE EDUCATION APPROACH TO TEST-ANXIETY REDUCTION FOR SIXTH GRADE STUDENTS

Order No. DA8500597


The purpose of this study was to examine the roles of language ability, gender, and socioeconomic status in the Rational Emotive Education (REE) approach to test-anxiety reduction.

The following null hypotheses were tested: (1) In REE there will be no difference in test-anxiety reduction between subjects who have high and low language ability. (2) There will be no difference in test anxiety among subjects in REE, the attention control group, and the no-treatment group. (3) There will be no difference in test-anxiety reduction among subjects from high or low socioeconomic status in the REE group, the attention control group, and the no-treatment group. (4) There will be no difference in the test-anxiety reduction among male and female students in the REE group, the attention control group, and the no-treatment or control group.

A significant three-way interaction between low socioeconomic status, low language girls in REE produced significant results at the .01 level (F(1,19) = 12.67). The significant effects are attributed to the interaction of language, sex, and SES rather than treatment alone. Acceptance of these results is viewed with caution, primarily due to the small sample (N = 6) of this interaction effect.

When boys, with high language ability from high socioeconomic status schools in REE treatment, were compared with their low language counterpart, boys with low language were significantly lower at the .003 level in test anxiety (F(1,23) = 17.14). Further research is recommended in sorting out the role of language in Rational Emotive Education. Hypothesis II was rejected.

A four-way ANOVA was applied to assess group differences as measured by the Self-Rating Scale for Children (TASC). No significant statistical differences in test anxiety were found between the REE group, attention control group, and the no-treatment control group. Hypothesis II was not rejected.

No significant main effect was found for socioeconomic status among the REE group, attention control group, and no-treatment control group. Hypothesis III was not rejected. A statistically significant main effect for gender was found at the .01 level in two group comparisons. Low-language girls in low socioeconomic status schools had significantly less test anxiety than their male counterparts in the REE group (F(1,19) = 23.26). High-language girls in low socioeconomic status schools had significantly less test anxiety than their male counterparts in the attention control group (F(1,23) = 8.66). Hypothesis III was rejected. (Abstract shortened with permission of author.)

THE RELATIONSHIP BETWEEN PUPILS' AND TEACHERS' RATINGS AND THE LANGUAGE ACHIEVEMENT OF FIFTH- AND SIXTH-GRADE PUPILS

Order No. DA8513090


This study proposed to answer the question, "What is the relationship between pupil's and teacher's perceptions of behaviors contributing to teaching effectiveness and language achievement of fifth- and sixth-grade pupils?" The perceptions of pupil's and teachers toward certain behavior patterns contributing to teaching effectiveness were surveyed by using the two questionnaires which were developed and administered by the investigator.

Separate analyses of the data were done for each of two independent variables. Analysis I concerns the correlations between pupils' and teachers' perceptions of behaviors contributing to teaching effectiveness and the true gain scores in pupils' language achievement during the first year. Analysis II concerns the relationships between pupils' and teachers' perceptions of own behaviors and pupils' language achievement by the end of the year. Pearson product-moment correlations and multiple correlations were computed to measure the magnitude of the relationship between each of the six behaviors contributing to teaching effectiveness and each of the four categories of language achievement (vocabulary, reading, language usage, oral expression). Fisher's 'z' transformation was used to test the significance of the differences between the correlation coefficients. A wide range of agreement was found in the perceptions of pupils and teachers.

In Analysis I, the correlation coefficients of teachers' ratings of their own effectiveness and pupil's gains in language achievement were found to be higher than those of pupil's teachers. Teachers' ratings of their own effectiveness were slightly higher than those of teachers.

In Analysis II, the correlation coefficients of pupil's ratings of their teacher behaviors which contribute to teaching effectiveness and pupil's language achievement were slightly higher than those of teachers.

THE EFFECTS OF IMAGINATIVE PLAY UPON INTELLIGENCE QUOTIENTS, SYMBOLIC PLAY, AND LANGUAGE USAGE IN SIX-YEAR-OLD CHILDREN

Order No. DA8506662


The study evaluated the effects of imaginative play upon intelligence quotient, symbolic play, and language usage in six-year-old children. The participants were 40 male and 40 female first-grade children attending the Penncrest School District located in northwestern Pennsylvania. Ages ranged from six years to six years, nine months. Subjects were placed into one of four treatment groups: abstract treatment, body action treatment, puppet treatment, and a control group. Intelligence quotients, language usage, and symbolic play were recorded in both trial 1 and trial 2 while story comprehension was tested at trial 2 only.

Results indicated a significant increase in intelligence quotients of the puppet and body action groups. Also, the area of symbolic play showed significant differences in puppet play for boys and girls. The results indicated that language usage showed significant increases in adjectives and total responses for boys. Also, girls showed significant increases in adverbs only. In addition, story comprehension boys did better than girls regardless of treatment group.
GEORGE VANDENHOFF, NINETEENTH CENTURY ELOCUTIONIST IN AMERICA
Order No. DAB511764


Three generations of Vandenhoff were among featured players in theatres of both America and England for over a century, 1808 through 1913. George Vandenhoff, the subject of this study, was the eldest of the accomplished British tragedian, John Vandenhoff. Leveled in England, George accepted a theatrical booking in New York in 1842 and later became a resident of that city.

Dissatisfied with changing trends in the theatre and perceiving a growing interest in public readings of literature, Vandenhoff ultimately turned his attention from the actor's stage to the reader's platform. One of the first to introduce Shakespearean readings, he enjoyed thirty-nine years of popularity as a public reader of literature.

Vandenhoff was among those professional men who actively sought to improve oral expression in a growing America. Staunchly defending the teaching of elocution (oral delivery), he wrote textbooks and offered instruction in that art. His manuals, judged to have been admirable, intelligible, correct in theory, and easy of practice, were in popular use in both England and America for over forty years. As an elocutionist, the ex-actor was particularly adept at characterization. Recognized as "New York's favorite reader," his performances expanded the literary awareness of his listeners and inspired many to seek guidance in improving their own elocution.

As educator and entertainer, Vandenhoff foreshadowed the twentieth century concept of oral interpretation as a valid method for studying and stimulating appreciation of literature. Being a popular participant in the mainstream of nineteenth century elocution, he unquestionably made a significant contribution to the practice of oral interpretation of literature and to oral delivery in general.

In addition to recording highlights of the theatrical careers of George Vandenhoff and nine other family members, this study is an investigation of his years as a public reader and teacher, primarily in New York and New England. Also, it is an assessment of his contribution to the art of oral reading as an author of elocutionary textbooks.

Appendix A contains copies of playbills and character portraits of Vandenhoff. Appendix B presents a table of literary selections and authors comprising the anthologies found in Vandenhoff's and five of his contemporaries' textbooks.

THE INFLUENCE OF PARENT GENDER ON THE VERBAL TEACHING STRATEGIES OF SELECTED FATHERS AND MOTHERS DURING WRITTEN LANGUAGE EPISODES WITH THEIR PREKINDERGARTEN CHILDREN
Order No. DAB511765


This descriptive study was designed to gain information about parental oral language functions during written language episodes with their prekindergarten children. Previous research had suggested that differential interactional patterns existed between father-child and mother-child dyads, and that these differences had impact on children's development.

A general observation had been that fathers tended to be less verbal and more physical with their young children than did mothers. The question raised for this investigation was whether similar differences existed in oral language functions when fathers and mothers interacted with their pre-kindergarten children during written language activities.

Nine upper middle class families volunteered to be videotaped as father-child and mother-child dyads in each family participated in drawing/writing and letter writing activities. Parental oral language was coded on the Parent-Child Oral Language Scale (Searcy, 1984) in order to identify the functions of oral language used by each parent.

Functions of language coded on this scale included questioning, commenting, requesting, questioning, insisting, or interrogating; ignoring, preluding, accepting, or rejecting.

The oral language of fathers and mothers was compared for similarities and differences in functions. Both qualitative and quantitative analysis of the data indicated that there were no significant differences in the oral language functions between fathers and mothers in the same family. However, differences in functions of oral language were observed between parents in different families, despite the fact that all participating families shared similar demographic information.
The findings from this study lead to a number of recommendations. Included was a recommendation that further study be made to investigate the specific influences of parental oral language on children's written language development. A second recommendation was made to investigate changes in parental oral language functions at different points in children's written language development.

Vowel Intrinsic Fundamental Frequency in Prosodic Context

Sullivan, Graeme Leslie, Ph.D. The Ohio State University, 1984. 207 pp. Adviser: Arthur D. Elland

This study investigated the relationship between individual styles of symbolic function and performance in a variety of media. Models of symbolic functioning across media were defined based on theoretical views described by researchers at Harvard Project Zero. Measures on Patterner and Dramatist Cognitive Style, drawing, clay modeling, and storytelling, were obtained from a sample of 217 first-graders. This data was used to test the plausibility of the models using the multivariate technique of covariance structure modeling. The LISREL program provided an empirical method of confirmatory data analysis used to determine the goodness-of-fit of a model that was grounded in theory, with a sample of data.

Results indicated the models that defined cognitive style as an underlying behavioral characteristic that described children's approach to symbolic use across media were in need of reassessment. As a composite construct cognitive style was found to be significantly related to competence in some media areas and not others. A modified model that emphasized the distinction between visual and verbal media was found to be a moderately better fitting model. Statistical support for cognitive style, defined according to the patterner, dramatist definition, was not obtained. Some alternative descriptions of individual differences were outlined and further research that examined the cognitive nature of artistic learning is suggested.


Sweetser, Eve Elliot, Ph.D. University of California, Berkeley, 1984. 254 pp. Chairman: Charles Fillmore

Much current semantic work sees individual word-meanings as Boolean sets defined by a set of universal objective features or dimensions. But this viewpoint is undermined by recent research on polysemic structures, human categorization, frame semantics, and language acquisition. Lexical categories appear to be (1) non-Boolean, in that they are often fuzzily bounded and defined by prototypical instances, and that their complements are not treated as sets, (2) inextricable from general framings of the relevant areas of experience: a lexical item often cannot be defined outside its frame; and (3) frequently interrelated by metaphorical connections which cannot be analyzed in terms of shared objective meanings.

This dissertation proposes a unified account of three groups of semantic phenomena: certain common (but hitherto unexplained) trends in semantic change, the root/epistemic polysemy of English modal verbs, and the multiple interpretations possible for many conjoined sentences.

The Indo-European languages have drawn their abstract (mental/psychological) vocabulary in a regular fashion from physical-world vocabulary. "I see" coming to mean "I know" is part of a pervasive structuring of the abstract domain in terms of the sociophysical domain. This analogy between the two domains explains the root/epistemic ambiguity of modals: the epistemic domain is viewed as structured by forces and carriers analogous to sociophysical modalities. Some previously unclassified uses of modal verbs reflect a third application of modality to the domain of speech interaction.

The various interpretations of causal conjunction, of and, or, and but coordination, and of if-then conditionals can be accounted for by the following mechanisms: (1) conjunction applies to all three of the content, epistemic, and speech-act domains; (2) word order is iconic for (interalia) temporal and causal sequence; and (3) indirect as well as direct speech-act forces can be conjoined.

The concept of metaphorically structuring one domain in terms of another explains regularities not describable in most theories, and allows unification of synchronic and diachronic analyses.

A Study of the Effects of a Language Development Program with Parental Involvement on Language Achievement of Low-Income Level Preschool Children


The purpose of the study was to determine whether low-income level parents who participated in a preschool language development program could influence their children's language achievement as measured by the Peabody Picture Vocabulary Test-Revised.

The population for the study included thirty preschool youngsters and their parents who resided within the boundaries of two inner-city E.S.E.A. Title I schools in eastern Pennsylvania. A treatment group of fifteen preschool children and their parents was randomly selected and a control group of fifteen was matched to it using the criteria of age, gender, socio-economic level, home-language, educational level of participating parent, and the child's preschool experience record.

A language development program of ten weeks was the treatment program designed by the researcher. The program included two components: (1) ten weekly library lessons and (2) 220 suggested language activities for the treatment parents and their children to complete at-home.
Parents were required to attend the weekly library lessons with their children. In addition, parents were required to keep a record of at-home activities and hours spent on language development. No treatment was designed or used with the control group members.

A pretest/posttest design was used to test five hypotheses. Data analyses were designed to test for language achievement gains and to examine the correlations between language growth and gender, weeks of program attendance, at-home hours, and number of at-home activities completed.

The study demonstrated that after the ten week language development program the treatment children made significantly greater gains in language than did the control group children who received no treatment.

There was no significant relationship between language gains of the treatment group and: weeks of program attendance, number of at-home hours, and number of at-home activities completed. It was determined that boys in treatment made greater gains than girls and their parents spent significantly greater number of hours on at-home activities. Boys in the study made significantly greater language gains than girls regardless of treatment.

A language program such as the study investigated may be considered to be one way of helping parents and their preschool children interact in ways beneficial to themselves and others.

STUDIES IN THE RELATIONSHIP BETWEEN DISTINCTIVE FEATURES AND ACOUSTIC CUES

Order No. DA8515159

WALSH, THOMAS F., PH.D. The Louisiana State University and Agricultural and Mechanical Col., 1984. 57pp. Director: Frank Parker

The relationship between the Distinctive Feature (DF) [±Voice] and its acoustic manifestation has generated a great deal of discussion in recent years. Although it is well known that the phonological voicing contrast is often not manifested in terms of actual glottal pulsation, the exact acoustic manifestation has been debated.

The collection of papers presented herein considers perceptual evidence for the acoustic manifestation of [+Voice] in English stops in utterance-final position, produced without release and with no glottal pulsation during closure. It is concluded that in such cases, the primary acoustic cue to [+Voice] is the preceding vocalic transition. That is, listeners are able to predict the voicing characteristic of a following stop on the basis of the vocalic transition. In particular, it appears that a falling F1 transition cues a following [+Voice] stop, while a level F1 transition cues a following [-Voice] stop.

Although another acoustic correlate of [+Voice] in post-vocalic stops is the duration of the preceding vowel (a long vowel = a [+Voice] stop), this acoustic property appears to function as a voicing cue only at extreme vowel durations or under other abnormal conditions.

A DESCRIPTION OF THE VARIANCE BETWEEN THE ORAL AND WRITTEN LANGUAGE PATTERNS OF A GROUP OF BLACK COMMUNITY COLLEGE STUDENTS

Order No. DA8514163

WRIGHT, SANDRA, PH.D. Wayne State University, 1984. 212pp. Adviser: Geneva Smitherman

The purpose of this study was to examine the speech and writing of a group of Black community college students in order to describe the relationship(s) between Black American English speech and Edited American English writing (specifically) and between oral and written language use (in general). The central question was: Do linguistic features from spoken Black American English carry-over into, and adversely affect, the writing of Black American English speakers?

Variance between Black English features and Intralectal patterns in the written and oral data was examined in order to identify features that significantly differentiated the two modes. Clusters of variables having common characteristics were grouped together and examined in the same fashion. The Statistical Package for the Social Sciences (SPSS), releases 7-9, Multiple Analysis of Variance Program (MANOVA) was used to examine variance between groups for differences between modes.

The results of this study identified two features that significantly differentiated the written mode: (1) use of present tense for past tense with irregular verbs and (2) omission of -s on noun plurals. The use of Black English reflexive pronouns significantly differentiated the modes. These results also showed a significantly higher occurrence of Black American English features in the written mode. Intralectal patterns were near-significant in favor of the written mode. Finally, there was no significant relationship between the use of oral Black American English and the production of Intralectal patterns in writing.

These findings suggest that there are nonstandard English patterns in written language that do not result from oral language interference and that the production of Intralectal patterns is not mode-specific and may not be related to the use of oral Black American English.
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