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ABSTRACT
                 This collection of abstracts is part of a continuing
series providing information on recent doctoral dissertations. The 20
titles deal with a variety of topics, including the following:
children's sociolinguistics skills, ability to sequence verbal
expressions, analogical abilities, and learning and application of
the principle for nouns; Basil Bernstein's sociolinguistic theories;
a method for studying adolescent language; the effects of content and
structure on oral narratives; frequency adverbial terms, verbal
productive humor, egocentric speech, and the imitation and production
of locatives in the speech of young children; the relationship
between sexual identity and the use of sexually identified language;
communication performance in young children; aspects of turn-taking
in conversation; a grammar of narrative; linguistic environments of
young children; early contributions made by pragmatics toward the
differentiation of the verbs "ask" and "tell"; folklore of Anglo
children; relationships between first-grade children's conservation
of substance and their performance on a test of pronoun antecedents;
and linguistic and conversational patterns of adults with differing
reading and writing proficiencies. (GW)

Language Use, Language Ability, and Language Development:

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LEARNING TO SPEAK WITH STYLE: A STUDY OF THE SOCIOLINGUISTIC SKILLS OF CHILDREN Order No. 7808755

ANDERSEN, Elaine Slosberg, Ph.D. Stanford University, 1978. 166pp.

In acquiring communicative competence, children must learn to speak not only grammatically, but also appropriately. Although rules for appropriate language use may vary from culture to culture, they are usually sensitive across languages to many of the same factors, including context and topic of discourse, and the sex, age, familiarity and relative status of the speaker and listener. For instance, adults usually speak in one way to young children, in another to older children, and in yet another to fellow adults; native speakers consistently modify their speech when addressing foreigners; and men's and women's speech may differ to a greater or lesser degree, dependent in part on their roles in society.

This study examines young children's awareness of the sociolinguistic rules that govern appropriate language use. It explores (i) the repertoire of registers (i.e., speech varieties) young children possess; (ii) the linguistic devices they use to mark distinct registers both functionally and structurally (i.e., the syntactic, semantic, and phonological features); and (iii) the way their skill in using these registers develops.

The speech of 24 children (12 boys, 12 girls, ranging in age from 4;1 - 7;1) was recorded in three different sessions of play-acting with puppets. In one session, a child would 'do the voices' for puppets representing a father, a mother, and a baby; in another, the same child would role-play a teacher, a student, and a foreign student; in the third, he or she would speak as a doctor, a nurse, and a patient. Each child was asked to play two roles at a time--so as to elicit contrasting "styles"--while the experimenter played a third, mainly to keep the session going.

The results revealed a number of patterns in children's development of sociolinguistic skills: (i) in the order in which different registers were acquired; (ii) in the order in which particular features of each register were learned, and (iii) in sex-differences in the use of particular registers.

Registers tied to the Family context seemed to be easiest for the children, followed by those in the Doctor context, and then the Classroom context. Foreigner talk was by far the most difficult register for them.

Across the different registers, some features were used earlier than others to mark different roles. The children first marked roles phonologically (especially prosodically), then by choice of topic and vocabulary, and only later did they use many of the syntactic devices that can differentiate roles.
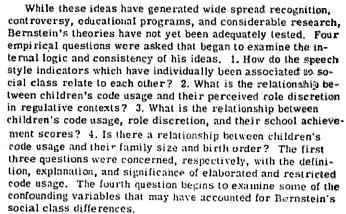
Although sex-related differences tended to decrease with age, girls, in general, undertook more roles, spoke more, and incorporated more register-specific modifications into their speech than did boys.

While these ideas have generated wide spread recognition, controversy, educational programs, and considerable research, Bernstein's theories have not yet been adequately tested. Four empirical questions were asked that began to examine the internal logic and consistency of his ideas. 1. How do the speech style indicators which have individually been associated to social class relate to each other? 2. What is the relationship between children's code usage and their perceived role discretion in regulative contexts? 3. What is the relationship between children's code usage, role discretion, and their school achievement scores? 4. Is there a relationship between children's code usage and their family size and birth order? The first three questions were concerned, respectively, with the definition, explanation, and significance of elaborated and restricted code usage. The fourth question begins to examine some of the confounding variables that may have accounted for Bernstein's social class differences.

The answers to the four questions were generated from an interview study of 138 Caucasian kindergarten children in rural Wisconsin. Thirty one of the children participated in a pilot study. The main study consisted of 107 children from all possible social class backgrounds. Each child completed the Raven's Progressive Matrices, answered open-ended questions about their home and school activities, and role-played eight social control pictures. Four pictures were taken from Bernstein's research. The other four were developed to show children and parents in praise and blame situations.

Three sets of variables were collected from the children's files and interviews. The first set consisted of demographic and school achievement variables. The second set of variables were 16 speech style indicators used in Bernstein's research program to measure elaborated and restricted code usage. The third set consisted of five social control variables drawn from meaning potentials constructed to measure perceived role discretion in regulative communication. These three sets of variables were used to answer the four questions.

Based on various statistical measures of association, the data did not support Bernstein's sociolinguistic theories. The speech style indicators did not cluster into appropriate elaborated and restricted groupings. The social control variables were not related positively to elaborated speech variants or related negatively to restricted speech style variants. School achievement scores were neither strongly nor systematically associated with speech style indicators and social control variables. Finally, there was marginal evidence that some elaborated speech style indicators were related negatively to family size.

While it is possible that interview studies do not allow for the emergence of measurable elaborated and restricted speech variants, the present investigation, which included a re-analysis of Cook-Gumperz's research, did not validate Basil Bernstein's sociolinguistic theories. There was no evidence for the linguistic manifestation of elaborated and restricted codes, their social antecedents, or their educational consequences. Bernstein's ideas remain highly speculative.

A DIALECTICAL EXAMINATION OF BASIL BERNSTEIN'S SOCIOLINGUISTIC THEORIES   Order No. 7802947

ARNTSON, Paul Howard, Ph.D. The University of Wisconsin-Madison, 1977. 247pp. Supervisor: Professor Thomas M. Scheidel

The purpose of this dissertation was to dialectically examine Basil Bernstein's sociolinguistic theories in order to generate evidence that may be used to test his theories' validity. Bernstein asserts that it is primarily through the social control modes of the family that children acquire different sociolinguistic codes. In critical socializing contexts these codes can orient children to different modes of learning and can therefore affect their educational experiences in public schools. Some children may have difficulty when the codes learned at home are dissimilar to the codes expected in school.

DEVELOPMENTAL THOUGHT AND VERBAL EXPRESSION IN SIX TO NINE YEAR OLD CHILDREN

BEVILL, Lynn Elmo, Ed.D.
The University of Arizona, 1977

Director: Vivian E. Cox

The question of the relationship of language and thought is of critical importance in today's schools. How curriculum and

instruction are prepared and implemented is in large part dependent upon how this relationship is viewed.

In order to investigate this relationship, an exploratory study was designed to determine if the techniques used by Jean Piaget in the 1920's could be incorporated into a contemporary study of language expression.

Specifically, two facets of language were studied: precausality in language as determined by how children sequence a verbal expression and egocentricism in language as determined by measuring different language expressions by child to child and child to adult.

Forty-eight children were selected for this study by randomization from within one school. Each child was shown an identical aerial photograph and then presented with a set of oral instructions to accompany the photograph.

Upon completion of the activity, each child was asked to repeat the set of oral instructions, first to an age mate and then to the examiner, an adult. These retellings were scored according to the sequencing and the number of oral instructions expressed. The forty-eight children were divided into three age ranges: six years six months to seven years six months, seven years six months to eight years six months, and eight years six months to nine years six months. The groups were designated as A, B, and C.

The first hypothesis stated there would be a difference between groups A, B, and C in the ability of children to sequence a retelling to a child. By utilization of the Chi square test for statistical significance, this hypothesis was confirmed at better than the .05 level of significance. The specific point of difference occurred between groups A and B.

The second hypothesis stated there would be a difference between groups A, B, and C in the ability of children to sequence a retelling to an adult. By utilization of the Chi square test of statistical significance, this hypothesis was not confirmed at better than the .05 level of significance.

The difference between the retelling to the child and the retelling to the adult was found to lie mainly in group B. The children in group B were found to do a more accurate job of sequencing to a child than to an adult.

The third hypothesis stated there would be a difference between groups A, B, and C in the equality of retelling scores to a child and to an adult. By utilizing the Chi square test of statistical significance this hypothesis was not accepted at the .05 level of significance. Indeed, due to the low significance, strong implications were found to speculate the possibility of no difference between the groups.

The study was designed as an exploratory search and was considered a success from this point of view. Precausality did appear to be functioning as a developmental factor in children's language. Further research with larger samples was suggested, especially in the group B age range, to determine if the differing sequencing to adults and to children would be significantly different. Egocentricism was not determined to be operating in the language expression. Suggestion was made to expand the study to investigate other techniques to organize the data to determine if the lack of egocentricism was an error in research design.

The author suggested the findings hold implications for education, especially for the education of young children. To fail to perceive differing developmental levels of language ability in children will further handicap children working with current curriculum and instruction.   Order No. 77-29,501, 97 pages.

AN EXPLORATION OF A METHOD FOR STUDYING ADO-
LESCENT LANGUAGE   Order No. 7806374

BOHMAN, Charmayne Faye, Ph.D. Claremont Graduate School,
1978. 194pp.

Studies of language have previously emphasized early childhood and pre-adolescent stages. This study addressed the need for methods for more detailed description of early adolescence and draws implications based on descriptive analysis of a selection of adolescents' spontaneous conversations with members of their families. Its contribution is to the body of knowledge of adolescence and language behavior and provides a technique for describing how language is used in specified natural situations. The examples used in exploring the analysis techniques also provided a basis for comparison with developmental sequence in adolescence.

The data consisted of verbatim, spontaneous conversations recorded by one parent of each subject. Over one hundred samples of this discourse were transcribed over a period of three months. The analysis of the conversations resulted in a description of each conversation which in turn produced a functional profile and a strategy profile for each subject.

No attempt was made to select subjects according to any criteria other than sex and age. The conversations of four boys and four girls between the ages of twelve and sixteen were analyzed. Except for one, all subjects were caucasian--each living in a middle class community. Each conversation was analyzed on the basis of ten language functions developed by Regan from the anthropological linguistics tradition of the Smith/Trager school and a taxonomy of strategies developed by the researcher.

The findings of this study support the hypotheses that adolescents have linguistic styles which relate to their personality formation during adolescence and that language serves as a useful coping strategy in the resolution of specific developmental tasks related to early adolescence.

PSYCHOLOGY OF ORAL NARRATIVE: A PERSPECTIVE
TOWARD LEARNING   Order No. 7731323

COKER, Nancy Lorenz, Ph.D. University of California, Berkeley, 1977. 117pp.

Scholars of the oral tradition have long contended that members of oral communities have an extra grammar, i.e., a meta-grammar, which enables the community to keep alive its culture. That is, before literacy enters a community everything in the community that individuals want passed on to future generations has to be fashioned in a form which can easily be comprehended and more importantly easily transmitted from one person to another over long periods of time with a minimum degree of distortion. It is from this oral community that universal narrative structures come into being.

On the other hand, much psychological theory concerned with the structures of cognitions in human memory have not considered the historical development of the oral tradition in this research. This is true even though some investigators (e.g., Zajonc, 1960) have examined the structural effects upon subjects of believing that they will have to communicate a passage they are reading to someone else. Perhaps the best known psychological study of memory involving folklore materials was that of Bartlett (1932), who found more rapid forgetting of qualifications inconsistent with the body of the message and selective alterations of the motifs to be more consistent with the subjects' cultural expectations. Bartlett referred to these tendencies as "effort after meaning."

In order to investigate the values of narrative structure, it is necessary to distinguish form from content. This separation is rather arbitrary and some anthropologists avoid the issue, as we shall go on to evaluate, as it is a source of many theoretical problems in folklore. First, and from the structuralist's point of view, the most important factor defining a piece of discourse as traditional narrative is its structure. Second, traditional folklore narratives have lexical features we all recognize as being part of fairytale characteristics, the most obvious of these being "once upon a time." This also serves to illustrate why some anthropologists do not make this distinction. "Once upon a time" is clearly both lexically and structurally distinct. It is an opening motif (structure) and lexically traditional (native speakers recognize it as coming from the fairytale form and not standard English).

In order to examine the effects of content and structure, subjects read one of three passages each approximately 1550 words in length. The first was an Andrew Lang Fairy Tale (tale type #338). It is a classic fairytale in every sense of the tradition, beginning with "once upon a time," concerning two brothers, and having a happy ending where the young man marries the king's daughter and rules the kingdom.

In the second condition subjects read this same fairytale in a rewritten version where I attempted to transpose as many of the classic fairytale features as possible without tampering with structure or making the passage ridiculous or meaningless. Dundes calls this etic motif changes.

The third passage was a piece of prose literature taken from Burroughs' Tarzan and the Lion Man. This passage is fanciful like the two fairytales, but lacks classic fairytale genre narrative structure. The passage does not begin with a formula but begins "Rhonda Terry awoke with a start." It ends with the main character, a gorilla, being killed.

The subjects were forty-two Rhetoric students who participated in the study during their normal class period. After reading one of the passages, subjects rewrote it from memory and answered a brief questionnaire concerning its more salient features. In general subjects responses to the Prose passage were clearly different from those of the Fairytale or Rewritten Fairytale conditions. There was a notable lack of moralizing in the Prose condition and subjects avoided identifying with characters in the story. Despite these attempts at objectivity, subjects made more errors in this condition than in the other two. In both the Fairytale and (to a lesser extent) the Rewritten Fairytale conditions, subjects did precisely the opposite, becoming very involved with the passages, particularly in terms of moralizing. In the Rewritten Fairytale condition, if the subjects recognized the passage as a fairytale, they also took great liberties in moralizing; if they did not recognize the passage as a fairytale, they responded more like their counterparts in the Prose condition, and tried to distance themselves with social science terminology.

The great majority of subjects in both the Fairytale and Rewritten Fairytale conditions began their stories with formulaic introductions, whereas no subject in the Prose passage did so.

The results generally showed a strong effect of structure, for even drastic alteration in the content of the rewritten version of the fairytale had relatively little effect on the subjects' responses.

THE USE OF FREQUENCY ADVERBIAL TERMS BY YOUNG CHILDREN: ACQUISITION AND MEANING

DINKEL, Nancy Richbourg, Ph.D.
University of South Florida, 1977

Supervisor: Professor James C. Dickinson

The purpose of this study was to provide data to test the following hypotheses of semantic acquisition: (1) that young children's use of relational terms varies from adult use, (2) that young children will overgeneralize the meanings--using the three terms interchangeably, and (3) that the first term to be used according to the adult model will be the more general (unmarked) term.

Recent research in semantic acquisition suggests that the study of children's use of relational terms, opposites and overlapping terms (e.g., more-less, big-little, before-after, brother-boy) will produce data most likely to give information about the child's semantic structure.

In this study, the use of a set of relational terms, the frequency adverbials often, sometimes and hardly ever by children ranging in age from 3 years, 6 months to 6 years, 11 months and by adult college students was analyzed.

The subjects were 70 children enrolled in private schools in Hillsborough County, Florida and 20 college students at the University of South Florida. The children were selected by stratified random sampling from seven 6-month age groups ranging from 3,6 to 6,11 resulting in ten subjects in each age group. The 20 college students provided the adult criterion.

Light flashes constituted the frequency events to which these three terms could be applied. Tested individually, the subjects were given two types of tasks. In the production tasks the subjects produced light flashes to represent the presented stimulus word often, sometimes or hardly ever. In the description tasks, subjects classified the presented light flash frequencies as one of the three terms.

These data were arranged in two ways for analysis, as raw frequency data and as ranked data using a rank order established by the position of high (3), middle (2) or low (1) frequency associated with each term.

An ANOVA for Repeated Measures with subsequent Scheffé Tests and a Test for Trends were used to analyze the frequency data in the description and production responses. The ranked data for each of the types of responses were analyzed by the Friedman Test, the Kruskal-Wallis Test and the Cochran's Q Test.

The hypothesis that children would vary in their use of the relational terms from the adult use was supported. The adult group associated a more consistent range of frequencies with each term than did the child age groups. The adult group also established a consistent rank order of the terms. With the exception of the oldest child age group (6,5 - 6,11) these consistencies were not seen in the groups of children.

The hypothesis that children would overextend and use the terms interchangeably was also supported. Children under age 6 did not significantly distinguish differences in these words in terms of high, middle and low frequency. The children aged 6,0 - 6,5 while distinguishing significantly among the terms, gave the term hardly ever the high and the term sometimes the low frequency feature. It is concluded that the adult meaning of these relational terms is not established in children younger than 6 years, 5 months and interpretation of statements by younger children that include these terms is extremely difficult. The word ever in the term hardly ever may cause confusion and an over-extension of a feature [+ DURATION] to cover all aspects of time relations, including [+ FREQUENT].

The hypothesized acquisition order that predicted the earliest acquisition of the unmarked term (often) was not supported, nor was any acquisition order apparent.

SURVEY OF CHILDREN'S ANALOGICAL ABILITIES FOR GES 2 - 15   Order No. 7730814

uBRUCQ, Denyse Claire, Ed.D. University of Northern Colorado, 1977. 200pp.

Problems - The problems are three: What are children's nalogical abilities? How do they vary with age and sex? And, ow do they relate one to another? These interrelated problems cannot be separately studied.

Procedures - An instrument of seven activities was developed and presented in individual tape recorded interviews of wenty to thirty minute duration to 140 children. Ten children f each age from two through fifteen years were interviewed. To randomize the sample, only those children having birthdays during the month of the interview were interviewed. This procedure gave age specificity for data analysis. The tapes were ranscribed onto data forms according to prescribed evaluation procedures.

Instrument activities include: a. interpreting verbal analogy problems, b. interpreting figurative analogy problems, c. stating the reasoning leading to the solution to verbal analogy problems, d. stating the reasoning leading to the solution to figurative analogy problems, e. selecting pictures of analogous events or a story concept, f. speaking and writing with analogies, and g. recognizing analogies in context while listening or reading. An interrater reliability check on the survey instrument gave an 85% level of agreement for all tasks. Statistical reliability for activities a - d was 0.894 as determined using the Kuder Richardson (formula 20) procedure.

Data analysis techniques employed were: performance averages and ranges by age for the activities, significant score patterns, mean and standard deviation based on three year age spans, correlations, and analysis of variance.

Results - There is no significant relationship between: 1. age and performance on individual analogy activities. Accepted for activites e and f. Rejected for activities a - d, and g. 2. the sex of the child and performance on individual analogy activities. Accepted for activities a - d, and g. Rejected for activities e and f. 3. performance on verbal and figurative activities. Accepted. 5. identification and use of analogies in speech and writing. Accepted for both types of analogies (personal, direct, symbolic, and fantasy) and grammatical classes (simile and metaphor).

Conclusions - Based on these results, the outstanding data in figures and tables, the phenomena reported on activities f and g, and with respect to the limitations inherent in this study, the following conclusions are warranted: 1. Many abilities comprise children's analogical thought. Their analogical abilities include at least those exhibited in the seven activities in this survey. 2. Children develop the abilities of interpreting both verbal and figurative analogy problems and of speaking and writing using analogies gradually. 3. Children develop the abilities inherent in activities c, d, e, and g immediately upon concept awareness. 4. Children as early as four years old exhibit analogical abilities inherent in activities b, e, and f. 5. By the intermediate grades, children exhibit all analogical abilities identified in this study. 6. Children's abilities to write and speak with analogies differ from their abilities to recognize analogies as they listen or read. 7. Children speak and write with analogies freely when analogy use is acceptable and encouraged. 8. During pre-adolescence, children's abilities on activities a and b are greater than on activities c and d. Adolescents perform verbal activities (a and c) with equal ability; for figurative problems, their ability to state the reasoning leading to the solution exceeds their ability to interpret the problems. 9. The expressive activities (c and f) are not age dependent. 10. Sex is related to abilities for the expressive activities (e and f). Girls exhibit greater ability on activity e. Boys exhibit greater abilities speaking with analogies during preschool years; girls exhibit greater abilities during elementary years; and both sexes exhibit equal abilities during adolescence.

Recommendations - How these ability patterns relate to J. Piaget's model of learning, L. S. Vygotsky's stages, and change with W. J. J. Gordon's synectics activities needs investigation.

AN EXPLORATORY INVESTIGATION OF THE RELATIONSHIP OF SEXUAL IDENTITY AND USE OF SEXUALLY IDENTIFIED LANGUAGE   Order No. 7803876

EMAN, Virginia Ann, Ph.D. The University of Nebraska - Lincoln, 1977. 191pp. Adviser: Vincent Di Salvo

The central concern of this study was an examination of sexual identity and its relationship to the use of sexually identified language. Beginning with the principle assumptions of symbolic interaction theory, the sex variable was examined from a social identity perspective. Inherent within such a theory was the occurrence of language as the mediating variable responsible for the dynamic interaction of self and society.

Language was viewed from the Duncan and Burke perspectives that it is social in nature and reflects a perceived impression of oneself. Inherent within the theoretical development of language as self expression was the importance of situational demands. The methodology of this study was then designed to examine the use of sexually identified language across situations in relation to sexual identity classifications.

A total of 141 subjects each generated four responses to identified situations yielding 564 pieces of data. The data was analyzed by trained raters utilizing a newly established content analysis system. Results from such ratings were then classified according to sexual identification. Both the independent variable of sexual identity and the dependent variable of language were classified as masculine (high masculine and low feminine), feminine (low masculine and high feminine), androgynous (high masculine and high feminine), or undifferentiated (low masculine and low feminine).

The chi-square analysis of the results of this study demonstrated that individuals with differing sexual identities do not necessarily differ in their use of sexually identified language. Adding the construct of situational demands, results indicated that sexually identified language is not used consistently across situations. Instead certain situations called forth particular types of responses. Further results showed that when combining the subject's sexual identity, individuals with differing sexual identities differ in their use of sexually identified language across situations. Thus, an interaction of sexual identity, type of language, and situation occurred.

Further analysis demonstrated that the androgynous and masculine identified individuals were more able to adapt to situations and respond in accordingly similar fashions. Feminine identified individuals consistently responded using feminine language, as did the undifferentiated identified subjects. Such results are explained using the assumptions of symbolic interaction theory, social exchange theory, social comparison theory, personal construct theory, and the interpersonal competency approach. Androgynous and masculine identities were deemed to have the highest levels of interpersonal competency.

Recommendations for future research in the areas of sexual identity and language use are proposed and contributions to understanding one's self-concept, sexual identity, and linguistic patterns are linked to ultimate communication effectiveness.

A STUDY OF THE VERBAL PRODUCTIVE HUMOR OF PRESCHOOL CHILDREN   Order No. 7803984

ERICKSON, Joan Good, Ph.D. University of Illinois at Urbana-Champaign, 1977. 166pp.

This study investigated the verbal productive humor of preschool children utilizing a naturalistic approach to research. The primary purpose was to develop a classification system by which to describe the verbal humor produced by this population. The secondary purpose was to ascertain the relationship between selected variables and children's verbal productive humor. Data were obtained on 14 males and 14 females, age 4-0 to 5-6, through two methodological approaches: Parent(s) were trained to observe the target behavior and report samples of verbal productive humor and associated factors which their child used over a three to six week period. Child interviews by the investigator provided additional humor samples as well as measures of creativity, analogy ability, mental age, and humor fluency.

A total of 552 samples of verbal productive humor were used to generate a Taxonomy of Verbal Productive Humor which included three types: prescribed format, spontaneous, and drawing humor. Prescribed format humor was further classified into categories of riddles, jokes, knock knocks, and others. In addition, four developmental levels were delineated. Spontaneous humor was further classified into seven categories such as teasing/sarcastic wit, two levels of joking wit, idiosyncratic one-liners, etc. Four feature analysis scales were also generated from the data to further classify the humor samples: topical referents, sex/agression orientation, linguistic/cognitive characteristics, and absurdity/incongruity parameters. Findings are reported according to the frequency of occurrence of the various elements in the taxonomy and correlations with the independent variables. The findings are discussed in relation to the literature on child development and humor theory and research.

A NEO-PIAGETIAN ANALYSIS OF COMMUNICATION PERFORMANCE IN YOUNG CHILDREN   Order No. 7731354

FOORMAN, Barbara Robins, Ph.D. University of California, Berkeley, 1977. 271pp.

An exploratory study was conducted to interpret age and individual differences in young primary school children's performance on a communication task in light of a neo-Piagetian theory of cognitive development.

The study involved 48 white, middle-class kindergarten and second grade children, half at each grade level. These subjects served as speakers in a referential communication task where the goal was to describe a black and white photograph of a dog, car, or person's facial expression well enough that the adult listener could pick out the referent from among an array of nonreferent photographs of the same stimulus set. If the speaker's spontaneous initial encoding was not adequate for distinguishing the referent from the nonreferent array, two forms of feedback were provided by the listener: 1) Non-specific, verbal feedback of the form "I still don't know which one

it is. Is there anything else you can tell me about it?" and, if an adequate description was still not given; 2) Specific, visual contrasts.

In addition to a practice trial, there were five trials for each stimulus set. Dependent variables for the communication task, assessed from transcribed audio-tape, were: number of adequate initial encodings, number of potentially relevant features, and number of steps of feedback. Factors of the cognitive style field dependence-independence and mental processing space were assessed by the pretest measures of WISC Block Design and the Cucui test. Vocabulary repertoires were assessed in a posttest where the experimenter asked questions about relevant features of the communication task's referent photographs. Intercorrelations were obtained for these variables and analyses of variance were performed on the communication task and posttest measures.

Analyses of variance revealed age differences favoring the second grade in terms of number of adequate encodings produced and the number of steps of feedback required in the communication task. A similar grade level difference was found in the numbers of relevant features produced in the posttest. But there was a relative lack of significant grade level difference in the number of relevant features produced in the communication task itself. If kindergarteners did not mention fewer relevant features then there is a need to explain the younger subjects' significantly greater need for feedback. If kindergarteners' feature encodings were (as a group) qualitatively inferior to those of second graders, then one would expect a lower correlation between feedback and relevant features for kindergarteners. In fact, this was the case.

The hunt for sources of grade level differences in the relationship between feedback and relevant features centered on the manner in which relevant features were encoded and the ability to make use of feedback. With respect to feedback, grade level quantitative differences were not revealed in the subsequent use of features elicited by negative feedback or positive feedback. With respect to encoding style, second graders produced conventional and relatively permanent features (e.g., shape of nose for Faces), while kindergarteners were more indiscriminate in their production. The responses of younger children were more often determined by perceptual saliency and, to a lesser extent, by personal relatedness.

Age differences in performance on this communication task appeared to be due to more than just differences in vocabulary and functional adequacy of feature encodings. The neo-Piagetian construct M energy proved helpful in explaining why second graders and kindergarteners alike gave evidence of having acquired task-appropriate goals but why it was that second graders were more consistent in applying appropriate executive schemes to achieve the goal. The schemes that second graders applied allowed them to switch a wholistic encoding to an analytic one and also to edit their own descriptions in the midst of initial encodings. Second graders' greater amount of M energy might also have been an influence in accounting for the minimal interference of affect and field effects, two factors which played a noticeable role in kindergarten communication behavior.

Educational implications of this investigation were offered with respect to the content of early childhood oral language curriculum and the instructional strategies necessary to implement such a curriculum. The instructional strategies were drawn from an informal analysis of this communication task's requirements, based on a neo-Piagetian interpretation of the children's communicative behavior.

DIFFERENTIAL SEMANTIC FEATURE EMPHASIS ACROSS SENTENCE CONTEXTS: AN INVESTIGATION OF FIFTH-GRADERS' LEARNING AND APPLICATION OF THE PRINCIPLE FOR NOUNS   Order No. 7719763

GARNER, Ruth Ann, Ph.D. The University of Wisconsin-Madison, 1977. 125pp. Supervisor: Professor Richard J. Smith

The study was designed to explore the size and nature of fifth-graders' semantic feature sets for familiar nouns (Part One) and the ability or inability of fifth-grade subjects to infer which semantic features from the sets were emphasized across single sentence contexts (Part Two).

In Part One of the study, a central theory derived from the work of Rosch (1973, 1975) was tested. Words, it was proposed, have a core meaning and semantic features representing the meaning of a noun differ in the degree to which they fit the core meaning. Subsets of semantic features ("modal," "mid-range," and "outlier") differing in frequency of use in communication contexts were proposed.

Fifty subjects were randomly selected from the Brown Deer, Wisconsin fifth-grade population to participate in Part One. Twenty-five nouns were systematically selected, and seven features were generated for each noun. The 50 subjects ranked the features from one to seven in terms of how well they described the noun at hand. An average rank score across subjects was computed for each feature for every noun, and features were assigned to one of the three subsets by average rank score. Had the notion of subsets of features been illogical, it seems likely that the average scores would have clustered in the mid-range column (resulting from low agreement--some ones, some sevens--among the subjects). This was not the case; the notion of subsets of semantic features received support in Part One of the study.

Given this support, Part Two was designed to investigate fifth-graders' ability to infer feature emphasis. Some sentences of "The noun₁ verbed the noun₂" form emphasized modal semantic features for the noun₂, some emphasized mid-range features, and some emphasized outlier features. It was hypothesized that subjects would encounter comprehension difficulty with non-modal emphases, and that training variables (number of instances and specification of emphasis alternatives) might affect the outcome on the feature-convergence comprehension task.

Ninety subjects were randomly selected from the Brown Deer fifth-grade pool of untested subjects. Training materials were prepared in six formats that reflected random treatment-combination assignment. Three counter-balanced test forms were devised. Following a pilot study to test procedure, the 90 subjects were trained (and tested immediately afterward) individually. Five planned comparisons had been devised to pose specific questions parallel to the five research hypotheses; all tests of comparison values were carried out at the .01 significance level, and four F values reached significance. As expected, subjects encountered comprehension difficulty with non-modal feature emphases, and the specification of emphases alternatives in training did in fact affect the comprehension outcome.

SOME ASPECTS OF THE INTERACTION OF SPEAKER AND HEARER IN THE CONSTRUCTION OF THE TURN AT TALK IN NATURAL CONVERSATION   Order No. 7806587

GOODWIN, Charles, Ph.D. University of Pennsylvania, 1977. 374pp. Supervisor: Klaus Krippendorff

Taking as a point of departure the work of Harvey Sacks and his colleagues on the organization of turn-taking in conversation several specific tasks posed in the construction of the turn at talk, as well as resources available to participants for the accomplishment of such tasks, are investigated. Data for this analysis consists of approximately fifty hours of videotape of actual conversations recorded in a variety of natural settings.

A first phenomenon investigated is the negotiation of a state of mutual gaze between speaker and hearer at the beginning of the turn at talk. It is found that speakers who do not obtain the gaze of a hearer perform specific actions, such as the production of restarts and pauses, and that after such actions non-gazing hearers being to move their gaze to the speaker. If they do not the speaker may repeat his action until an appropriate answer is obtained. The data supports the possibility that the actions of speaker and hearer constitute a particular type of summons-answer sequence. When criteria for choice between alternative actions capable of requesting the gaze of a hearer are investigated it is found that the gaze of the speaker is also relevant to this process. A rule ordering the gaze of the parties relative to each other is proposed and this rule is found to be not only consistent with the phenomena already investigated but also to provide a preferred order for the sequencing of the participants' gaze at turn-beginning.

A second phenomenon investigated is the ability of participants to add new sections to their emerging vocal and nonvocal actions. Such ability is found to constitute a resource for the achievement of social organization within the turn, enabling one participant to coordinate the units he is producing with the relevant actions of a co-participant. Specific phenomena examined include the lengthening of sound articulation within a phoneme, the addition of phrasal breaks of various types to an utterance, the addition of new words and phrases to a sentence, the addition of sentences to a turn, and finally the addition of new sections to the nonvocal actions of the participants. Reasons displayed by a participant for the addition of a new segment to a unit are also examined.

The last phenomenon investigated is the ability of the speaker to construct a turn capable of providing for the participation of mutually exclusive types of recipients. In conversation a speaker should not tell his recipient something that the recipient already knows. A situation is examined in which recipients who have not yet heard about what the speaker is saying and recipients who already know about it are simultaneously co-present. It is found that the speaker can transform an utterance appropriate to an unknowing recipient into one appropriate to a knowing recipient, and thereby include both in his turn, either by changing the type of action being performed with the utterance or by changing the structure of the event being reported through the utterance. Such ability is found to be a resource useful for the accomplishment of a number of tasks posed within the turn, enabling a speaker for example to move his gaze from one recipient to another in response to changing contingencies in the interaction while maintaining the appropriateness of his utterance for its recipient of the moment.

The analysis of these processes both describes specific tasks and procedures implicated in the construction of the turn and provides some demonstration that the interaction of speaker and hearer has consequences in detail for a range of linguistic, social and cultural phenomena produced within the turn.

JACKSON, Carolyn Janet Mistele, Ph.D. The University of Arizona, 1977. 129pp. Director: Evelyn Carswell

This study was undertaken to find how language functions for young children in the classroom. To do this children from two different school programs in Pike County, Kentucky, were selected as subjects. The Tucson Early Elementary Follow Through Program emphasized children's oral language production with teacher feedback, whereas the non-Follow Through program was composed of traditional classrooms.

Oral language of these children was sampled during the performance of three oral language tasks: Conrad's Classroom Language Assessment-Situational Tasks. Piaget's Measure of Egocentrism which classified the language into eight categories of egocentric and social speech on the basis of meaning was used to analyze the children's speech. The sampled language, while a regional dialect, was common to children in both school programs and represented the ethnic homogeneity of the region.

A total of 120 samples containing the speech of small groups of first- and third-grade children talking with their teacher, an unfamiliar adult in a simulated testing situation, and among themselves was analyzed. A three-way analysis of variance was performed to test the hypotheses generated by the problem.

The first hypothesis stated there would be no significant difference in the Measures of Egocentrism of the oral language of children in TEEM Follow Through and non-Follow Through programs. This hypothesis was confirmed and although TEEM Follow Through children performed somewhat better than non-Follow Through children, the difference was not statistically significant.

The second hypothesis stated there would be no significant difference in the Measures of Egocentrism of the oral language of children in the first and third grades. This hypothesis was rejected since the difference in mean Measures of Egocentrism for first- and third-grade children was statistically significant at .001 level. Third-grade children used more social speech than first-grade children.

The third hypothesis stated there would be no significant differences in the Measures of Egocentrism of the oral language of children participating in the three language tasks. This hypothesis was also rejected since there were significant statistical differences at .001 level. Further analysis using the Tukey post-hoc test indicated significant differences between the means of Tasks B and C at .025 level. Significant differences

existed between Task A and Task B, as well as Task A and Task C at .01 level. Of the three tasks, children uttered the most egocentric speech in Task A when they talked with their teacher. The least amount of egocentric speech occurred when they talked among themselves in Task C. Task B, talk with an unfamiliar adult during a simulated testing experience, produced a moderate amount of egocentric speech.

The fourth hypothesis stated there would be no significant interactions between the Measures of Egocentrism found in the interactions of the first, second, and third hypotheses; it was confirmed.

Results indicated that language functioned similarly for children regardless of program. Differences in language function corresponded to differences in grade placement and differences in task situation, strongly suggesting that developmental and situational factors exerted more influence on the data than the environmental ones.

Despite two different educational programs, children still used language for similar purposes. Moreover, when the situational context changed children were able to alter the use of their language. First-graders were as able as third-graders in their capacity to do this as were TEEM Follow Through and non-Follow Through children.

Based on this study children speak predominantly for social reasons; they speak to communicate their thoughts to a listener. This finding should be significant to planners of language arts curricula.

Since children adapt their language to different classroom situations, it is recommended that further study be directed toward determining the nature of teacher speech and children's responses to it.

KNAPP, Janet Schlauch, Ph.D. The University of Michigan, 1977. 190pp. Co-Chairmen: Richard W. Bailey, Alton L. Becker

Narrative can be described as having four levels of grammar: the first involves relationships within the event itself; the second, relationships between events; the third, relationships within the speech act in which the narrative occurs; and the fourth, relationships between speech acts in a story-telling session.

A basic narrative unit, the move, is fundamental to relations within narrative events. It consists of the generalized verb MOVE which combines with four cases (object, source, goal and instigator) to form syntagms. There is a limited inventory of possible combinations of these syntagms:

1. Equivalence	A is equivalent to B
2. Opposition	A is in opposition to B
3. Rank	A is greater than B
4. Association	A is associated with B
5. Dependency	A is dependent on B
6. Reversal	A reverses the effect of B
7. Specification	A is the part or particular for which B is the whole or general
8. Interpretation	A is an interpretation of B
9. Reference	A is a reference to B

Narrative moves and their sequences are illustrated by application to the four tales of the Marriage Group in Chaucer's Canterbury Tales, and from this analysis it becomes apparent that the relational categories also apply to characters. For example, symmetrical relationships between characters are treated as equivalent, complementary as ranked, competing as opposed, and so on.

In preparation for an analysis of speech acts in which narratives occur, the inventory of relationships is applied to other aspects of language: the paragraph, the figure, and the sentence. From this analysis, it appears that it is not the relationships themselves that distinguish the various forms of language, but how the relationships are arranged and what mode they take. In non-figurative language, for instance, the arrangement of relationships is predominantly along the syntagmatic axis, whereas in figurative language the arrangement is predominantly along the paradigmatic axis. In sentences, the mode is operational in that the words "operate" on each other to produce Specification, Rank, Opposition, and so on, whereas the mode in the other varieties of language is non-operational.

Relationships within speech acts are analyzed in terms of the syntagms developed for the narrative move. The nine relationships already defined are shown to have even greater generality by application to the relationships among speech acts and ultimately among participants in a story-telling session. Further, such analysis illuminates the perspective of the teller's point of view and suggests the differences between successful and unsuccessful narratives. Rather than deriving simply from a "good story," the successful interchange between teller and audience arises from the dynamics of the interaction in which the narrative is offered.

LINGUISTIC ENVIRONMENTS OF YOUNG CHILDREN: THE FORM AND FUNCTION OF PARENTAL QUESTIONS
Order No. 7804745

LANDES, James Earle, Jr., Ph.D. The University of Michigan, 1977. 277pp. Chairman: H. Douglas Brown

The purpose of this study was to determine how the questions of two mothers differed as they addressed their children, one of whom was in Early Stage I, MLU 1.0 - 1.31, the other of whom was in Early Stage V, MLU 3.7 - 5.59. Perhaps the largest study of its kind to date, examining over 12,000 utterances, this is also probably the first study in English first language acquisition to make use of a computer to handle vast amounts of data.

The method of analysis involved coding for form and function of adult-questions, using transformational grammar to describe form, and the linguistic paradigm of the speech-act to describe function. The data was then filed in an Amdahl 470 Computer which correlated form to function for each parent. Finally, the speech-acts of both children in the study were also coded in hopes of not only highlighting the differences in linguistic ability between them, but also in the hopes of discovering how their speech-acts affected their mother's questions.

The major finding of this study indicates that the forms of the questions asked each child were quite similar in structure, but the questions functioned quite differently. The mother of the younger child asked her predominately Exam Questions with fewer True Questions, while the mother of the older child asked about an equal number of Exam and True Questions. Further findings indicated that both mothers made didactic use of Wh-questions by answering them either with statements or yes/no questions. This was viewed as an intermediate step in assisting the child in acquiring Wh-questions. Finally, the speech-acts of these children were examined in detail, as they seemed to play a role in affecting the types of questions the mothers tended to ask. These speech-acts functioned often as input or response to adult questions. Although speech-acts as input to adult questions were small in number, speech-acts as response to adult questions were quite frequent. Success in answering an adult question was deemed important to the adult in continuing to ask questions, and the types of speech-acts of these children as response were found to differ quite radically and were probably a significant factor in eliciting different percentages of Exam and True Questions from their parents.

CHILDREN'S IMITATION, PRODUCTION AND COMPRE-HENSION OF LOCATIVES: THE ROLES OF CONTEXT, OBJECT FRONTEDNESS, CHILD VOCABULARY AND TASK
Order No. 7725832

McMILLEN, Margaret Huppler, Ph.D. The University of Wisconsin-Madison, 1977. 105pp. Supervisor: Associate Professor Jon F. Miller

The purpose of this study was five-fold: (1) to clarify what Elicited Imitation procedures contributed to the understanding of a child's linguistic competence for diagnosis, as a research tool, and for developmental prediction; (2) to unravel factors uncontrolled in previous studies; (3) to determine if holding context constant across tasks affects results; (4) to explore the use of spatial locatives in Elicited Imitation, Elicited Production and Comprehension tasks; and (5) to determine the effects of use of the adult locative form versus the child's semantic equivalent form in the Elicited Imitation, Elicited Imitation in Context, Elicited Production and Comprehension tasks.

Methodology employed to achieve the stated purpose included two treatment groups, four tasks, five locatives and two types of stimuli. The independent variables were: (1) GROUPS: one group received the stimulus sentence using the adult locative form and the other group received stimulus sentences using the child's semantic equivalent form; (2) TASKS: Elicited Imitation, Elicited Imitation on Context (a new task), Elicited Production with Context and Comprehension; (3) LOCATIVES: For Group 1 the locatives above, below, in front of, behind and beside were used. For Group 2 the semantic equivalents on top of, on the bottom of, on front of, in back of, and partway on and next to were used. (4) STIMULUS ITEMS: (a) forty reversible sentences, eight for each locative, each eight words (and morphemes) in length, with equal numbers for both fronted and non-fronted objects, (b) felt board materials: airplanes and birds, clouds and stars, differing in color.

The dependent variable was the number of correct verbal responses for each combination of locative, color and object for three of the four tasks. For the fourth task, Comprehension, the dependent variable was correct placement of objects in response to the stimulus sentences.

Subjects were thirty-six kindergarten children from a middle class population. All subjects were functioning normally within their classroom setting. A 2 X 4 X 5 analysis of variance with repeated measures and Scheffé post-hoc procedures constituted the basic statistical design.

Results of the study indicate that the semantically equivalent form of the locative did not enhance the child's performance on the tasks. The use of context with the imitation task inflated the scores of the children's performance. The Elicited Imitation tasks did not give a representative picture of these subject's linguistic competence when sentences exceeding their short-term memory span and including specific locatives were used. The five locatives in the stimulus sentences contributed to the difficulty of the task item. Analysis of errors indicated that children might have used a different strategy or perspective from that of an adult for fronted and non-fronted objects. Reasonable paraphrase in scoring systems appeared to give a more accurate estimate of children's linguistic competence. It was concluded that Elicited Imitation tasks under controlled conditions were not likely to provide adequate information for diagnosis or developmental prediction. Further research appeared warranted in terms of differences between child and adult perspective. Educational implications related most closely to children's actual comprehension of the locative and their use of a different perspective, perhaps developmental in nature, from that of an adult.

ASK AND TELL REVISITED: A PRAGMATIC ASPECT OF EARLY MEANING
Order No. 7804869

MAKOID, Lois Anne, Ph.D. The University of Wisconsin-Madison, 1977. 113pp. Supervisor: Associate Professor Steven R. Yussen

This investigation was designed to examine the early contributions pragmatics makes toward the differentiation of the verbs ask and tell. The main focus of previous research with these verbs has been on their grammatical properties. In this study, two experiments were designed to examine the distinction of ask in the request sense and tell in the command sense, and its relation to the pragmatic dimension of politeness in the production and interpretation of sentences by preschool children.

...[the first experiment children (4 through 8 years) and] adults were asked to judge a variety of directive forms as a function of the verb ask or tell. Results indicated that when children begin to distinguish the verbs ask and tell, they do so on a politeness basis rather than on a purely grammatical basis as seen with adults. Adult's judgments about what is ask or what is tell are based on the grammatical form of the directive (request or command). Interrogative forms are judged with little variation as a function of the verb ask and imperative forms as a function of the verb tell. Young children have a different approach to these verbs, initially. When they come to realize that to ask is somehow more polite than to tell, they judge directives containing 'please' as a function of the verb ask and those directives not containing 'please' a function of the verb tell. It is only with more experience with the language and increased age that children begin to associate the interrogative form with the verb ask and the imperative form with the verb tell. With the significant linear and quadratic trends found in the data there is a strong indication that children's ideas about the relative politeness of ask and tell are expanding and becoming more refined all through the preschool period.

A second experiment required preschool children (4 through 6 years) to produce utterances with an instruction to ask versus to tell a listener to do something. These young children had no difficulty producing directives to these instructions. The interest of the present study was how systematically young children alter the directive forms they produce as a function of different verbs in the instructions and different listeners.

The primary analysis was based on the politeness levels of the children's utterances as measured by James' scale of politeness. The application of these scale values were ineffective for discriminating differences in the children's utterances. From this measure the only significant difference in politeness (overall) was to different age status listeners (adult versus younger child). However, the verb type in the instruction did affect the form of the children's utterances. A second level of analysis was performed on what the children did produce in terms of form and the use of politeness markers, i.e., 'please'. For example, when children produce interrogative forms, they were produced significantly more often to the ask instruction than to the tell instruction. The interrogative forms appeared more often as the age of the subjects increased. The ask instruction seemed to signal a degree of politeness over tell for the children as they produced more directives containing 'please' to the ask instruction than to the tell. This tendency did not increase or decrease with the age of the subject.

One additional finding of interest in this production task was that of sex differences. Females were significantly more polite to both the adult listener and to the younger child than males. And with the instructions ask versus tell females showed greater differential politeness while males showed almost no difference in politeness whether they were to ask or to tell.

In general, children in both studies appeared to be more sensitive to the pragmatic information at hand than to the corresponding grammatical structure in judging whether they are being asked or told to do something or when they are asking or telling someone to do something. It is this pragmatic capacity that allows children to derive some rule that some speech acts are better than others and that some verbs are nicer than others.

A SOCIAL INTERACTIONAL ANALYSIS OF ANGLO CHILDREN'S FOLKLORE: CATCHES AND NARRATIVES

ROEMER, Danielle Marie, Ph.D.
The University of Texas at Austin, 1977

Supervisor: Richard Bauman

The dissertation examines catch routines and narratives from the folkloristic perspective of speech play and verbal art. The analysis considers the structural and thematic patterning of the genres from several perspectives associated with the notion of social interaction. It describes their use of various artistic structures and, as well, demonstrates how aspects of casual exchange impinge upon the organization of folkloric materials. In addition, the dissertation considers the relationship between the stylized verbal behavior of childhood and the social rights, duties and expectations to which adult actors in everyday life may lay claim. Finally, the analysis describes the children's developmental acquisition of the material. The data were obtained from Anglo children, aged five through eight years, living in Austin, Texas.

Order No. 77-29,083, 357 pages.

RELATIONSHIPS BETWEEN FIRST-GRADE CHILDREN'S CONSERVATION OF SUBSTANCE AND THEIR PERFORMANCE ON A TEST OF PRONOUN ANTECEDENTS

ROZANSKI, Stephen, Jr., Ph.D.
The University of Texas at Austin, 1977

Supervisor: Joe L. Frost

As a first-grade teacher the researcher noted that many first-grade students who appeared to have adequate beginning reading skills scored low on a written test for the understanding of pronoun antecedents. An investigation of the relationship between cognitive development, specifically conservation of substance as defined by Piaget, and acquisition of beginning reading skills was approached as one possible explanation in identifying an inability to understand pronoun antecedents.

The following hypotheses were tested: 1. The ability to conserve is independent of the ability to understand pronoun antecedents. 2. The ability to conserve is independent of visual discrimination skills. 3. The ability to conserve is independent of visual memory skills. 4. The ability to conserve is independent of auditory discrimination skills. 5. The ability to conserve is independent of phonology skills. 6. The ability to conserve is independent of word recognition skills. 7. The ability to conserve is independent of understanding of word meaning. 8. The ability to conserve is independent of story comprehension. 9. Performance on the pronoun antecedent subtest is unrelated to performance on the other subtests.

To test the hypotheses, 67 students were randomly selected from seven first-grade classrooms in a suburban San Antonio, Texas, school district. Subjects were tested using the Harcourt Brace Jovanovich Reading Skills Test 2 and 3 and a conservation test designed by the researcher. Standard descriptive analysis was done for all test results. Chi square, Point-biserial and Pearson's Product Moment Correlations were also used.

Statistical analysis of the data permitted rejection of null Hypotheses 1, 4 and 9. In rejecting null Hypothesis 1, it was noted that the ability to conserve showed a statistically significant relationship only with the written form of the pronoun antecedent subtest.

Order No. 77-29,087, 127 pages.

EXPLORING COMMUNICATIVE COMPETENCE: EFFECT OF
SITUATION UPON THE LINGUISTIC PATTERNS AND COM-
MUNICATIVE STRATEGIES OF ADULTS WITH DIFFERENT
READING AND WRITING PROFICIENCIES
Order No. 7808485

SACKS, Renée Kinigsberg, Ph.D. New York University, 1977.
191pp. Chairman: Professor John S. Mayher

The present research study was designed to provide data
on linguistic and conversational patterns of adults which may
have important implications for clarifying the relationship be-
tween an individual's ability to communicate orally and his level
of proficiency in the non-oral, literate modes of reading and
writing.

The students participating in this study included 16 male,
caucasian, native (American-born) college students who were
divided into two groups (remedial English college students and
non-remedial English college students) on the basis of their
proficiencies in reading and writing. All of the students par-
ticipated in two different communication situations which were
constructed on the basis of the theory that shared referents
between speaker and listener affect the speaker's linguistic
and communicative behavior. In one situation, a context-depen-
dent situation, speaker and listener shared common referents;
in a second situation, a context-independent situation, speaker
and listener did not share common referents. A repeated mea-
sures design was employed in order to evaluate the students'
linguistic and communicative behavior during their participa-
tion in both communication situations. Students' speech was
evaluated on the basis of quantitative and qualitative measures
with the intent of assessing: (1) the systematic language pat-
terns of the two groups; (2) the systematic language patterns
used in each of the situations; and (3) the interaction of speaker
type and situation in determining the language patterns used.

Statistically-significant differences between the two groups'
use of several measures (mean length of response; dependent
clauses; pronominal reference; and attention claimers) were
obtained. The results also indicated that the two groups re-
sponded to the demands of the two situations in different ways
as evidenced by statistically-significant differences between
situations on several measures (Index of Subordination; mazes;
and nominal reference). Statistically-significant interaction
effects obtained for several measures (mean length of response;
mazes, pronominal reference; and attention claimers) demon-
strated that the non-remedial group responded to the demands
of the context-independent situation differently than did the re-
medial group. Further, the non-remedial group responded to
the demands for elaboration of language and explication of
meaning more frequently than did the remedial group. Descrip-
tive analysis of the data also revealed that the two groups em-
ployed different strategies for elaboration and modification of
their language in the two situations.

These findings appear to have important implications for the
development of programs which jointly consider the oral and
non-oral modes of communication. The ability to adjust to the
demands of communication situations appears to have an effect
upon the speaker's use of linguistic items as well as his choice
of communicative strategies in different situations. The inabil-
ity of a speaker to appropriately modify his language in oral
communication situations may be reflective of the speaker's
actual ability to shift his language in response to the different
communicative demands of non-oral, literate communication
contexts of reading and writing.

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