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LANGUAGE RESEARCH IN PROGRESS, A CROSS-REFERENCED LIST OF DOCUMENTED LANGUAGE RESEARCH PROJECTS CURRENT JANUARY-JULY 1967.

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THE FIFTH IN A SERIES OF LANGUAGE RESEARCH IN PROGRESS REPORTS, THIS ISSUE CONTAINS INFORMATION ABOUT ON-GOING DOCUMENTED LANGUAGE RESEARCH IN THE U.S. AND ABROAD BETWEEN JANUARY AND AUGUST, 1967. PROJECTS ARE CLASSIFIED IN THREE PARTS--(1) MAIN AND SUB-CATEGORIES OF SUBJECTS OF LANGUAGE RESEARCH, (2) AN ALPHABETICAL LISTING OF ALL RESEARCH PERSONNEL AND INSTITUTIONS AT WHICH RESEARCH IS BEING CARRIED OUT, AND (3) A LIST OF PRINCIPAL INVESTIGATORS, INSTITUTIONS AND PROJECT TITLES IN NUMERICAL SEQUENCE BY ACCESSION NUMBER. FOR MOST OF THE PROJECTS ABSTRACTS ARE AVAILABLE FROM LRIF. AN APPENDIX LISTS THOSE PROJECTS WHICH HAVE NOT BEEN ABSTRACTED BECAUSE OF A LACK OF SUFFICIENT INFORMATION. THIS DOCUMENT CAN ALSO BE OBTAINED UPON REQUEST FROM THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., 20036. (FB)

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Language Research In Progress

REPORT NO. 5 AUGUST 1967

A Cross-Referenced List of
Documented Language Research Projects
Current January - July 1967

PREFACE

This is the fifth Report in the Language Research in Progress (LRIP) series, and lists language-related research current between January and August 1967.

LRIP began to gather information in October 1964 and its first Report appeared in June 1965. In future, Reports will appear in September and March. LRIP Reports Nos. 2 and 3 are still available from the Language in Education Program, Center for Applied Linguistics. Reports Nos. 1 and 4 will be available later this fall through ERIC's reproduction facilities, Bell & Howell Co., Cleveland, Ohio. Please check with the ERIC project at CAL for the exact date of their availability.

For new users and contributors, here is a brief summary of how LRIP works. In order that scholars and other interested persons may be aware of on-going work, LRIP classifies and disseminates information about current, documented language research activities in the U.S. and abroad. By "documented" we mean that sufficient background information (in the form of research proposals, progress reports, or detailed work descriptions) must be available so that the goals, methods and findings to date are clear to others. This information is stored at CAL in numbered document files, which are keyed to a card file of abstracts, broken down by file/accession number (title listing), investigator/institution alphabetical listing, and subject categories. When a research project is terminated (or if an abstract becomes outdated), the abstract is removed to a parallel "completed" file. The LRIP Reports are compiled at a certain cut-off date from those abstracts in the "current" card-file, and include research which terminated during the six months preceding the appearance of each Report.

Lack of space prevents us from printing abstracts, and even from listing subject categories (indexing terms) with each title listing. Our abstracting service offers LRIP users what the Reports lack: further information about the research projects listed by title. Requests for abstracts should be addressed to the Language in Education Program at CAL. Such requests are usually processed within a week of receipt. Visitors to Cal are welcome to consult the current and completed card files and the document files.

Since we rely entirely on the good will of investigators to fill out the Project Description Form (enclosed with this Report), and to send us background documentation on their work, there are necessarily many research projects going on that we are aware of but cannot list for lack of documentation. We therefore request all investigators to: (1) continue to send us supporting documents, including copies of funded proposals, progress reports, etc.; (2) to report new research or to update continuing research; (3) to bring LRIP to the attention of their colleagues and thus help to increase our coverage.

User survey

LRIP's mailing list numbers over 1,500 names. We receive many requests for abstracts, for back copies of previous Reports, and from people who wish to be entered on the permanent mailing list. This, however, apart from a few oral comments from visitors and friends, is the only indication we have of the impact of our work on the professional community we try to serve.

We are therefore enclosing a short checklist designed to help us measure the usefulness of our work. It has been carefully compiled to enable you fill it

out in two minutes. If you wish to make any additional comments, please write on the back of the sheet. Or write us a letter. Please return the checklist with your completed Project Description Form, or separately if necessary.

In our next issue of LRIP we hope to include some commentary on the information your returned checklist will furnish.

Alfred S. Hayes
Joy Varley
Language in Education Program, CAL
August 1967

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USING THIS REPORT

Projects are classified in three interrelated lists:

Part I (page 1) lists main and sub-categories and cross-references. These categories are not intended to provide an exhaustive classification of language research, as they vary in scope and nature, but to make it easy for users with widely divergent needs and interests to find what they are looking for. Projects may be included under a main category or sub-category for which the investigator has indicated that his project has implications, though it may not deal directly with that subject. Categories include both basic and applied research. Once you have found the subject you are interested in, refer to Part III. The numbers are arbitrarily assigned on accession.

Part II (page 17) is a combined alphabetical listing of all research personnel and institutions at which research is being carried out. All institutions in the U.S. are listed by state. Foreign institutions are listed by country. We hope this new completely areal listing will prove more useful. Refer to the numerical listing in Part III.

Part III (page 25) lists principal investigators only, institution and project title, arranged in numerical sequence by the accession numbers used in Part I and II.

Appendix I (page 47) lists current research projects for which abstracts are not yet available, due to insufficient information received.

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XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

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XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

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XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

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P A R T I I

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All institutions in the U.S. are listed by state. Foreign institutions are listed by country.

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| 26 | Mieko S. Han
[Asian Studies]
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| 30 | Jane W. Torrey
[Psychology]
Connecticut Coll., New London | Experimental studies on the learning of
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| 32 | Thomas A. Sebeok, et al.
Res. Ctr. in Anthropology, Folk-
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Indiana Univ. | <u>Current Trends in Linguistics</u> , Vols. I-XII |
| 47 | Francis J. Di Vesta
[Psychology and Education]
Penn. State Univ. | Symbolic processes in children's behavior |
| 48 | Doris R. Entwisle
[Social Relations]
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| 51 | Egan A. Ringwall
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| 59 | John R. Bormuth
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| 83 | Carl Bereiter, et al.
Inst. for Res. on Exceptional
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| 83A | Carl Bereiter | Children's preference for high vs. low
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- 83B Carl Bereiter Four approaches to construction activities in the nursery school and their relation to creative problem solving
- 83C Carl Bereiter An academically-oriented preschool for disadvantaged children
- 83D Carl Bereiter Direct verbal instruction contrasted with Montessori methods in the teaching of normal four-year old children
- 84 Joe E. Pierce
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Portland State Coll., Oregon Indigeneous languages of Oregon
- 114 Patrick Suppes, et al.
Inst. for Math. Studies in the
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Stanford Univ., Calif. Application of learning theory to problems of second language acquisition with particular reference to Russian
- 122 James R. Whitman
V.A. Hospital, American Lake,
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Sound, Tacoma, Washington Method of presentation and method of study as variables in free recall of verbal material
- 125 David J. King
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Albion College, Michigan Experimental and normative studies in verbal learning
- 127 Peter L. Derks
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- 130 Sheldon M. Ebenholtz
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Univ. Wisconsin, Madison Serial effects of variable inter-item intervals
- 140 Frederick H. Kanfer
[Medical Psychology]
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1. Verbal behavior determinants: vicarious learning and its applications in psychotherapy
 2. Verbal behavior determinants: study of self-reinforcement
 3. Verbal conditioning: current status
- 144 Donald S. Boomer
Lab. of Psychology
Nat. Inst. Mental Health
(1966-67 at Edinburgh) Psycholinguistic investigations of speech encoding
- 150 George Mandler
[Psychology]
Univ. Calif., San Diego,
La Jolla Organization and structure in verbal learning and memory
- 153 Arnold Mechanic
[Psychology]
Calif. State Coll., Hayward Response activities and the letter-sequence integration of verbal units

- 159 Howard R. Pollio
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- 164 Leonard M. Horowitz
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Studies in associative symmetry
- 172 David Arenberg
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- 176 James J. Asher
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2. Total physical response to foreign
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- 177 James F. Voss
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Baltimore, Md. Social class factors in the language development of preschool children
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Paris, France
Section d'automatique linguistique et
documentaire [abstract in English]
- 686 Edgar C. Polomé
[Linguistics and Germanic Lgs.]
Univ. Texas, Austin
The position of Germanic among the Indo-
European languages
- 687 Sirarpi Ohannessian, et al.
Center for Applied Linguistics
Washington, D.C.
Study and assessment of the teaching of
English to American Indian students in
schools sponsored by the Bureau of Indian
Affairs
- 688 Yehoshua Bar-Hillel, et al.
[Logic & Philosophy of Science]
Hebrew Univ. of Jerusalem Israel
A study of partial understanding
- 689 Paul Friedrich
[Anthropology]
Univ. Chicago, Illinois
The evaluation and structure of Russian
kinship terms
- 690 Charles L. Houck
Ball State Univ., Muncie, Ind.
A methodological pilot study for the sur-
veying of urban speech patterning as a
function of socioeconomic factors
- 691 Frederic Skalny
Speech and Hearing Clinic
SUNY Buffalo
A descriptive study of the ability of
viewers to attribute communicative value
to nonvocal behavior of children
- 692 J.C. Gardin
Ecole des Hautes Etudes
Marseilles, France
Automatic semantic analysis
- 693 Osamu Fujimura, et al.
Res. Inst. of Logopedics and
Phoniatrics
Univ. Tokyo, Japan
Research on speech behavior in relation to
linguistic structure of language and phy-
sical correlates
- 694 Rodney Swenson
[German]
Hamline Univ., St. Paul, Minn.
A frequency count of contemporary German
vocabulary based on three current leading
newspapers
- 695 Elizabeth Closs
[Linguistics]
Univ. York, England
Deep and surface structure in Alfredian
prose
- 696 Carleton T. Hodge, et al.
Intensive Lg. Training Ctr.
Indiana Univ.
Indiana Intensive Language Training: Pre-
paration of basic teaching materials in
Dyula, Chad Arabic, Ewe, Sara Gambai,
Tunisian Arabic, Moroccan Arabic, Susu
- 697 Julia Davis
[Speech & Hearing Sciences]
Univ. So. Miss., Hattiesburg
Auditory search through meaningful sen-
tences
- 698 Henri Wittman
[Linguistics]
McGill Univ., Montreal, Canada
The internal structure of the linguistic
sign

- 699 Vera P. John, et al.
Ferkau Graduate School
Yeshiva Univ., New York
A study of language change in integrated
and homogeneous classrooms
- 700 J.T. Platt
[Linguistics]
Monash Univ., Clayton,
Victoria, Australia
An outline grammar of the Gugada dialect
(a Western Desert Australian Aboriginal
dialect)
- 701 Eugene D. Pendergraft, et al.
TRACOR, Inc., Austin, Texas
Research in semiotic systems
- 702 Robin Smith Chapman
Inst. of Human Learning
Univ. Calif., Berkeley
The interpretation of deviant sentences
- 703 Sydney M. Lamb, et al.
[Linguistics]
Yale Univ., New Haven, Conn.
Linguistic automation project
- 704 Murray S. Miron
[Psychology]
Syracuse Univ., N.Y.
Aural coding in language processing
- 705 Barry J. Blake
[Linguistics]
Monash Univ., Clayton,
Victoria, Australia
Grammatical study of the Kalkatung (an
Australian Aboriginal) language
- 706 Richard M. Warren
[Psychology]
Univ. Wisconsin, Milwaukee
Mechanisms for speech perception as re-
vealed by the verbal transformation effect
- 707 Peter D. Stevens, M.H.T. Alford
Univ. Essex, Colchester, England
Scientific language project
- 708 Eddy Roulet
Centre de Linguistique Appliquée
Univ. de Neuchâtel, Switzerland
Syntaxe transformationnelle de la pro-
position élémentaire en français parlé
[abstract in French]
- 709 Raymond Lamérand
Centre de Linguistique Appliquée
Univ. de Neuchâtel, Switzerland
Une analyse transformationnelle des pro-
positions hypothétiques en français moderne
[abstract in English]
- 710 Björn Fritzell
Kresge Hearing Res. Inst.
Univ. Michigan, Ann Arbor
Electromyographical studies of the palatal
muscles in speech
- 711 Björn Jernudd
[Linguistics]
Monash Univ., Clayton,
Victoria, Australia
1. The study of sociolects and dialects:
a general theory
2. Descriptive work on the languages For,
Birgit (spoken in the Sudan) and
Maltese
- 712 U. Gören E. Hammarström
[Linguistics]
Monash Univ., Clayton,
Victoria, Australia
Research on the nature of suprasegmental
features of speech

713 Sam Glucksberg
[Psychology]
Princeton Univ., N.J. Developmental study of verbal communica-
tion

714 Sam Glucksberg Associative and symbolic processes in
problem-solving behavior

Information on the following research projects was received too late to be incorporated in the system by August 1. For the convenience of users, the projects are listed here although they have not been fully incorporated into Parts I and II of this Report. Abstracts should be available by September, 1967.

715 Robert L. Twiss Teaching Standard English as a second
Hartford Board of Education dialect, grades 7-12
Hartford, Conn.

716 James D. Bryden An acoustic and social dialect analysis
[Speech Path. & Audiology] of perceptual variables in listener identi-
Univ. Va., Charlottesville fication and rating of Negro speakers

717 Susumu Kuno Graphical input-output system of Chinese
Aiken Computation Lab. characters
Harvard University

A P P E N D I X I

Some reseachers have notified us of on-going research projects, but have not supplied enough documentation to permit the writing of an informative abstract. These projects are listed here, for the general interest of users, but abstracts are not available.

- | | |
|---|---|
| George R. Adams
[English]
Wisconsin State Univ., Whitewater | 1. Linguistic analysis of literature
2. Modern Linguistics
3. Modern Grammatical Theory |
| Harriett Amster
Inst. of Human Learning
Univ. Calif., Berkeley | Verbal learning in children |
| Jack Berry
[Linguistics]
Northwestern Univ., Evanston, Ill. | An Introductory Course in Gã |
| Isidore Dyen
[Linguistics]
Yale Univ., New Haven, Conn. | Genetic classification of Austronesian languages |
| Thomas W. Gething
Ctr. for South & Southeast Asian Studies, Univ. Mich., Ann Arbor | Structural semantic sets in Thai |
| John H. Gilbert
[Pediatrics]
Univ. British Columbia
Vancouver, Canada | 1. Speech perception of preschool children
2. Delay in language development |
| Robert Maynard Jones
[Education]
Univ. Coll., Aberystwyth, Wales, U.K. | 1. System in child language
2. Particular study of development of language in a Welsh-speaking child |
| Walter Lehn
[Linguistics]
Univ. Minn., Minneapolis | Reference Grammar of Egyptian (Cairo) Arabic |
| Clarence Sloat
Univ. Oregon | Comparison of Eastern Interior Salish Languages |
| William S.Y. Wang
[Linguistics]
Univ. Calif., Berkeley | Phonological research |
| Ina Tudno Williams
[Education]
Univ. Coll. Aberystwyth, Wales, U.K. | Selection of vocabulary and structure for the teaching of Welsh as a second language |