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ABSTRACT
            This bibliography was compiled to alert educators to
early language development documents found in the ERIC microfiche
collection and in journal literature. Abstracts of selected documents
were taken from "Research in Education (RIE)" and journal article
citations from the "Current Index to Journals in Education (CIJE)".
Included are published and unpublished studies focusing on early
languge acquisition, reviews of language research, and language
curriculum practices to improve language skills in young children.
Descriptors (subject terms used to characterize the entries) appear
after each title and will help the users of this bibl' graphy to
identify topics covered in the selections. (Au

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EARLY LANGUAGE DEVELOPMENT: AN ABSTRACT BIBLIOGRAPHY

Compiled by

Marcia Bernbaum

Educational Resources Information Center
Clearinghouse on Early Childhood Education
805 West Pennsylvania
Urbana, Illinois 61801

October 1971

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Foreword

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 19 clearinghouses sponsored by the United States Office of Education to provide the educational community with information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education, (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the fiel o ducat .lci a e adexed by subject, author, and journal contents, CIJE is available ac libraries, or by subscription from CCM Information Corporation, 909 Thir Avenue, New Yoi, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) is distributes a free, current awareness newsletter which singles out RIE and CIJE articles of special interest, and reports on new books, articles, and conferences. The ERIC/ECE Newsletter also describes practical projects curr atly in progress, as reported by teachers and administrators. For m information, or to receive the Newsletter write: ERIC/ECE Clearinghouse, 05 W. Pennsylvania Avenue, Urbana, Illinois 61801.

I. INTRODUCTION

The topic of language development is broad and only just beginning to receive wide attention. When considering this topic, the first six years of an individual's life take on special importance, since during this period basic structures of language are formed. It is therefore not surprising that linguists, psycholinguists, and sociolinguists find research in this early age group exciting. It is also not surprising that professionals and practitioners focus increasingly on the preschool years as the period in which to begin emphasizing language skills in order to strengthen and build skills where they are weak or missing.

This bibliography has been compiled to alert educators to early language development documents found in the ERIC microfiche collection and journal literature. Abstracts of selected documents were taken from Research in Education (RIE) and journal article citations from the Current Index to Journals in Education (CIJE). Included are published and unpublished studies focusing on early language acquisition, reviews of language research, and language curriculum practices to improve language skills in young children.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title. Descriptors are subject terms which are used in RIE and CIJE to characterize the entries and will help users of this bibliography to identify topics covered in the selections.

Most of the entries are available from ERIC Document Reproduction
Services (EDRS) in either of two forms, microfiche (MF) or hard copy (HC).
Each entry is assigned an ERIC Document (ED) identification number, which
appears after the title information. Directions for ordering are given
on the last page of the bibliography. Journal citations have an (EJ)
identification number.

A few titles are not available through EDRS but must be ordered
from the publishers, and addresses and prices are listed with each of these
citations.

LANGUAGE RESEARCH

From Microfiche Collection (RIE)

1. Gupta, Willa; Stern, Carolyn. Comparative Effectiveness of Speaking Versus Listening in Improving the Spoken Language of Disadvantaged Young Children. Feb 69, 11p. ED 029 689

   *Language Proficiency; *Verbal Learning; *Transfer of Training; *Program Effectiveness; Listening; Speech Skills; Response Mode; Culturally Disadvantaged; Preschool Children; Oral Communication

   Forty preschool Negro children took part in a study to test the effect of oral response versus listening in improving the spoken language of disadvantaged children. It was hypothesized that children who echo and produce sentences in response to an instruction to select the appropriate picture to match a spoken sentence would show greater verbal skill than those children who only listened to the correct response. Transfer and retention of this verbal learning pattern (as well as the effect of structured teaching) was also tested in the study. A pretest-posttest design was used. As predicted, the 20 subjects in the verbal group scored higher on the posttest than the children in the listening group. Transfer of learning and retention (as tested 5 weeks later) was also higher in the verbal group. IQ, measured by the Peabody Picture Vocabulary Test, also showed gains in this group. The structured program appeared to be a successful mode of instruction in increasing verbal learning.

2. Hatch, Evelyn. Four Experimental Studies in Syntax of Young Children. Mar 69, 109p. ED 039 250

   *Beginning Reading; *Child Language; *Language Development; *Syntax; *Textbook Evaluation; Early Childhood Education; Kindergarten; Language Learning Levels; Language Patterns; Language Skills; Nominals; Primary Grades; Pronouns; Reading Instruction; Reading Readiness; Sequential Learning; Textbooks

This document reports an investigation of the developmental changes in the use of certain syntactic structures by white, monolingual, middle class five- and seven-year-olds, and of the differences between the syntax of young children and that used in beginning reading textbooks. Approximately half of the publication presents the methods and resul's of four separately designed experiments: (1) mass and count noun responses of young children, (2) pronoun case preference of young children, (3) comprehension of time connectives by young children, and (4) comprehension of conditional structures by young children. Other findings reported are that, in the presentation of syntactic structures, reading books followed neither a pedagogically-determined sequence nor one which paralleled the child's language development. It is recommended that new structures be systematically introduced orally, but not be presented in the reading texts until the child can understand and use them. Included are statistical tables, a list of references, and results of other relevant studies.

3. Holden, Marjorie H.; MacGinitie, Walter H. Children's Conceptions of Word Boundaries as a Function of Different Linguistic Contexts. Feb 69, 12p. ED 031 388

   *Kindergarten Children; *Language Research; Auditory Evaluation; Beginning Reading; Linguistics; Reading Readiness

An evaluation of kindergarten children's awareness of lexical units and of the relationship of this variable to prediction of beginning reading is presented. Eighty-four kindergarten children--47 boys and 37 girls--served as the subjects and were tested individually for their ability to identify word boundaries spoken in sentences. The study concluded that function words were more difficult to isolate than words having more lexical meaning. The child's sensitivity to the rhythmic aspects of an utterance may influence the way he segments that utterance. Correlations between the testing instruments used in this study and reading readiness test scores were low. Additional conclusions, references, examples of test items, and response patterns are included.

4. Leler, Hazel. Language Development of Socially Disadvantaged Preschool Children. Final Report. Jun 70, 127p. ED 041 641

   *Language Development; *Parent Child Relationship; *Mother Attitudes; *Preschool Children; *Cultural Disadvantagement; Skill Development; Parent Participation; Language Tests; Language Fluency; Verbal Communication; Sex Differences

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The relationship between various aspects of mother-child interaction and the language performance of young disadvantaged Negro children is assessed in this study. An exploratory survey was conducted to determine if mothers in socially disadvantaged families were willing to enter a parent participation preschool program. Subjects for this study, selected from families who were willing to participate, were 53 children ages 2 1/2 to 3 1/2 years, second or later in birth order, and their mothers. Data were collected by language testing and by structured observation of mother-child interaction scored by two raters on various scales. Significant positive correlations were found between the language test scores and the mothers' acceptance, use of praise, and rewarding of independence, and the child's independence and verbal initiative. Mothers' negative actions such as use of criticism and discouragement of verbalizations were reflected in children's lower scores in language performance. Some sex differences were shown in test scores and in mother-child interaction. Much variation was shown among the sample children. Recommendations are given for the use of the measure of Mean Length of Utterance.

5. Lindstrom, David; Tannenbaum, Jordan. Concept and Language Development of a Group of Five Year Olds Who Have Attended the Syracuse University Children's Center Intervention Program. Sep 70, 20p. ED 046 515

   *Concept Formation; *Language Development; *Program Effectiveness; *Group Tests; *Comparative Analysis; Cognitive Ability; Tables (Data); Tests; Statistical Analysis; Evaluation; Intervention

Two groups of 5-year-old children were evaluated using several measures of language and concept ability: Stanford-Binet, Form L-M; Preschool Inventory (PSI); Boehm Test of Basic Concepts; Peabody Picture Vocabulary Test, Form B (PPVT); and the Auditory-Vocal Automatic, Motor Encoding, Auditory-Vocal Association, and Vocal Encoding subtests of the Illinois Test of Psycholinguistic Abilities (ITPA). The Experimental (E) group (N=23) had attended the Syracuse University Children's Center for a minimum of 32 months; a Control (C) group (N=23) with limited or no preschool experience was used for matched control comparisons. The E group scored consistently higher than the C group on the measures used, and an examination of qualitative differences showed the E group to be functioning at levels which are at, or above, their chronological ages. The emphasis which the Children's Center places on language and cognitive development can account for these results, and suggests that long term attendance in such a program is desirable.

6. Mann, Marlis. The Effects of a Preschool Language Program on Two-Year-Old Children and Their Mothers. Final Report. Sep 70, 67p. ED 045 224

*Language Development; *Parent Education; *Preschool Children; *Mothers; *Language Programs; Verbal Communication; Parent Child Relationship; Program Effectiveness; Concept Formation; Video Tape Recordings; Syntax; Group Counseling; Evaluation Techniques

A study was made to determine whether a structured language program for 2-year-old educationally disadvantaged children and a complementary structured language program for their mothers would significantly affect the language behavior of mothers and children. Twenty-four lower socio-economic status mothers and their 2-year-olds were placed in the following three groups: (1) language treatment, (2) counseling and day care treatment, (3) control with no treatment. Hypotheses were tested which concerned language styles and mother-child interaction patterns. Experimental language group children and mothers received treatment (verbal reinforcement, elaboration and extension) for 1 1/2 hours, 2 days a week for 10 weeks. Mothers in the counseling group received counseling on matters of concern to low income black mothers for 3 hours daily, once a week for 10 weeks. Their children were in day care for that period of time. Pre- and posttests of mothers and children in the two experimental groups were made using a syntax measure and the children were tested on concept development. Controls were posttested only. It was concluded that the structured language program (a) produced a significant change in the syntax style of mothers and the pattern of verbal interaction between mothers and children, and (b) effectively changed the syntax style of the children.

7. McConnell, Freeman. Research Findings from a Language and Sensory-Perceptual Training Program. Apr 69, 21p. ED 033 835

*Cultural Disadvantagement; *Language Development; *Perceptual Development; *Preschool Programs; *Sensory Training; Auditory Perception; Compensatory Education Programs; Experimental Programs; Intellectual Development; Language Programs; Perceptual Motor Learning; Reading Readiness

A program for approximately 100 2- to 5-year-old culturally deprived Nashville, Tennessee, children was conducted in two community day-care centers. The children received instruction in groups of six or seven on a half-day basis for 5 days a week. Both language input and output were the focus of instruction, which was carried out through face-to-face conversations between the child and teacher, with each child being required to use appropriate sentence structure, verb form, and word endings. Activities included information sharing and talking time, language and sensory-perceptual training units presented in small groups, eurhythmics, and a music and story hour. The sensory-perceptual training emphasized the development of concepts relative to size, color, number, form and position, figure-ground discrimination, and auditory and visual skills.

A dramatic increase in IQ level over a 9-month period was noted for the
experimental group, but this was not the case for the control subjects.
In general, the experimental subjects made greater gains on the sensory-
perceptual, linguistic, and readiness measures than did the control group.
Tables and references are included.

8. Moore, Donald R. Language Research and Preschool Language Training.
   [70], 57p. ED 040 767

   *Language Development; *Child Language; *Cultural Differences;
   *Language Programs; *Literature Reviews; Abstraction Levels;
   Cultural Disadvantagement; Language Skills; Subculture;
   Teaching Methods

This paper reviews literature on subcultural differences in language
development to find out what the literature suggests about the nature of
a language program for lower class 4-year-olds. The following conclusions
are reached: (1) differences in syntactic and phonological competence
are not important barriers to communication for the lower class preschool
child and should not be the focus of preschool language training; (2)
of the many subcultural differences in language, the major one which puts
the average lower class child at a "disadvantage" is his relative lack
of ability to use a precise language of description; (3) the literature
on subcultural differences in language use identifies many of the specific
language skills used in this abstract type of language; (4) the traditional
preschool is not likely to foster the use of the specific language skills
which the lower class child most needs to master; (5) of two broad types
of more focused language intervention programs (one in which the teacher's
response is contingent on the child's and one in which the child's response
is contingent on the teacher's), the latter, more highly structured, program
will probably be more successful in teaching the crucial language skills.

9. Van Every, Harolyn; Rosenberg, Sheldon. Semantics, Phrase Structure and
   Age as Variables in Sentence Recall. Feb 69, 12p. ED 028 433

   *Association (Psychological); *Language Development; *Phrase
   Structure; *Recall (Psychological); *Semantics; Sentences; Psycholinguistics

Forty first-grade and 40 seventh-grade children were assigned at random
to four groups of 20 each (two at each age level) and were administered
four study-test trials involving oral presentation and oral recall of
a list of four sentences of the form article-adjective-noun-verb-adverb.
Half of the subjects at each level of age were given semantically well
integrated (SWI) sentences to learn while the other half were given

semantically poorly integrated (SPI) sentences to learn. The sentences were constructed with the assistance of college associative sentence norms, on the assumption that such norms are a reflection of mature semantic competence. For all measures of recall, the SWI sentences were recalled better than the SPI sentences regardless of age of the subjects. In addition, there was evidence that the words in SWI sentences were recoded into larger chunks for storage than the words in SPI sentences and that age tended to increase chunking for both SWI and SPI sentences. As anticipated, the only evidence for phrase-chunking was found in the group of seventh graders that was exposed to SPI sentences.

From Journal Literature (C   )

1. Carlson, Patricia; Anisfeld, Moshe.   Some Observations on the Linguistic
    Competence of a Two-Year-Old Child.   Child Development, v40 n2, pp569-575,
    Jun 1969.   EJ 006 357

        *Language Development; *Speech Habits; *Verbal Communication;
        *Linguistic Competence; *Child Development; Language Ability;
        Phonology; Language Patterns; Syntax; Semantics

    Records were collected of the speech of a boy in the age range of 21 to 33
    months.   Attention was given to revealing utterances even if they were not
    statistically prevalent.   The child showed a distinction between appropriate
    generalizations of a pattern and inappropriate ones, used mainly for
    humorous effects.   The child's submission to his internal linguistic system
    at a given time was shown by insistence on using his own forms in exchanges
    with adults instead of the ones initiated by his addressee.   His spontaneous
    substitutions of words in song frames and completions of the utterances of
    others showed a higher syntactic ability than was reflected in his normal
    speech.   Development of some semantic abilities prior to their corresponding
    syntactic aspects was noted, as well as lags in the opposite direction.   In
    phonology, the child seemed to have acquired the patterns of relations in-
    herent in English before he had fully mastered the specific sounds.   Different
    functions and types of speech are distinguished.

2. Finn, Jeremy D.   Patterns in Children's Language.   School Review,   v77 n2,
    pp108-127, Jun 1969.   EJ 005 552

        *Child Language; *Language Patterns; *Perception; *Thought
        Processes; *Psycholinguistics; Language Development; Language
        Research; Language Role; Verbal Communication; Nonverbal Ability

The present study investigates relationships between covert thought processes and speech. The results have indicated that unstructured language samples from young children can yield insight into the ways in which they perceive their environment and in turn into the ways in which the environment is instrumental in structuring their language behavior.

3. Green, Eugene. On Children's Comprehension of Synonymous Sentences. TESOL Quarterly, v3 n3, pp189-195, Sep 1969. EJ 016 ?2

   *Comprehension; *Child Language; *Psycholinguistics; *Age Differences; Transformation Generative Grammar; Sentences; Linguistic Competence; Bilingualism; Second Language Learning; Listening Comprehension

   Tests on children between five and nine led to the conclusion that children's ability to recognize synonymous structures is progressively developed over a period of years and that there is a scale of difficulty involved. Paper presented at the National Association for Foreign Student Affairs Annual Conference, May 1969.

4. Hornby, Peter A.; Hass, Wilbur A. Use of Contrastive Stress by Preschool Children. Journal of Speech and Hearing Research, v13 n2, pp395-399, Jun 1970. EJ 024 636

   *Language Development; *Child Language; *Speech Habits; Language Pattens; Language Rhythm; Preschool Children

   Twenty preschool children were asked to describe pairs of pictures, the second of which contrasted with the first in terms of agent, action, or object. The children showed a clear tendency to stress the part of the description corresponding to the contrasting element. This demonstrates mastery of contrastive stress patterns (in absence of any formal teaching) by young children. The technique provides a controlled means of eliciting this aspect of speech in children.

5. McConnell, Freeman; And Others. Language Development and Cultural Disadvantagement. Exceptional Children, v35 n8, pp597-606, Apr 1969. EJ 002 556

   *Exceptional Child Research; *Disadvantaged Youth; *Language Development; Language Handicapped; Parent Involvement; Preschool Children; Sensory Training; Intellectual Development; Language Instruction; Verbal Ability

In a 3 year study directed at the prevention of learning problems in school, the failure to achieve, and the subsequent school dropout, a daily program of language and sensory-perceptual instruction was provided to children enrolled in 2 community day care centers. The program was designed to counteract the inhibiting effects of cultural deprivation on language and perceptual learning during the important formative preschool years, and thus it placed emphasis on beginning education with the ery age child. Preliminary results from the first 2 years demonstrated significant gains in intellectual, linguistic, and perceptual functioning in comparison to control groups which did not undergo the same instruc n but which were receiving many elements of the traditional kindergarten program.

6. Menyuk, Paula; Anderson, Suzan. Children's Identification and Reproduction of /w/, /r/, and /1/. Journal of Speech and Hearing Research, v12 n1, pp39-52, Mar 1969. EJ 006 366

   *Research; *Preschool Children; *Articulation (Speech); *Auditory Discrimination; Adults; Consonants; Aural Stimuli; Speech Skills; Age Differences

The purpose of this study was to examine preschool children's identification and reproduction of the speech sounds /w/, /r/, and /1/, and to compare the performance of children and adults in these tasks. The stimuli consisted of three sets of synthetically produced CVC syllables that ranged in equally spaced format contour changes from "light" to "white" /wait/, "light" to "write," and "white" to "write." Subjects were asked to reproduce the word they heard, and to identify it by pressing a button under a picture of the word. Neither children nor adults observed sharp boundaries between the speech sounds in this set. The responses of children were different in the reproduction and identification tasks. More children observed speech sound boundaries in the identification than in the repetition task, and significantly more frequently produced /w/ in response to the stimuli than the other two sounds, but they did not identify /w/ significantly more often. These results were not found with the adult population. We hypothesized that the developmental sequence in the acquisition of the members of this speech sound set is, first, the ability to identify differences between the members of the set and, second, the ability to reproduce the differences.

LANGUAGE LEARNING THEORY

From Microfiche Collection (RIE)

1. Cairns, Charles; Silva, Dolores. How Children Learn Language. Sep 69,
   79p. ED 038 401

   *Child Language; *Language Development; *Language Learning;
   *Psycholinguistics; Deep Structure; Generative Grammar;
   Language; Levels; Language Proficiency; Language Universals;
   Linguistic Competence; Linguistic Theory; Phonetics; Phonology;
   Structural Analysis; Surface Structure; Syntax; Verbal Development

   The present level of understanding of the psycholinguistic processes and
   capacities underlying the child's acquisition of language is reviewed
   in this publication. In the first chapter, linguistic theories, biological
   characteristics of language learning, and the distinctions between language
   competence and language performance are discussed. The remaining two chapters
   are a detailed discussion of the empirical findings of psycholinguists
   and psychologists about language acquisition: chapter two focuses on the
   nature and acquisition of syntax while chapter three considers the nature
   of phonology in a grammar and the child's acquisition of phonology. A
   bibliography is included.

2. Lavatelli, Celia B., Ed. The Development of Forms of the Negative. [67],
   7p. ED 022 549

   *Preschool Children; *Language Development; *Language Research;
   *Syntax; *Negative Forms (Language); Language Skills; Language
   Usage; Thought Processes

   To measure the effectiveness of an intervention program of language
   development, it is necessary to understand children's knowledge and
   use of grammatical structures. In both standard and dialectal English,
   grammar rules are learned without formal instruction for forming the
   negative, interrogative, and other parts of speech. A mental trans-
   formation takes place when a statement is converted to a question. Since
   the relationship between thought and language is reflected by changes in
   grammar, these are of psychological importance to learning and intellectual
   ability. A recent doctoral study is cited which describes the development
   of forms of the negative in the language of three children.

3. M te, Karl A.; Staats, Arthur. The Early Development of Verb   Medi ion
   in Children: An Inter-Paradigm Comparison. Theoretical Paper   21.
   Report from ie Motivated Learning Project. Jul 69, 20p. ED   5 864

   *Age; *Problem Solving; *Research Methodology; *Theories
   *Verbal Development; Research and Development Cent rs Re   rch

   It is suggested that because of the tendency of psychologists t charac-
   terize behavioral phenomena in distinctive ways it is frecuen* / dif-
   ficult to determine if the same label is being used to ref. t :he same
   phenomenon by different investigators. One strategy to overcon this
   problem is to determine if similar conclusions are reached wher :he same
   dependent variable is manipulated by various investigators ope .:ing .nder
   different paradigms. This strategy is applied to the construct of verbal
   mediation. Three different paradigms are presented. Two najc f_ndings
   tend to recur: (1) overt ver al behavior appears to be correlated with
   various types of problem-solving behavior which continues to oc ur even
   after the verbal behavior has become internalized: and (2) there
   exists a period when, although the appropriate verbal responses a e in
   the individual's repertoire, they do not serve a mediating func ion It
   is suggested that the theorist-researchers reviewed are dealing with
   basically the same phenomenon. Several generalizations concern g the
   development of the verbal mediation process are abstracted, and everal
   implications for the area of education are discussed.

4. Palermo, David S. On Learning to Talk: Are Principles Derived from the
   Learning Laboratory Applicable? Feb 66, 40p. ED 023 481

   *Language Development; *Language Research; *Linguistic Theory;
   *Paired Associate Learning; *Research Proposals; Linguistic
   Patterns; Language Experience Approach; Language Learning Levels;
   Overt Response; Response Mode; Patterned Responses; Aural Stimuli;
   Stimulus Generalization; Behavioral Science Research; Preschool
   Children; Learning Laboratories; Mediation Theory

   While studies in learning and verbal behavior show that learning comes
   through paired-associate problems, they do not explain the acquisition
   of language. Three paradigms demonstrate mediation effect in paired-
   associate learning: response equivalence, stimulus equivalence, and
   chaining model. By reviewing children's language acquisition patterns
   in terms of the three paradigms, several conclusions were reached.
   A child utters words which are related to his experience. He establishes
   response and stimulus equivalence paradigms simultaneously. In a
   response equivalence situation, he learns one response can apply to
   several stimuli, and in a stimulus equivalence situation, one stimulus
   is paired with many responses. When learning complex utterances, the
   child chains equivalence paradigms. The same patterns are applied in
   learning plurals, tenses, and negatives. In an addendum, the author
   discusses the positions of a psychologist or a linguist in language
   acquisition. The psychologist ignores the complexities

of the language, oversimplifies imitation, and disregards the relationship
between memorizing and meaningful learning. The linguist assumes
hierarchical learning but does not test it, and he rejects mediation learning
theories. Although maintaining separate goals, the two schools should
act jointly to stimulate needed further research in language acquisition.

5. Slobin, Daniel I. Universals of Grammatical Development in Children.
    Sep 69, 19p. ED 032 543

    *Child Language; *Cross Cultural Studies; *Language Development;
    *Language Universals; *Psycholinguistics; Grammar; Oral
    Communication; Sentence Structure; Sociolinguistics

    This report considers the early stages of grammatical development in
    the child. It summarizes some cross-linguistic similarities in acquisition
    of several different types of languages: English (both white and black,
    lower and middle class), German, Russian, Finnish, Samoan, and Luo. With
    this small but diverse collection of languages and cultures the author is
    in a position to consider varied speech input to the child and observe
    what remains constant in the course of language acquisition. He finds a
    number of small, intriguing differences but believes that "what is remark-
    able" at first glance is the uniformity in rate and pattern of development."
    He traces stages of language development and points out the linguistic
    universals which manifest themselves at the various stages. Typically, in
    all cultures examined, there is a period of babbling ending somewhere
    around 18 months of age. Overlapping this period is a stage of single-word
    utterances, followed by a stage of two-word utterances at around 18-24
    months. The two-word stage is often quite brief, but its structural and
    semantic characteristics appear to be universal. The author believes that
    the universality of this phase suggests the maturation of a "language
    acquisition device" with a fairly fixed programming span for utterances at
    the start.

6. Van Raffler Engel, Walburga. The Function of Repetition in Child Language
    as Part of an Integrated Theory of Developmental Linguistics. Mar 69, 12p.
    ED 028 421

    *Child Language *Language Patterns; *Verbal Communication;
    *Verbal Development; Child Development; Function Words;
    Observation; Preschool Children; Speech Habits; Syntax

This paper represents an effort to explain the language development of the child within the analytic frame of overtly observable data and without recourse either to mathematical models or to postulating hypothetical underlying forms. From longitudinal studies of two-year-old children conducted by the author as well as from similar data reported in the literature, it appears that the function of repetition in child language is twofold: (1) as a learning device for the retention of items newly acquired through imitation and (2) as a means of easing the process of conveying the message. Improvement of communication is the principle aim of the child's efforts to shape his language to the sociolinguistic pattern of others significant to him. Repetition's function of easing the strain of the message in its bare essentials only fulfills the same purpose that redundancy does in adult language. As a matter of fact, repetition ceases when the child's speech progresses to the point of employing functors as a part of a synthetic construction.

From Journal Literature (CIJE)

1. Cazden, Courtney B. Suggestions from Studies of Early Language Acquisition. Childhood Education, v46 n3, pp127-131, Dec 1969. EJ 012 396

    *Language Development; *Preschool Children; *Child Language;
    *Communication Skills; Language Patterns

Overview of current research on how children learn their native language before school. Implications to aid learning in school are discussed.

2. Gaer, Eleanor P. Children's Understanding and Production of Sentences. Journal of Verb Learning and Verb Behavior, v8 n2, pp289-294, Apr 1969. EJ 011 086

    *Child Language; *Psycholinguistics; Age Differences; Sentence
    Structure; Deep Structure; Surface Structure; Behavioral
    Science Research; Transformation Generative Grammar

Results of tests comparing the ability of children and adults to understand and produce sentences according to type (active, question, passive, negative) and complexity (simple, center-embedding double-embedding).

LANGUAGE DEVELOPMENT MEASUREMENT TECHNIQUES

From Microfiche Collection (RIE)

1. Development of a Standardized Telephone Interview for the Measurement
of Language Changes in Young Children. May 68, 42p. ED 022 758

   *Interviews; *Kindergarten Children; *Measurement Techniques;
   *Language Development; *Telephone Communication Systems;
   Articulation (Speech); Disadvantaged Youth; English Instruction;
   Language; Language Skills; Longitudinal Studies; Oral Communication;
   Speech Evaluation; Syntax; Tape Recorders; Vocabulary Development

Telephone interviews designed to elicit open-ended responses from dis-
advantaged kindergarten children were taped, analyzed, and scored to
test the reliability of this interview technique in obtaining represen-
tative speech samples. To determine the effect of familiarity with
telephones, one group of 12 children was provided with telephones in the
classroom immediately following an initial interview; another group
of 13 was given telephones following a second interview 3 months later;
and a third group of eight children was interviewed once but given no
additional exposure to the telephone. Finally, all three groups were
interviewed at the end of an 8-month period. Results indicated that the
telephone interview is a reliable technique for recording representative
speech samples from young children and has application to longitudinal
studies in which changes in verbal behavior can be analyzed in terms of
vocabulary level, language structure, and articulation. No significant
differences were found in a comparison of the three groups, suggesting that
exposure to telephones in the classroom did not strongly influence the
child's performance in the telephone interview. That this "exposure" to
the telephone was essentially unstructured, and that the children in the
study were similar to each other should be considered.

2. Sause, Edwin F.; Crowley, Francis J. The Development of a Computer
Technique for the Content Analysis of Psycho-social Factors in the Oral
Language of Kindergarten Children. Mar 70, 10p. ED 038 184

   *Measurement Techniques; *Measurement Instruments; *Psychological
   Evaluation; *Sex Differences; *Language Patterns; Kindergarten
   Children; Test Reliability; Language Usage; Content Analysis;
   Vocabulary; Word Frequency

To find out if a computer could be programmed to efficiently analyze
the psychosocial factors in the speech of children, taped language
samples were collected from structured interviews with 81 male
and 63 female kindergarten children. Thirty psychosocial and social
factors relevant to children's speech were drawn from the words in the
samples. A group of school psychologists then indepently placed each
sample word into its appropriate category to form a content analysis
dictionary. Subsequent computer content analysis of data agreed
closely with the content analysis performed by a kindergarten teacher.
Computer content analysis of sex differences also agreed closely with
research and opinion about personality differences in boys and girls.
It was concluded that computer analysis of psychosocial factors in the
language of young children is a quick, efficient way to gather information
that was previously expensive and time consuming to obtain. The second
part of this document is a paper which describes the development of the
analysis technique used in the language study and contains the data and
implications of the project.

LANGUAGE CURRICULUM PRACTICES

From Microfiche Collection (RIE)

1. An English Language Arts Curriculum Guide: K-3. Volume 1. 69, 390p.
   ED 044 402

   *Behavioral Objectives; *Curriculum Guides; *Language Arts;
   *Primary Education; Elementary Education; Learning Activities;
   Oral Communication; Reading; Writing

This language arts curriculum guide, principally designed for teaching
culturally advantaged pupil of above-average intelligence, aims (1)
to specify a relatedness between the subjects comprising the English
language arts, (2) to specify behavioral objectives, (3) to suggest
learning processes that allow pupils to order their inner feeling by
discovering order in their environments, (4) to reveal a continuum of
learning experiences for children K-3, (5) to act as a plan book, and
(6) to provide direction, especially for new teachers. For use by
teachers, administrators, and curriculum coordinators, the guide classifies
the subject areas of English into three major divisions: oral communication,
reading, and writing. Each division contains, for each grade level, list
of behavioral objectives, suggested materials, and suggested activities.
Additonal materials include graphs of the classification and stress of subject
areas in English for grades K-3.

2. Brooks, Barbara J. An Oral Language Development Program for the Preschool.
    Project Sesame. Working Document Number 1. Sep 68, 116p. ED 028 167

    *Curriculum Guides; *English Instruction; *Kindergarten;
    *Language Development; *Verbal Communication; Grammar;
    Language; Language Usage; Morphology (Languages); Oral
    Communication; Oral Expression; Phonology; Preschool
    Curriculum; Reading Readiness; Sentences; Syntax; Aural Learning

An ESEA Title III language development program, originating in
Mifflinburg, Pennsylvania, is presented in 60 twenty-minute lessons
to help prepare preschoolers for the reading experience. Four areas
of language usage and reading readiness are stressed-auditory discrimination
or phonology, letter discrimination, stylistics, and morphology, grammar,
and syntax. The presentation recommends that verbal behavior be developed
in a stimulus-response situation that reinforces conditioned oral responses
through repetition and the use of various materials and motivational
technique. Numerous activities and exercises are included to develop in
preschool children such language skills as the recognition of sound-symbol
relationships, initial consonant and vowel sounds and blends, rhyming
words, and complete sentences.

3. Cazden, Courtney B. Language in Early Childhood and Reading: A Review
    for 1969-70. May 69, 49p. ED 043 867

    *Child Language; *Early Childhood Education; *Language Develop-
    ment; *Reading; *Research Reviews (Publications); Bibliographies;
    Cross Cultural Studies; Individual Needs; Interaction;
    Language Tests; Linguistic Competence; Oral Expression; Phonology;
    Program Effectiveness; Reading Materials; Semantics; Syntax;
    Televised Instruction

This publication reviews significant research in 1969 in the field of
oral language in early childhood and reading. In general the paper
discusses only those areas where these three topics intersect; thus
detailed treatment is given only to language in early childhood education
and language in relation to reading. Initial comments deal with research
on language development itself. Part 1, "Language Development," deals
with knowledge about language use, cross-cultural research, and adult-child
interaction. Part 2, "Early Child Education," discusses classroom inter-
action, program effectiveness, assumptions about language, tests, and teach-
ing via television. Part 3, "Language and Reading," considers phonological
competence, syntactic and semantic competence, and the problem of matching
reading materials to the child. An eight page bibliography listing all
the works referred to in the body of the paper is appended.

4. Concept and Language Development. A Resource Guide for Teaching Young Children. Mar 68, 94p. ED 030 472

> *Manuals; *Kindergarten; *Curriculum Guides; *Language Arts; Early Childhood Education; Vocabulary Development; Concept Teaching; Auditory Perception; Visual Perception; Speech; Reading Readiness; Language Skills; Individual Instruction; Small Group Instruction; Large Group Instruction; Instructional Materials

In response to the research findings of Head Start programs, in particular, and of research in early childhood education, in general, this manual was created by the Kindergarten Study Group of the Cincinnati Public Schools to examine the kindergarten program. The purpose of this manual is to help teachers broaden and extend the learning of the pupils, especially in the language arts. Ways are suggested for working with children to provide for individual, small group, and total class instruction. The manual sets out activities for developing pupils' skills in vocabulary, organization of ideas, auditory and visual perception, and speech. Also, approaches to building reading readiness are described.

5. Coordinated Helps in Language Development (Child). Northwest Regional Educational Laboratory Study. Second Experimental Edition. 68, 85p. ED 028 831

> *Language Development; *Kindergarten; *Language Programs; *Guides; Language Skills; Verbal Ability; Verbal Development; Auditory Discrimination; Vocabulary Development; Language Patterns; Expressive Language; Classification; Problem Solving; Abstract Reasoning; Imagination; Enunciation Improvement

This guide to a total developmental language program for kindergarten is divided into three sections: (1) Helpful Hints to the Teacher, (2) Expanding Verbal Power, and (3) Linking Language and Thought. Subjects in Section 2 include hearing and speaking clearly, increasing vocabulary, extending meaning, expanding language patterns, conveying ideas, and expressing feelings. Section 3 involves classifying things, conveying imagination, solving problems, and expressing abstract reasoning. Each topic is divided into a listing of activities, objectives, materials, procedures, observations, and concomitant learnings.

6. Flinton, Doris Holt. Language for Learning: Oral Language and Cognitive Development, Pre-K, K, Grade 1. Section 1, Teacher's Guide. 69, 68p. ED 039 921

*Curriculum Guides; *Language Arts; *Lesson Plans; Teaching
Methods; Cognitive Development; Language Development; In-
structional Materials; Kindergarten; Grade 1; Reading Readiness;
Oral English

This handbook for teachers contains language lessons for young children.
Through sequencing and feedback, the program uses a direct method of
teaching and learning standard English. It is an expository approach,
in which progress is based on performance, rather than on the knowledge
of rules. Each unit is organized so that language development and cog-
nitive development advance together. The order of presentation of each
of the 20 lessons includes (1) the teacher's demonstration with objects,
persons or pictures while she uses the sentence patterns under the language
structure at the top of her page, (2) pupil's response while demonstrating
with objects, (3) presentation of the picture in the book, (4) pupil's
response to the picture, (5) application of patterns learned orally to a new
situation by the pupils, and (6) worksheet activities. Designed for use
with small heterogeneous groups of six to eight pupils, the teacher is
urged to encourage flexibility and inventiveness through demonstration and
example. This oral language program serves as a readiness program for
beginning reading and writing instruction.

7. Gotkin, Lassar G. Games and Other Activities for Developing Language
Skills. 16p. ED 022 555

   *Language Development; *Preschool Children; *Educational
   Games; *Mechanical Teaching Aids; *Manipulative Materials;
   Programmed Instruction; Kindergarten Children; Language Skills;
   Auditory Discrimination; Visual Discrimination; Teaching
   Methods

Dr. Gotkin has developed several ways to use effectively games and
mechanical devices to teach language skills to preschool and kinder-
garten children. The matrix game, a set of pictures in columns and rows,
which functions on the principles and methods of programmed instruction,
requires the child to discriminate symbols, pictures, and colors and to
verbalize his answer. The telephone interview is used to induce the in-
dividual child to structure conversations as the teacher gives him thematic
prompts over the telephone. A third method uses the Language Master
(a tape recorder and a moving card holder) to make the child verbalize
after he has been aurally and visually stimulated. Also, it provides the
child with immediate feedback. The alphabet board is a board grooved with
the shape of the letters of the alphabet into which the letters are
placed, much as in a puzzle. This device helps disadvantaged children,
especially to learn to discriminate the shapes and names of letters and
to realize that letters are a code for the spoken language. All of these
methods are designed for supplementary tools for teachers.

8. Karnes, Merle B. Helping Young Children Develop Language Skills:
    A Book of Activities. 68, 144p. ED 028 583

        *Communication Skills; *Exceptional Child Education; *Learning
        Activities; *Psycholinguistics; *Teaching Methods; Associative
        Learning; Auditory Perception; Disadvantaged Youth; Instructional
        Materials; Language; Language Development; Learning Disabilities;
        Listening Skills; Memory; Mentally Handicapped; Perceptual Motor
        Learning; Preschool Children; Recall (Psychological); Verbal
        Ability; Visual Perception

Developed to improve the language skills of culturally disadvantaged
preschool children, the activities can be adapted for use with the
retarded or those with learning disabilities. Communication processes
considered are derived from the Illinois Test of Psycholinguistic
Abilities. Activities are described for the following areas: listening
skills or auditory decoding; understanding materials presented visually
or visual decoding; verbal expressive abilities or vocal encoding; motor
expression or motor encoding; verbal associations or auditory vocal
association; visual associations or visual motor association; standard
syntactical constructions and auditory closure of auditory vocal automatic
process; auditory memory or auditory vocal sequential process; visual memory
or visual motor sequential process; and visual closure. An appendix
contains a list of sources.

9. Keislar, Evan R.; Phinney, Jean. An Experimental Game in Oral Language
    Comprehension. Jan 70, 9p. ED 038 990

        *Educational Games; *Pilot Projects; *Language Skills;
        Listening Comprehension; Language Development; Student
        Attitudes; Preschool Children

A project has been initiated to develop educational games for teaching
cognitive skills to Head Start children. It is hypothesized that while
a game format may be less efficient and less effective than conventional
methods for the teaching of specific skills, the use of games in the
curriculum will lead to significant improvement in attidue toward in-
tellectual tasks and will minimize the need for constant supervision. This
paper reports on a pilot study whose goal was to create a game what would
teach children a listening comprehension of four linguistic constructions:
conjunction, negation, joint denial, and exclusion. It was hypothesized
that after playing the game, children would show improvement in their
comprehension of spoken sentences using these constructions. In addition,
children were expected to find the game enjoyable. The subjects, eight
Head Start children from 4 years 3 months to 5 years old, were pre- and
posttested with four game sessions intervening. Gains in posttest scores
supported belief in the general effectiveness of the game for teaching the

four linguistic constructions. Although there was no objective measure
of the children's attitudes, they enjoyed the game and asked to play
again, which seems to indicate that the game approach is appropriate
for teaching tasks not intrinsically interesting.

From **Journal Literature** (CIJE)

1. Batinich, Mary Ellen. Language-Experience Activities. Reading Teacher,
    v23 n6, pp539-546, 564, Mar 1970. EJ 017 969

    *Kindergarten Children; *Language Experience Approach; *Reading
    Instruction; *Teaching Techniques; *Individual Differences;
    Grouping (Instructional Purposes); Instructional Materials;
    Student Developed Materials; Reading Readiness; Parent Participation

    Describes a kindergarten program called the Language Experience Approach.
    Basic to the program are the child's own thoughts, ideas, and language as
    well as objects in his environment. An integral part of the program involves
    converting the children's own stories into books to be used by the class.

2. Cazden, Courtney B. Children's Questions: Their Forms, Functions and
    Roles in Education. Young Children, v25 n4, pp202-220, Mar 1970. EJ 017 608

    *Child Language; *Language Development; *Teaching Methods;
    Transformational Theory (Language); Linguistics; Language
    Skills; Dialects; Language Patterns; Curriculum Development

    If a teacher is aware of how young children acquire their language skills;
    for example, how they learn to ask a simple question, perhaps she may
    glean meanings from the children's language that have been heretofore
    unnoticed.

3. Durkin, Dolores. A Language Arts Program for Pre-First-Grade Children:
    Two-Year Achievement Report. Reading Research Quarterly, v5 n4, pp534-565,
    Sum 1970. EJ 026 212

    *Language Arts; *Preschool Children; *Reading Research; *Program
    Development; *Program Descriptions; Sex Differences; Intelligence;
    Reading Achievement; Academic Achievement; Teacher Role

Describes a program in which goals are to teach children basic reading skills. Points to shortcomings of present studies on programs and need for better research with pre-first-grade programs. Also suggests that findings should be reported in a way that makes them useful both to the profession at large and to other researchers.

4. Lavatelli, Celia Stendler. An Approach to Language Learning. Young Children, v24 n6, pp368-376, Sep 1969. EJ 008 119

    *Language Learning Levels; *Language Development; *Social Differences; *Teaching Procedures; [National Laboratory on Early Childhood Education]

A child's ability to use language is directly linked with his socio-economic background. Studies have shown that middle-class children can use language to meet school demands more effectively than disadvantaged children. The teacher in the public school must compensate for these differences and a number of means of doing so are available.

SELECTED BIBLIOGRAPHIES

From Microfiche Collection (RIE)

1. Early Childhood Selected Bibliographies Series. Number 2, Language. 68, 47p. ED 022 538

    *Annotated Bibliographies; *Early Childhood Education; *Abstracts; *Language; Phonology; Speech; Grammar; Vocabulary; Verbal Learning

This is the second in a series of six annotated bibliographies. It has as its general subject the language aspects of early childhood education and includes six subdivisions: phonology and speech, grammar, vocabulary, functions of language, verbal learning, and "all." Each of the 38 abstracts included has been classified by general and specific subject, by focus of study, and alphabetically by author. Focus of study categories are normative, environmental, measurement and techniques, intervention, pathology, physiology, animals, and general. The general subjects of other bibliographies in the series are physical, education, cognition, personality, and social aspects of early childhood education.

2. <u>Language Development in Disadvantaged Children: An Annotated Bibliography</u>.
    Aug 68, 36p. ED 026 414

    *Annotated Bibliographies; *Child Development; *Disadvantaged
    Youth; *Language Development; *Language Research; Behavior
    Development: Bilingualism; Conference Reports: Demonstration
    Projects; Environmental Influences; Intellectual Development;
    Nonstandard Dialects; Research Reviews (Publications); Social
    Influences; Family Influences

    The works cited on this extensively annotated bibliography represent
    approaches for understanding the language development of disadvantaged
    children. The subjects covered are bilingualism and dialectology,
    developmental influences (ethnic, family and home, instructional,
    and social and economic) and developmental status and processes
    (behavioral, intellectual, and language). The works report the progress
    of demonstration projects and the findings of comparative, descriptive
    ecological, and experimental studies. Some of the references are reviews
    of research, bibliographies, or conference proceedings.

3. Parker, Ronald K., Comp.; And Others. <u>An Overview of Cognitive and</u>
    <u>Language Programs for 3, 4, & 5 Year Old Children</u>. Apr 70, 209p.
    ED 045 209

    *Preschool Programs; *Cognitive Development; *Language Programs;
    *Program Descriptions; *Early Childhood Education; Language
    Skills; Comparative Analysis; Curriculum; Economically Dis-
    advantaged; Preschool Children; Intellectual Development;
    Experimental Programs; Curriculum Research

    This report was compiled to serve as a partial knowledge base for the
    Southeastern Educational Laboratory and the Harlem Research Center in their
    effort to plan a research program in early education. Educational programs
    designed for 3-, 4-, and 5-year-old children which emphasize either cognitive-
    intellectual development or language development are briefly reviewed and
    compared. The text is organized into six major sections: (1) a selection
    of major references in the general area of early education, and of key
    references to establish a rationale for focusing on the cognitive-in-
    tellectual and language skills in early education for economically dis-
    advantaged children, (2) outlines of 18 programs for which a written curricu-
    lum exists and which have been evaluated empirically, (3) abstracts of six
    comparative research projects on curriculum, (4) outlines of six developing
    programs, (5) outlines of 17 effective curriculum components and ideas and
    (6) implications of the reviews. Bibliographic reference are included along
    with two appendixes. Appendix A contains abstracts of research relating
    to specific preschool programs. Appendix B lists addresses of preschool
    programs or authors.

ADDITIONAL REFERENCES

General Considerations: ED 021 239
                                                 ED 029 272
                                                 ED 030 844
                                                 ED 033 015
                                                 ED 040 744

Language Research:

    Grammar and syntax: ED 030 098
                                                 ED 030 124
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    Language development: ED 022 539
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Language Development Programs: ED 021 618
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Language Curriculum Practices: ED 039 863
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                                                 ED 033 508
                                                 ED 039 651

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