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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) stop/fricative variation; (2) the acquisition of relational comparatives; (3) teachers' turn taking sanctions in primary school lessons; (4) hearing as an age related variable in language acquisition; (5) the linguistic function of simple English prepositions; (6) implicational scales and English dialectology; (7) the evolution of culture and grammar; (8) the attitudes of teachers of learning disabled students toward language usage skills in elementary schools; (9) the manipulation of concrete objects and the use of pictures in children's language production; (10) styles in conversation; (11) lexical idiosyncrasy in English; (12) a language development program for five-year-old children; (13) a contribution to the formal, computational recognition of sound change, analogic change, and dialect borrowing; (14) grammatical theory and language acquisition; and (15) the development of English linguistic thought in the sixteenth century. (FL)

Language Use, Language Ability, and Language Development:

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

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PHONOLOGICALLY POSSIBLE RULES AND DEPENDENCY RELATIONS: A STUDY OF STOP/FRICATIVE VARIATION

Order No. 8020020

CLIFTON, JOHN MARK, PH.D. *Indiana University*, 1980. 190pp.

One of the goals of phonological theory is to allow those rules which can occur in natural language, while disallowing those which cannot. One approach to this task involves the establishment of dependency relations in which a rule cannot apply in a given environment unless it also applies in some other environment. A rule which applies in both environments is more general than a rule which applies in only the more restricted environment. In this study some of the dependency relations involved in stop/fricative variation are examined in eight languages, representing five language families.

The distributional facts concerning stop/fricative variation are established in part I of the study. It is demonstrated that the occurrence of stops before and/or after sonorant consonants is determined by three separate factors, the place and manner of articulation of the sonorant, and the relative position of the obstruent in relation to the sonorant. Each factor is shown to involve a dependency relation. A constraint on the interaction of the three factors is outlined and potential counterexamples are analyzed.

It is further shown that the occurrence of stops in obstruent clusters is not due to an independent process. The status of this process is ambiguous, however, as it can be dependent on either the process governing the occurrence of stops before and/or after sonorant consonants or the process governing the occurrence of stops in geminate clusters.

In part II of the study the theoretical implications of the dependency relations established in part I are examined. It is shown that the 'standard theory' of phonology cannot capture either the dependency relations or the full range of generalizations possible through the interaction of the three factors. Both Natural Phonology and Atomic Phonology, two theories incorporating dependency relations as derived notions, are, however, demonstrated to be capable of accounting for the basic dependency relations involved. Finally, an integration of the two theories is shown to best account for the full range of generalizations, as well as for relative degrees of generalization, optional sub-rules, the scope of possible variation, and mirror-image rules.

SOME DETERMINANTS OF CHILDREN'S REFERENTIAL COMMUNICATION STRATEGIES: A NEO-PIAGETIAN ANALYSIS

Order No. 8014645

DAVE, RONDA RAE, PH.D. *University of California, Berkeley*, 1979. 146pp.

A neoPiagetian model of cognitive processing was applied to children's performance in a referential communication task in order to determine which of several factors (age, experience, perceptual field sensitivity, mental capacity, or recall ability) were primary in determining egocentric communication.

A typical referential communication paradigm was used in which a listener was to perform a task as per the instructions of a speaker who during some trials had the same perceptual information as the listener (match conditions), and on other trials had either no perceptual information (neutral conditions) or different information (mismatch conditions) on which to base message choice.

It was found that of the seven to nine-year-old speakers, about 15% selected the correct message choice on all trials; and another 15% learned to do so during course of the task. Of the 55% who did not select a correct message on mismatch trials, 20% did give correct messages on neutral trials. It appeared that for these speakers, the factors determining communication performance included a pronounced sensitivity to the perceptual field in addition to limited mental capacity and recall difficulties.

Conclusions were drawn relating communication performance to the neoPiagetian model through a task analysis of the schemes active in the speaker's decision process. Older speakers were more able to use subtle feedback given by the listener's gestures, hesitations and facial expressions, possibly due to their greater relevant communication experience or to their greater mental capacity to attend to and use the feedback information.

Although age significantly distinguished between those speakers who did and those who did not learn to communicate adequately during the task, it appeared that egocentric communication was not the result of a general stage of development, but that it could be traced to the acquisition and application of specific schemes and scheme boosters which determined message choice.

A WORD ATLAS OF NORTH CENTRAL TEXAS

Order No. 8018363

DEAN, PATRICIA KAY ELDER, ED.D. *East Texas State University*, 1980. 751pp. Adviser: Fred Tarpley

Purpose of the Study. A state-wide study of the vocabulary of Texas by E. Bagby Atwood pointed up the need for further and more detailed research into the dialect of Texas. Using Atwood's methods and findings as models, researchers began to explore the dialects of different areas within the state. The purpose of this study, then, was to examine the dialect of thirteen counties in North Central Texas and to determine the relationship of the North Central Texas dialect to conclusions drawn in other dialect studies. While focusing on word variations, the study gave some attention to phonology and vocabulary origins.

Procedure. Personal interviews with two hundred North Central Texas informants were conducted using a questionnaire with 126 lexical concepts based on Atwood's and Fred Tarpley's questionnaires. Each response was then plotted using symbols on maps of the thirteen counties. In addition, responses of all informants were grouped according to age, sex, education, community size and location, and ethnic background. Percentages of response frequencies were tabulated by computer. Then, comparisons were made to previous dialect studies to determine the relationship of the dialect of North Central Texas to the rest of the state and to other parts of the country.

Findings. The research revealed not only the presence of three isoglosses within North Central Texas, but also the confirmation of isoglosses found in previous dialect studies. Comparisons of the dialect of North Central Texas to the dialects of previous studies further revealed parallels between the speech of North Central Texas and the speech found within the South and South Midland areas of the eastern United States.

Conclusions. Of the 126 concepts in this study, only three produced any discernible isoglosses. While a large number of new isoglosses was not found, this study did confirm the existence of previously determined isoglosses. Nevertheless, the fact that only three isoglosses were found within the North Central Texas area indicates that the thirteen counties comprise a highly homogenous region, one in which the vocabulary is in general and uniform distribution. This study also showed that age, sex, race, education, and community size are more important factors in determining word distribution than are geographical factors.

The history of North Central Texas revealed that these thirteen counties were originally populated by white, non-slaveholding immigrants from the Ohio River Valley and Upper South regions of the United States. Thus, the primary influence of the speech within North Central Texas was shown to be the speech of the South and South Midland areas of the eastern United States, a fact confirmed by a comparison of the vocabulary found in this study and the vocabulary found in Hans Kurath's study of the dialect of the eastern United States. Additional parallels were revealed by a closer comparison with the vocabulary of the western Midland dialect area as defined by Kurath. The vocabulary of the North Central Texas area was shown to bear a close resemblance to the vocabulary of southern West Virginia and western North and South Carolina.

MEANING COMPONENTS IN THE STRUCTURE OF A SEMANTIC FIELD (VOLUMES I AND II)

Order No. 8021265

FOULKES, IRENE WESTLING, PH.D. *Georgetown University*, 1979. 455pp.

Within groups of word meanings identifiable as semantic domains or fields on the basis of some common core of meaning, a variety of smaller clusters are discernible, word meanings related to each other on the basis of any number of more particular components or features. Because the clusters overlap and compete with each other, hierarchical structures, features displays, and other static models are inadequate to structure the multiplicity of relations present in a semantic domain.

In order to discover the tools needed for tackling the theoretical problem of structuring the multidimensional relations of the semantic domain, two principal types of analysis of lexical meaning are examined. Regarding componential analysis it is found that, while the usefulness and relevance of submorphemic elements of meaning has been established, the complex relations among the components within a meaning cannot be expressed by feature lists. This conclusion leads to an investigation of lexical semantics using the tools of the predicate calculus. In the discussion of predicates, arguments, and other parameters, the formulation or word meaning in propositional form is seen to be a flexible instrument susceptible of appropriate modifications to make it adequate for the task of getting at the components of meaning and expression them concisely and perceptively.

Based on this conclusion, a group of 280 lexical meanings comprising the communication domain in a Greek-English dictionary of the New Testament being prepared by E. A. Nida, J. Louw, and R. Smith are analyzed by the extended predicate calculus procedure as the first step in providing the database for a solution to the structuring of a semantic domain. As an additional preliminary step these propositionally expressed meanings are translated into lists of labeled categories of components. Both the initial formation rules for the predicate calculus procedure and the subsequent translation rules for the componential display are discussed.

The nature of the semantic domain as a composite of competing interactions between complex individual word structures demands that static structuring concepts be abandoned. A dynamic model for structuring the domain is proposed, consisting of projections (algebraic formulas) that operate on a database composed of the formalized word meanings, which have been further organized in tabular form. Capable of citing components and combinations of components found at various category levels, projections exhibiting increasing degrees of complexity are elaborated and demonstrated, producing both well known clusters in the domain (such as factives, and verbs of judging) and many new ones (public address words, intended hearer reaction words). In setting out these clusters the multidimensional structure of the semantic domain is demonstrated, as competing sets of subsets of meanings are seen to cross classify the data.

The development of the dynamic field structure model has provided insights for the methodology of lexical semantics, defining the entities of analysis as predicates and arguments, determining the principles of their interaction in an enlarged propositional form, and incorporating much of componential analysis as one-place predicates. The projection formula model also suggests related research in areas such as syntactic or figurative correlates of word clusters, and generates the basic data for such studies.

BIRDIES LIKE BIRDSEED THE BESTER THAN BUNS: A STUDY OF RELATIONAL COMPARATIVES AND THEIR ACQUISITION Order No. 8026674

GATHERCOLE, VIRGINIA C. MUELLER, PH.D. *University of Kansas*, 1979. 349pp.

The subject of this study is the acquisition of a set of linguistic structures referred to as "relational comparatives." The structures considered are the following: (1) the comparative, (2) the superlative, (3) the equative, (4) *too X*, (5) *X enough*, (6) *so X*, and (7) *this/that X*, where *X* is an adjective, an adverb, or one of the quantifiers *much*, *many*, *few*, or *little*.

The study is divided into three sections:

(1) Part I is devoted to an examination of the linguistic structure underlying relational comparatives in adult speech. In Chapter 1, the syntactic structure of relational comparatives is examined. First, the structure underlying embedded clauses of comparatives and equatives is discussed. Secondly, degree markers and their internal structure in QP are considered. Finally, aspects of whole constructions are discussed: the location of the embedded sentence in the matrix clause, some meaning differences in superficially similar sentences, and the rules for Comparative Ellipsis. An "exception" to the rules for Comparative Ellipsis supports the hypothesis that at least some complements of *than* are NP's.

In Chapter 2, the semantic structure of relational comparatives is discussed. A definition of each relational comparative is given, the conversational rules that influence one's understanding of the equative are discussed, and the effects of different adjective types on our interpretation of relational comparatives are considered.

(2) Part II is a review of child language research relevant to the acquisition of relational comparatives. Studies on the acquisition of *more* and *less* and of the comparative and the superlative are reviewed. Early hypotheses about the meanings of forms are discussed, and subsequent research testing those hypotheses is reviewed. Particular attention is given to the problems associated with interpreting children's responses to stimuli in experimental settings.

(3) Part III presents new data on the acquisition of relational comparatives. In Chapters 5 and 6, error data collected from principally two children are analyzed. In Chapter 5, the early meanings of *too X*, *X-er*, *X-est*, and *as X as* are investigated. The data for *too X*, *X-er*, and *X-est* lend some support to the hypothesis that these forms are used "simply" by children, but they give evidence that the forms are not restricted to simple use. We can best account for the range of uses of these forms by extending the "haphazard example" and prototype theories of the acquisition of word meaning to the acquisition of these structures. The data for *as X as* indicated that the equative is used nominally and that the *as*-clause is initially interpreted as a relative clause by young children.

Chapter 6 deals with two areas related to the acquisition of QP. First, the relation between *more* and *-er* as A modifiers is examined. *More* is not used in modification until it is used as a double marking on comparatives already marked by *-er*. The introduction of *more* into AP constructions appears to be intimately related to the introduction of noun-like elements into AP constructions. Secondly, the acquisition of the Q's *much* and *many* is considered. The child has difficulty in learning the correct semantic distinction between *much* and *many* because he must learn that distinction from a confusing set of surface distributional patterns.

Chapter 7 presents a study of cross-section of children whose spontaneous uses of A modifiers are examined. In A modification the younger groups show greater use of "independent" items, and the older groups, QP items. This difference appears to be due not to differences in the children's uses of independent items, but rather, to semantic and syntactic growth in the children's understanding of QP.

SOUND CHANGE IN FARMER CITY: A SOCIOLINGUISTIC STUDY BASED ON ACOUSTIC DATA Order No. 8017946

HARRIS, TIMOTHY, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 441pp.

This dissertation reports the findings of a survey of the dialect of Farmer City, Illinois, involving spectrographic analysis of the recorded speech of a sample of 40 individuals from two opposing teenage peer groups and two older generations. A group of 7 speakers from three generations of a family from Somerset, Kentucky, is also included in the sample in order to help determine the influence of the Kentucky dialect on the speech of Farmer City. Migration patterns suggest that such influence could be strong.

The data collected in Farmer City and Somerset were analyzed spectrographically and used to construct a representation of the phonemic system of each speaker in the two-formant acoustic space. These charts serve as a basis for comparison from a sociolinguistic point of view and for the identification of a major systemic phonological change in progress. The facts concerning this change, that of the generalization of /uw/-fronting to other back vowels, are examined in light of the predictions made by several current theories of sound change. A basic orientation to sound change theory is provided in a chapter that surveys the history of the field from the Neogrammarians in the nineteenth century to the present-day lexical diffusionists.

The detailed data analyses and sociolinguistic correlations are preceded by chapters devoted to methodological considerations. The techniques used to identify and interview the 20 members of the two teenage peer groups are outlined in the first chapter on methodology. The social polarization between these groups, as illustrated in a sociometric diagram, is based on an attitudinal difference: one group (the 'rednecks') is oriented towards academics and sports; the other (the burnouts') is known for a marked disinterest in most aspects of the school as well as for an alleged involvement with drugs. The unambiguous nature of this social division is supported by an appendix of interviews, in which members of both groups discuss their feelings concerning the social structure of the school. As expected, these social distinctions are reflected in differences in the speakers' phonological systems and in their participation in ongoing sound changes.

After a review of the procedures followed in recording, analyzing, and charting the data, the issue of the acoustic variability of phonemic systems is considered in detail. It is concluded that the size and shape of the phonemic system in two-formant acoustic space varies from speaker to speaker as a function of fundamental frequency and social forces (both determining articulatory setting) as well as of the invariant characteristics of the vocal tract. An understanding of the causes and consequences of acoustic variability is crucial when spectrographic data are to be used for dialectological research.

Aspects of acoustic variability are reconsidered in an additional chapter in which the relationship between articulatory setting and sound change is explored. A consideration of the socially-determined articulatory setting characteristic of each peer group proved helpful in understanding at least one aspect of their phonemic systems.

The most important ongoing sound change observed in Farmer City has provided an example of how a dialect in the path of a sound change may incorporate that change into its phonological system in novel ways. /uw/-fronting is a characteristic of many Southern and South Midland dialects, but the younger generations have generalized this feature to several other back vowels. This has given their vocalic systems a unique collapsed appearance that is found neither in the older generations of Farmer City nor in the Kentucky speakers.

Finally, it is noted that the sound changes documented in Farmer City exhibit the rule-governed behavior with respect to conditioning environments that is predicted by the variable rule theory of William Labov; no evidence for random decomposition of word classes or 'lexical diffusion' was observed.

THE APPLICATION OF LINGUISTIC PRINCIPLES TO THE ANALYSIS OF FILM SURFACE-STRUCTURE Order No. 8021899

HALE, CLARENCE BENJAMIN, JR., PH.D. *North Texas State University*, 1980. 368pp.

The problem of this study was to address the question of the relationships between linguistic principles and film surface-structure. The analysis of motion pictures traditionally has been an analysis of films as art. At the same time, the techniques and effects of film often have been referred to as the "language of film." Until recently, however, no one took seriously the linguistic implications of the phrase. The theoretical evidence for linguistics of film is controversial but growing in acceptance and maturity of the concept.

The purpose of the study was to develop a model, using linguistic principles, for analyzing the surface-structure of the selected motion pictures. The model described procedures and criteria for generating the internal grammatical structures of the specified films and applied the model to samples from the films.

This study developed a logical rationale for building a model for the grammatical analysis of film using shot, scene, and sequence as basic units. The rationale began with a review of the literature on the analysis of film with particular attention to units of measure. The rationale built on a review and synthesis of linguistic surface-structural analysis and methodology.

A model was constructed for the grammatical analysis of film using shot, scene, and sequence as analogous to word, sentence, and a larger unit, respectively. Four main stages were detailed: (1) Selection of Textual Material, (2) Generation of Descriptors, (3) Analysis of Constituents, and (4) Organization of the Rules of Structure.

Three feature-length, narrative films were selected for development of the sample. Criteria were developed to insure as much diversity as possible among the films to emphasize the fundamental structural commonality of their visualization. Each film was divided into sequences. Sequences were selected to represent all parts of all of the selected films. The exact number of sequences selected from each film depended on the running time of the film and the general length of sequences which were identified.

Each sequence in the sample was described. The description detailed the activity(ies), the type, the relative function and the juxtaposition of each shot. Each shot was analyzed in context with adjacent shots and analyzed by groups of like functions in order to attempt to generate consistent relationships.

The culmination of the model application was a description of the grammar of the visual surface-structure of the selected films. The grammar described and defined its basic units and delineated minimum requirements and interrelationships. It was found that the shot functions were sufficiently unique from verbal structures to warrant new terminology to more effectively describe the visual grammar.

The study began with the assumption that film is a language. The method bypassed much of the philosophical discussion of whether film is a language in favor of finding the theory's practical usefulness. The findings produced some clues to the linguistic structure of particular films which may relate to film as a whole. The analysis clearly demonstrated the presence of visual rules of grammar. The findings not only supported a linguistic view of film but also generated structures that resembled accepted linguistic form. The basic units of analysis were found to have unit integrity, class form qualities, limitations on their employment, and a hierarchical relationship to other larger units. The analysis also pointed out some visually ungrammatical structures.

FREQUENCIES AS AN AID TO SEGMENTATION IN LANGUAGE ACQUISITION Order No. 8017282

HORVATH, REBECCA SUE BADGER, PH.D. *The University of Michigan*, 1980. 147pp. Chairperson: Jane Schwertfeger

This study proposes a model for segmenting speech that might be used by children in the language acquisition process. Segmentation refers to the process of discerning word units in an unbroken stream of speech. The model of functioning described is a frequency model based on the assumption that the more frequently sounds are heard together, the more likely they are to cluster as a unit and the more likely these units will be words or clumps of words. An examination of basic theories of cognition and studies of infants' response to language indicate this model is a possible way to obtain the information necessary for segmenting.

Speech of parents to and in the presence of their children was collected. The four children ranged in age from fourteen to twenty-one months in age. The parental speech was translated into a typewritten equivalent of phonemic symbols and typed into a computer with all external markers such as punctuation, stress, and spacing removed. A computer program was used to count how many times phonemes and phoneme groups occurred and segment the parental speech on the basis of those repetitions.

Sections of protocol, 33 to 350 words long, were segmented. The percentage of correct words and groups of words obtained independently for each section averaged 39% and ranged from 22% to 62%. A chi square comparison with sections randomly segmented showed this to be highly significant.

Three modifications of parental speech were observed. First, there was a tendency to choose words of similar sounds. Second, "target" words were repeatedly used in a variety of sentences. Finally, formula sentences with new words inserted in a salient position were used. It was theorized that the two structural modifications mentioned last would aid in the segmentation process.

"SHH!": A SOCIOLINGUISTIC STUDY OF TEACHERS' TURN-TAKING SANCTIONS IN PRIMARY SCHOOL LESSONS Order No. 8021267

HUMPHREY, FRANK MAURICE, PH.D. *Georgetown University*, 1979. 365pp.

The smooth operation of any large group lesson in an elementary classroom requires that teachers and students take turns talking in an orderly fashion. In this study the language with which primary school teachers work to influence their students' turn-taking procedures in whole group lessons is explored. Teachers' turn-taking sanctions (such as *Be quiet, Shh,* and *It's not your turn*) and the contexts in which they occur are analyzed with two general goals in mind. First, these findings are meant to augment current models of classroom interaction being developed by sociolinguists, ethnographers and other social scientists, since the language of teachers' classroom management techniques has to date been analyzed only in an anecdotal fashion. Secondly, it is argued that the structure and function of language can best be explored through an intensive focus on the actual linguistic interaction between participants in naturally-occurring speech events. Although it is typical primary school interaction between teachers and pupils that is under examination, there is an attempt to go beyond purely educational concerns and show that analyses of classroom language can play a major role in general linguistic theorizing.

The primary data consist of videotapes of fifteen grade school lessons which were recorded across the 1975-1976 academic year in a Washington, D.C. private school. These lessons, which are instances of direct instruction to large groups, total approximately five hours in duration and are representative of two grade levels (third grade and kindergarten) and four teachers (two teachers per grade). The fifteen lessons were transcribed to a high level of detail according to current methods employed in discourse analysis and supplemented with ethnographic information concerning instructional materials in use, seating arrangements, and salient aspects of non-verbal communication. Approximately three hundreds 'sanction incidents' were culled from the transcripts for analysis.

Because the turn-taking sanction is a social function rather than a formally specifiable linguistic unit, a great deal of cross-comparison of teachers' utterances is required in this study before an adequate definition of the sanction is developed. Following this cumulative formulation, sanction incidents are contrasted with the discourse analytic unit 'adjacency pair' and shown to differ with regard to the feature 'discriminative relations' Further discourse analysis clarifies the position of sanctions among the class of turn-taking repair procedures.

When the language of teachers' turn-taking sanctions is subsequently scrutinized, some pervasive ordering of sanction forms is shown to exist: a classification is proposed which incorporates this discourse patterning. These patterns are shown to have functional bases, which stem from the demonstrated fact that the teachers are frequently organizing their sanctions in ways that maximize their effectiveness. Each of the teachers' sanctions is placed into a general classification, with forms that possess unique properties (such as *shh*) receiving extended treatment.

Differences among the individual sanctioning styles of the four teachers are then described, and some salient cross-grade-level differences are shown to be expectable and explainable when the fundamental function of sanctions, that of 'social repair', is appreciated.

In sum, this study is intended to be on the one hand an extensive treatment of a generally undescribed type of teacher-student interaction and on the other hand an initial step toward resolving some basic sociolinguistic issues, such as the proper nature of the units used in linguistic investigation, the existence and extent of discourse patterning, and the value of analyzing naturally-occurring speech events. In addition, a general case is made that teachers' turn-taking sanctions are not only intricately organized phenomena, but also prisms through which the social order of the classroom can be viewed in its fullest display.

SELECTED GRAMMATICAL CHARACTERISTICS OF MOHAVE ENGLISH

Order No. 8017780

JASPER, SUSAN DALE PENFIELD, PH.D. *The University of Arizona*, 1980. 214pp. Director: Patricia Van Metre

The main morphological and syntactic features of spoken Mohave English have been described in this study. The necessary data was obtained from two sources; (1) tape recorded free conversation interviews with twenty third grade students who were monolingual in Mohave English and (2) tape recorded interviews with adult bilingual speakers of Mohave English. Some structured elicitation exercises were given to the students but these were only for conformation of features which appeared in the tape recorded data.

The study focused on the description of four main grammatical areas: pronominalization, conjunction, tense formation, and negation. The motivation for choosing these as a central theme was based on the fact that (1) these features were known to be a part of Mohave English a priori; (2) they had been carefully described for the native language; (3) they had also been described for other nonstandard dialects and could therefore be compared.

Miscellaneous findings which occurred during the taped interviews were also described.

The method of analysis was to isolate the grammatical features which appeared to be nonstandard when compared to prescribed Standard English features. The grammatical features presented by Wolfram and Fasold in *Social Dialects in American English* were used throughout as a frame of reference.

Interpretations, in the form of rules when possible, were made on the basis of comparing and contrasting Mohave English with both the native Mohave language and with Standard English. Other factors were considered as well, such as the association with rural dialects by speakers of Mohave English.

With respect to the main findings, there was a nonstandard use of (1) pronominalization, realized in third person singular pronouns, reflexive pronouns, relative pronouns and subject, object and possessive pronouns; (2) conjunction: *and* deletion and either-or use; (3) tense formation particularly in the use of past tense in present tense context and auxiliary deletion; (4) negation in the use of 'double' negation or negative concord.

These findings, along with the numerous miscellaneous nonstandard features which occurred, clearly related Mohave English to studies of other nonstandard dialects as outlined by Wolfram and Fasold, as well as to a variety of other Indian English dialects.

It was concluded, however, that while these nonstandard features are optional for Mohave English, the great majority of the grammar is similar to Standard English.

Implications for further research were related to the need for phonological information about Mohave English, the need for more sociolinguistic data regarding the use of this dialect and the need for greater teacher awareness among those who work daily with Mohave English speaking children.

PHONETIC CLASSIFICATION: THE ACOUSTIC STRUCTURE OF STRIDENT FRICATIVES

Order No. 8025711

KRIEG, LAURENCE JOHN, PH.D. *The University of Michigan*, 1980. 282pp. Co-Chairmen: J. C. Catford, Peter J. Benson

This is a study of the linguistic phonetics of fricatives. It has two major goals: first, to develop a system by which the acoustic aspects of these sounds in conjunction with multivariate statistical analysis can be used to explore relations of phonological interest and second, to investigate the fricative--in particular the stridents--of specific languages. Dialects of Arabic and English have been chosen for study because they offer both a rich variety of sounds in this class and some problems whose investigation is of general interest.

Examination of the results of perceptual investigations of fricatives revealed that two distinct types of fricatives exist, depending on whether their identification is based on the fricative noise itself ([s ʃ]), or on the vowel transitions ([f θ]). The distinction is primarily related to the (relative) amplitude of the frication noise. This study has identified as STRIDENT the fricatives whose noise is the primary cue.

Two possible variations of the way in which the amplitude of spectra may be represented have been tested. One involves normalization of the amplitude in order to minimize differences due to artifacts. It was found that this type of normalization does not affect the discrimination of sounds when spectral summaries are used, but may have a slightly adverse effect on discrimination by spectral band measures when the number of measures used is limited. Spectral representation using the decibel scale was shown to be significantly more accurate in sound indentification than linear representation.

Stepwise multiple discriminant analysis proved the most useful single tool in the evaluation of measures as well as in the development of formulae by which to define features. While discriminant analysis worked well in the identification of fricatives, it worked quite poorly with stops and affricates.

The ten voiceless fricatives of a dialect of Libyan Arabic were all well identified except for pharyngealized and plain variants of [s]. Good discrimination was also achieved among the fricatives [ʍ s ʃ ç h] of General American English, but the members of the pair [f θ] were very difficult to differentiate. The best overall sound identification was obtained using measures of spectral energy distribution: the first two moments (centroid and standard deviation) or the quartiles. The Jakobson-Fant-Halle features Grave and Compact may be derived from these measures; in addition, the quartiles indicate the range of the major region of spectral prominence, and are thus recommended for this type of investigation. Other useful measures were the amplitude, and to a lesser extent the voice onset time.

Two acoustical measures of stridency were developed. One was based on the discriminant scores resulting from analysis of three 1000-mel spectral bands and peak amplitude of the fricative relative to the surrounding vowels. It achieved nearly perfect separation of stridents from non-stridents. The second measure of stridency was based on the third quartile in mels and the relative peak amplitude; it resulted in more overlap of categories but is much simpler to obtain.

The study led to the conclusion that the feature Grave is best expressed as a multivalued rather than a binary phonological feature. Compact and Strident, on the other hand, do well as binary features.

HEARING AS AN AGE-RELATED VARIABLE IN LANGUAGE ACQUISITION

LUTHER, KENNETH E., PH.D. *University of Southern California*, 1980. Chairman: Professor Robert A. Smith

Research Questions. Is the distinction between congenital deafness and deafness acquired during childhood significant to the development of language facility and/or cognitive ability? If this distinction is significant, are there specific age periods during which audition has a maximum beneficial effect?

Methodology. Subjects were a group of 46 profoundly deaf college students, some of whom had been deaf since birth and some of whom had acquired deafness in childhood at varying ages of onset. For each subject a Raven Progressive Matrices score and a Michigan Test of English Language Proficiency (MTELP) score was obtained. Relationships between cognitive ability, language facility, type of deafness, and age at onset were explored using ANCOVA and multiple regression procedures, controlling for subject age and sex.

Results. The distinction between congenital deafness and deafness acquired during childhood was found to be significant to the development of language facility but not to cognitive ability. Subjects with acquired deafness, regardless of age at onset of deafness, performed significantly better than the congenitally deaf subjects on the MTELP, controlling for cognitive ability. Pre-deafness audition had the most beneficial effect on MTELP score during the first five years. Among subjects with acquired deafness, MTELP score was found to be enhanced significantly by additional years of pre-deafness audition up to an onset age of five, after which additional years of audition were not found to enhance language performance. (An onset age of nine was the latest age reported by any subject). No relationships were found between cognitive ability and language facility.

LANGUAGE: SYSTEM TO ACT TO REPORT. THE DEVELOPMENT OF ENGLISH LINGUISTIC THOUGHT IN THE SIXTEENTH CENTURY

Order No. 8025214

MCDIARMID, JOHN FERGUS, PH.D. *Yale University*, 1980. 322pp.

The history of ideas about language in sixteenth-century England consists of the inter-actions of a few basic sets of ideas. At the beginning of the century, a Scholastic view of language remained influential. Language in this view appeared as a rational system of categories and relations, whose highest function was as the medium of speculative inquiry. Orientation of linguistic form towards philosophic truth was a characteristic Scholastic concern.

The decisive challenge in England to this medieval view began early in the sixteenth century, with Erasmus. Erasmus and his allies largely replicated the linguistic attitudes of Cicero and Quintilian and of Italian Humanists such as Valla. For them, language meant essentially behavior, human action as such, not a philosophically-directed system. They taught, judged and analyzed language as a skill. They involved it in the larger operations of rhetorical persuasion and, ultimately, good moral living.

By mid-century, Humanistic attitudes had made a firm place for themselves in English culture. However, their own evolution sometimes doubled back on itself. Doctrinaire and narrow classicism of the kind indicted by Erasmus in *Ciceronianus* set up a fixed, closed order of language, which was postulated to be correct regardless of the development or imperatives of actual linguistic practice. This kind of classicism emerged strongly among the Cambridge Humanists of the 1540's. In the thought of Thomas Smith it merged into a kind of neo-Scholasticism, where language again appeared as a rationally constructed set of laws. Classicism passed over into debates about English in the early Elizabethan decades. While doctrinaire classicist initiatives continued through the century, they never achieved the success that Erasmian Humanism did; the more pragmatic rhetorical approach remained the stronger factor in the century's experience of language.

Peter Ramus's thought dominated English dialectic and rhetoric in the 1580's and '90's. A rather unstable composite, Ramism made both Scholastic and Humanistic claims. Ramists categorized and evaluated language in many Humanistic ways; however, Ramism does not see language as immersed and essentially at home in the non-theoretical stream of human behavior. Where this Humanist sense recedes, there is some resurgence of rationalistic preoccupation with formal order. Ramist linguistic thought embodies, more than it resolves, the century's main tensions.

Sixteenth-century linguistic thought had important relations to critical thought and literature. Literature from the beginning of the century bore marks of the orientation to audience and effect typical of Erasmian rhetoric. Literature was normally analyzed in rhetorical categories. By mid-century, classicism had become an important force in literature, involving emphasis on close imitation of ancient forms. Later, resistance to classicism was part of the background of the formal freedom of Elizabethan drama and poetry. Ramism can be associated with new emphases on logical structure and curtailments of affective techniques in some kinds of discourse around 1600.

Early in the seventeenth century, new conceptions of language appeared. Basically within the Humanist tradition, the Senecan stylists nevertheless shifted its stresses, away from public suasion towards personal expression of an irregularly evolving self. The role of language in Bacon's new science differed more radically from past models: Baconian scientific language is primarily neither rationalistic system nor rhetorical act, but a report of observed fact. Neither the Senecans nor the Baconians reversed the basic, if irregular and uncertain, sixteenth-century movement away from the medieval tradition. In English linguistic thought, the sixteenth century stands above all for language's separation from the ordained, established conceptions of truth and ways to the absolute that Scholasticism had contained and implied: the century's permanent legacy was the secularization of language.

A METAFORMAL STUDY OF THE LINGUISTIC FUNCTION OF SIMPLE ENGLISH PREPOSITIONS

Order No. 8026153

MELO, RICARDO ARIAS, PH.D. *Illinois Institute of Technology*, 1980. 253pp. Adviser: Dr. Mackie J. V. Blanton

The function of simple prepositions is analyzed in this work. The study considers the way in which basic principles for this linguistic function can be understood in their semantic, grammatical, syntactic and lexical operations.

The interrelation between the various operations mentioned here is understood as functioning systematically. These operations in language have been explained as a set of specifications given for a lexical entry 'M' which is formed by a quadruple set of operations. This approach has been done in order to clearly express a philosophical position, where language is understood as a holistic phenomena composed of systematic operations transforming what is known in linguistics as the 'signified' (world at large) into what is known as the 'signifier' (linguistic sign). This approach has been expressed in a formalized manner in order to contrast it to other philosophical positions which have been here characterized as the 'mathematical' and the 'social science' approaches.

This study surveys in a cursory way the several approaches that were found useful in order to provide a background information from which a further understanding of prepositions can be obtained. However, for a general theory of linguistics where the problem presented by prepositions requires a more systematic understanding, those studies are not sufficient. A brief overview was offered to point out where those studies can be broadened.

In order to establish those basic principles by which prepositions can be understood, it was necessary to select a set of prepositions used as the basic data containing sufficient information as to be able to discover these principles by which the prepositional function operates.

The emergence of the principles which are the basis of the prepositional function was obtained by a methodology designed to follow a procedure whose work was minimized.

The first step in this procedure was to determine a list of lexical entries that were significative. This selection was accomplished by the application of four conditions which were called: (1) simplicity, (2) usage, (3) frequency and (4) grammatical occurrences. The second step of the procedure was to fix the construction in which the entries to be analyzed could appear. The simple declarative sentence was chosen and five patterns of this construction were found to express the prepositional function in a simple, concise and invariable way. These patterns were called 'frames'. They were expressed in a metaformal nomenclature which is intrinsic to a contrastive model of grammar of the form G(C,L,g). These frames are expressed with a formula such as:

$$R_\alpha(A_\alpha PR_\beta(R_\alpha tL_\iota(R_\eta(A_m\,\Delta R_\rho atL_\xi(A_m\,\Delta R_\rho))atTL_\varepsilon)tL_\gamma)atTL_\varepsilon$$

The third step in this procedure was to take one preposition at a time and examine as many sentences as a data source book could furnish, in which the prepositions under scrutiny could yield the basic relations sought.

Once the most common relations emerged from those in which the prepositional function entered with the adjacent syntactic functions, a common relational denominator was found. When relations were common for several entries, they were grouped into semantic domains. Three major domains were found and they were labelled Time, Space and Identification. Within each domain, there were similar secondary sub-groups and finally, each prepositional entry had its exclusive relation, setting it appart from any other one.

These results have been tabulated and depicted in a graphic form for each prepositional entry selected for this study.

IMPLICATIONAL SCALES AND ENGLISH DIALECTOLOGY

Order No. 8020249

PAVONE, JAMES, PH.D *Indiana University*, 1980. 307pp. Chairman: Dr. Eugene R. Kintgen

Traditionally speaking, the study of variation in English has generally pursued a path separate from and not always parallel to that of "mainstream" linguistics, especially when it came to matters of theoretical interest. Shortly after the transformational-generative revolution in 1957, however, it became clear that this could no longer be the case if the theory-building enterprise was to succeed, for the T-G myth of a completely homogeneous speech community placed serious obstacles in the way of making significant general statements about language. Linguistic heterogeneity, many linguists concluded, insofar as it was *patterned*, had to be considered a part of human linguistic competence and accounted for in the theory of language.

In 1968, David DeCamp suggested that that variation had a primarily qualitative basis. In many cases, he claimed, it was possible to make general *implicational* statements of the form: "If a speaker uses linguistic feature A, he also uses feature B, and if B, then C, and so forth." Overall patterns such as this would, if verified, clarify many phenomena which were customarily dismissed as intractable or chaotic and make possible a very elegant theoretical account of linguistic heterogeneity, that is, dialects, stylistic varieties, individual language differences, etc.

Though he did not know it at the time of his proposal, DeCamp had hit on a form of data analysis known as *scalogram analysis*, which had actually been developed during World War II and considerably refined since then by measurement theorists and social and behavioral scientists. It took several years for linguists to learn of the coincidence, and when they did, they generally overlooked the readily available body of enlightening and cautionary literature that these non-linguists had produced.

My thesis attempts to correct this oversight by examining these neglected writings and by adapting and coordinating a set of rigorous statistical and methodological standards for judging the operational adequacy of any given implicational or scalogram analysis. That is, the central question which this dissertation tries to answer is whether the data arrays advanced by "qualitative" linguists actually form "scales" in the operationally accepted Guttman sense; this is equivalent to testing whether the claimed implicational relations are stable and significant enough to necessitate a formal theoretical account. Also, since the technique of scalogram analysis is basically a form of measurement, the findings derived from the application of rigorous scale criteria provide, in most cases, a reliable test of the empirical foundations of the theoretical inferences that a given qualitative analysis may motivate. In critiques of ten representative scalar studies I found serious difficulties with claims of significant implicational patterning and called into question the theoretical assertions to which they correspond. These assertions ranged from rather localized issues such as postulated underlying syntactic structures to broader considerations of which overall model of linguistic variation to prefer on the basis of observational and descriptive adequacy.

THE EVOLUTION OF CULTURE AND GRAMMAR

Order No. 8016230

PERKINS, REVERE DALE, PH.D. *State University of New York at Buffalo*, 1980. 230pp.

The hypothesis is tested that some linguistic structures covary systematically with cultural complexity. More specifically, languages spoken in complex cultures employ deictic grammatical distinctions significantly less often than languages spoken in less complex cultures. (The term 'deictic' refers to portions of an utterance which are dependent on the spatio-temporal coordinates of the utterance for the determination of the intended referents.) In addition as cultures become more complex increasing use is made of syntactic devices such as determiners, relativization, and conjunctions.

The theoretical framework is eclectic including concepts from linguistics, anthropology, and cognitive psychology. The method employed is hologeistic. The data base consists of the linguistic materials available on a worldwide probability sample of fifty languages chosen so as to be minimally related both linguistically and culturally. The association of the linguistic variables with cultural complexity and with each other are statistically evaluated. The influences of methodological limitations on substantive correlations are also measured and evaluated statistically.

On the whole the results obtained indicate that the hypothesis is corroborated to a significant degree. A number of types of deictic affixes show a negative correlation with cultural complexity. The syntactic variables tested show a positive correlation with cultural complexity. A Guttman type scale of deictic affixes used to rank languages also results in a strong negative correlation. The affix variables on the whole are significantly negatively correlated with the syntactic variables. Data from Keenan and Comrie on the number of noun phrase positions that may be relativized in restrictive relative clauses are also shown to correlate significantly with cultural complexity.

The interpretation is offered that as cultures become more complex deictic distinctions become less functional due to the changing purposes and topics of discourse, and so are lost for reasons such as phonological attrition without being renewed. Syntactic, non-deictic methods of establishing reference, such as relativization, become increasingly used as cultures become more complex and linguistic structure and cognition in general are enriched by new levels of analysis and control.

THE ATTITUDES OF TEACHERS OF LEARNING DISABLED TOWARDS LANGUAGE USAGE SKILLS IN ELEMENTARY SCHOOLS

Order No. 8022325

PHARES, SANDRA ELLEN, PH.D. *The Ohio State University*, 1980. 148pp. Adviser: Professor Thomas M. Stephens

The present study considered attitudes of regular teachers and teachers of learning disabled students at the elementary level. A Q-sort questionnaire relating to language usage skills was used. These teacher attitudes helped determine the basis for a language component of the individualized curriculum. Directive Teaching Instructional Management System (DTIMS) (Stephens, 1973).

Teachers selected to participate in the study were instructed to sort language usage skills, using the Q-sort technique, into nine categories ranging from skills most appropriate for school success to skills least appropriate for school success. Directions accompanying the questionnaire instructed the teacher to place a specified number of skill cards into each category. Respondents were asked to respond on a nine-point forced-choice Q-sort scale (Stephenson, 1953) to a single statement ("this language usage skill is appropriate for school success") regarding the 56 language usage skills. On the scale category one (1) indicated most appropriate for school success and category nine (9) indicated least appropriate for school success. The remaining categories (2-8) indicated degrees of appropriateness.

The sample population for the language usage skills study was from four school districts in Franklin County, Ohio. School districts included: Worthington, Upper Arlington, Southwestern, and Columbus City Schools. Sixty-two teachers of learning disabled students were randomly selected from the four school districts and sent Q-sort questionnaires. Principals, from the same schools that teachers of learning disabled students were randomly selected, were responsible for assigning a Q-sort questionnaire to a regular class teacher of either primary or intermediate level. Thirty-one primary and 31 intermediate level teachers were included in the sample of regular class teachers. Total sample population was 124 teachers (62 teachers of learning and 62 regular class teachers). A total of 98 teachers (52 or 84 percent teachers of learning disabled students and 46 or 74 percent regular class teachers) returned Q-sort questionnaires.

Principal objectives to be accomplished in the analysis were (a) to determine teacher reactions to each of the 56 language usage skills in order to make decisions about the appropriateness of each skill as part of the language component for the individualized curriculum, Directive Teaching Instructional Management System (DTIMS) and (b) to test the three following hypothesis: (1) There will be no statistically significant difference ($\alpha = .05$) between the rank ordering of language usage skills by teachers of learning disabled and regular teachers at the elementary level. (2) There will be no statistically significant difference ($\alpha = .05$) between rank ordering of language usage skills by less experienced, moderately experienced, and highly experienced teachers of learning disabled at the elementary level. (3) There will be no statistically significant difference ($\alpha = .05$) between rank ordering of language usage skills by less experienced, moderately experienced, and highly experienced regular class teachers at the elementary level.

Data analysis of the Q-sort questionnaire indicated that regular teachers and teachers of learning disabled did not differ significantly in their attitudes toward language usage skills considered appropriate for school success. Friedman two-way analysis of variance by ranks and Spearman rank-order correlation coefficients indicated the teacher groups (i.e., teachers of learning disabled and regular class teachers) agreed as to language usage skills considered "most appropriate", "appropriate", and "least appropriate" for school success.

THE CONCEPT OF RULE AND THE EXPLANATION OF LINGUISTIC BEHAVIOR

Order No. 8017119

POPICH, MICHAEL ANDREW, PH.D. *State University of New York at Binghamton*, 1980. 250pp.

Arguments for and against the use of the notion *rule of language* in approaches to the understanding of linguistic phenomena are presented. It is emphasized that those supporting the claim that language is rule-structured behavior generally advance two major arguments for this approach: (1) the notion of rule, as opposed to convention or regularity, allows the projection of an infinite number of potential utterances from a finite basis of experience; and (2) the novelty of previously unheard and never before produced utterances, but which are understood, can be accounted for only in terms of rules. These arguments plus several others are discussed in chapters 2 and 6.

In chapters 4 and 5, respectively, two particular approaches to the use of the notion of rules to explain language behavior are discussed in relative detail: Wittgenstein's language game analogy and Chomsky's transformational theory of grammar. The former is specifically criticized on the grounds that the role of rules in games, as opposed to the role of rules in language are sufficiently different to warrant a reexamination and subsequent rejection of the analogy. The particular argument presented against the transformational approach, on the other hand, is that the "rules" of transformational grammar do not, as Chomsky admits, and can not be part of a model of linguistic performance, as Chomsky opines.

It is argued specifically in chapters 3 and 6 that the way in which the concept of rule has been formulated and used in all of these approaches is the major reason for its failure to adequately explain observed language behavior. In particular, the claim is made that the failure to include the language user's perception of his context, both linguistic and non-linguistic, in the formulation of language rules, must result in a model of linguistic behavior that is incomplete and inadequate, if we wish to understand linguistic behavior as a species of intentional action.

THE EFFECT OF COGNITIVE DEVELOPMENT, STIMULUS COMPLEXITY AND QUALITY OF STIMULUS PRESENTATION ON VERBAL AND GRAPHIC RESPONSES TO VISUAL STIMULI

Order No. 8018807

REMINGTON, DAVID OWEN, PH.D. *The Catholic University of America*, 1980. 118pp.

Though many researchers have investigated the relationship between language and nonverbal symbol systems (Cromer, 1973; Kuhlman, 1960), they have not attempted to assess verbal (linguistic) and nonverbal (imagistic) responses to the same visual stimulus. Theory indicates that both response types proceed along a subjective to objective continuum with increasing developmental level (Piaget, 1954; Lowenfeld, 1957).

This study investigated the effect of cognitive developmental level, the quality of stimulus presentation and stimulus complexity on the verbal and graphic responses of children to visual stimuli. Special attention was given to the hypothesis that children's imaging skill atrophies with the acquisition of language (Cromer, 1975) and to Lowenfeld's two personality types in older children.

Thirty-six elementary school children were divided into two developmental levels (6-7 years old or 11-12 years old). They were shown six stimuli, two at each of three levels of complexity. Complexity was defined by the number of visual elements such as line, form, color, texture or space present in the stimulus. Subjects were randomly assigned to the three levels

of stimulus quality, each level representing a more accurate view of the stimulus object.

Two dependent measures were gathered. The first was the subject's verbal response to each stimulus made in a recorded interview. The second was a crayon on paper drawing made by the subject about each stimulus. The measures were quantified by trained judges using Valentine's (1962) categories for the verbal measure and Lowenfeld's (1957) stages of drawing development for the graphic measure. Both response types were analyzed using identical 2 x 3 x 3 analyses of variance with repeated measures on the complexity dimension.

Increasing developmental level was associated with an increase in the subjectivity of verbal responses but an increase in the objectivity of graphic responses. Increasing complexity resulted generally in an increased subjectivity of verbal responses with the moderate level having the opposite effect. At the same time, there was no effect of stimulus complexity on the graphic responses. There was a significant interaction between complexity and developmental level due to large increases in objectivity of younger children at the moderate complexity level.

Stimulus quality had no effect on either verbal or graphic responses but was involved in a significant interaction with developmental level, younger children being more objective at the low and moderate quality levels but not at the high quality level. Younger children's graphic responses clustered at the more subjective stages while older subjects spread out over the entire scale range.

The results suggest the following conclusions: (1) There is evidence that children do reduce their utilization of imagery skills and rely increasingly on language as they develop; (2) The complexity of a stimulus will alter the objectivity of verbal responses; and (3) There is support for the contention that while children tend to stop using imagery skills with increasing age, a certain number of them retain and use those skills.

These conclusions have implications for both educators and those pursuing research on verbal and visual symbol systems. As language develops, there is a corresponding loss, the ability to image, for a relatively large part of the student population. If, as Langer (1951) suggested, language is a very inadequate means of expressing feelings, these children will be deprived of a viable mode of expression.

The results of much previous research have been questioned on methodological bases. The questioner's contentions were not supported by the findings of this study, nor was the increasingly popular qualitative research technique of trading laboratory control for more realistic situations.

A COMPARISON OF THE MANIPULATION OF CONCRETE OBJECTS AND THE USE OF PICTURES IN CHILDREN'S LANGUAGE PRODUCTION: VARIATIONS OF A PIAGETIAN THEME

Order No. 8014557

ROCKWELL, JOHN ELLNOR, ED.D. *Temple University*, 1979. 126pp.

The Problem. The purpose of the present study was to investigate what effect the actual manipulation of a mechanical device compared to the use of a picture of the same device would have on children's total language output, spontaneous explanation and comprehension.

It was hypothesized that children in the role of explainers and reproducers would demonstrate more comprehension of the operation of the mechanical device when explaining to their listener with the object present than would explainers and reproducers who employed a picture of the same device. It was hypothesized that explainers and reproducers employing the real device would explain more information about the device to the listener than would explainers and reproducers employing a picture of the same device. It was further hypothesized that explainers and reproducers employing a picture of the mechanical device would exhibit more language (total number of words) than would explainers and reproducers employing the actual device. Post-hoc analyses of sex differences and present study to Piagetian coefficients of understanding (1926) were also made.

Procedure. The population selected for the study consisted of 64 randomly selected kindergarten preoperational children in a suburban middle-class school. The Laurendeau and Pinard Localization of Topographical Positions test was used in screening the children for the preoperational level. Dialog partners were randomly assigned a role; one an explainer and the other a reproducer. Half of the subjects (32) were presented a real object, a hand-operated food grinder, and half, a cutaway picture of that object. A cassette recorder was used to record child language. After the examiner had explained the device (picture or real object) to the child designated as the explainer, he asked the child questions from the Structured Interview Questions (SIQ) designed by the author, about the operation of the device. When the examiner had finished with the explainer, the explainer was instructed to spontaneously explain to the child designated as reproducer, the information about the device or picture. The examiner then asked the reproducer to spontaneously explain the device or picture to him and then immediately administer the SIQ.

The Dialog Assessment Format (DAF) was designed to code information found in the spontaneous descriptions. It was designed to parallel the SIQ format. Total quantity of language was measured following the Levin, Silverman, and Ford model (1967) of counting total words, hesitations, sighs, and pauses from the taped dialogs.

Interrater agreement of the SIQ and DAF was 96 percent.

Findings. The hypothesis that young children exhibit more comprehension when they employ the mechanical device to explain the function of the device than when they employ a picture of the same device was supported. Analysis of the DAF for the children assigned the role of explainers did not support the hypothesis. However, the hypothesis was supported for children assigned the role of reproducers on the DAF. The hypothesis that young children exhibit more language when using a picture as an aid in explaining the function of the mechanical device than when manipulating the actual device was not supported. Males performed significantly ($p < .05$) higher than females on the tasks, and the coefficient scores were higher for the present study than those reported in the Piagetian investigation.

Implications for this study are that concrete experiences are beneficial to young children in language production requests. Experiences of this nature would provide more directly contrived communication opportunities between children and encourage the enhancement of language skills.

EFFECTS OF INTERVENTION ON RELATIVE CLAUSE SENTENCE PROCESSING IN YOUNG NORMAL CHILDREN

Order No. 8014985

ROTH, FROMA P., PH.D. *City University of New York*, 1980. 226pp.
Adviser: Professor Helen S. Cairns

In order to determine whether direct intervention can accelerate normal children's language comprehension abilities, 18 children, ranging in age from 3½ to 4½ years, participated in this three phase research project. The Pretest Phase served as a screening procedure for the selection of subjects. The Intervention Phase consisted of three training sessions for each of three training conditions: the Explicit Training Condition (Condition I), the Implicit Training Condition (Condition II), and the Control Condition (Condition III). The Posttest Phase was designed to test learning of the target sentence structures.

The linguistic stimuli consisted of four types of relative clause sentences. The sentences used in the Pretest and Posttest Phases were different from those use in the Intervention Phase. The children's task in each phase was to enact the sentence by manipulating toy objects.

The training procedures were developed to indirectly test the predictions of Slobin's (1973) putative universal that rearrangement of word order and interruption of related clausal constituents result in increased sentence processing complexity for young children. Subjects in Condition I were taught noninterrupted versions of the relative clause sentences. The training procedure for subjects in Condition II was designed to rely solely on the children's natural inductive capacities for acquiring language. These children heard the relative clause sentences only in their surface form. The subjects in Condition III served as controls and received training on two-clause conjoined sentences.

The two major hypotheses tested in this study were that (1) young children can be trained to understand relative clause sentences at an accelerated rate and (2) that Explicit Training (Condition I) would be a more effective intervention procedure than Implicit Training (Condition II).

The results of this study clearly demonstrated that direct intervention was effective in teaching children to understand relative clause sentences. The solid improvement in the performance of the subjects in the two experimental training conditions on the relative clause sentences between the Pre- and Posttest Phases contrasted significantly with the lack of improvement demonstrated by subjects in the control condition, confirming the first major hypothesis of this study. However, the degree of improvement demonstrated on the relative clause sentences was similar for subjects in Conditions I and II, disconfirming the second hypothesis.

In addition, subject relative sentences with subject focus and object relative sentences with subject focus were found to be the easiest to comprehend, while subject relatives with object focus caused children the greatest difficulty. This order of difficulty among the sentence types was consistent for all three Conditions and across the Pretest-Posttest Phases of the experiment.

Qualitative analysis of each enactment error was also completed. The most salient finding was that the First Noun strategy accounted for the majority of errors, providing support for the canonical-sentoid hypothesis described in the literature.

COMMUNICATING IN THEIR TERMS

Order No. 8020415

RUCH, WILLIAM VAUGHN, PH.D. *Rensselaer Polytechnic Institute*, 1980. 378pp. Supervisor: Charles L. Sanford

Words from the underworld continually enter general language usage in America. This study examines the influence of the mass media in that process, first in the thirties when criminals were beginning to organize nationwide and then in the seventies when they were well established as a national force.

Language of criminals was sampled in F.B.I. transcripts of wiretappings of reputed Mafia leaders and in books by or about criminals. Words thought to have originated in the underworld or to have been adopted and popularized by criminals were then collected from materials from the mass media: books (including detective stories, reprinted collections of selected pulp magazine stories, and *Little Caesar* and *The Godfather*), newspapers, magazines, radio, television, motion pictures, and comic books. Finally, best-selling books from each decade were read to determine whether the words shown to be associated with the underworld had indeed been accepted into general language usage.

The 833 words collected were searched in dictionaries of underworld language and in glossaries, most of which were included in works read in the study. The 645 words defined in at least one of the dictionaries, whose publication dates span more than a century, or in one of the glossaries, published over a half a century, were different, showing a change of language usage. That different words derived from the language of the underworld were in popular use during each decade was also established by the media samples and best-selling books. The concerns expressed by those words, however, remained relatively unchanged as shown by the 25 categories of concern to which the words on the list were assigned. The most common categories were violence, with 73 words, and victim/opposition, with 71 words.

Finally a limited word-frequency study of each source demonstrated language change. A comparison of the frequency list from each medium with that of criminal language from first the transcripts and then the books demonstrates that the criminals whose language Americans, including the criminals themselves, imitate are those we know from the media rather than the originals. That mythical version of criminal life is made more interesting than the life of the real criminal as members of the underworld change their language, often to influence in some way non-criminals with whom they associate. In so doing, they control, to an extent, the terms that are transmitted to the public.

The results of the study prove that diffusion of words from the underworld to the general public takes place in a clear sequence of usages, beginning with the efforts of police officers and police reporters to learn the criminals' language and continuing with the use of words from that language in the mass media. Also, each mass medium studied has contributed a special emphasis to different words. The historical importance of the media in influencing the diffusion of words from the underworld was found to be in this order: (1) Detective stories. (2) Motion pictures, particularly the gangster movies of the early thirties. (3) Pulp magazines. (4) Radio. (5) Books. (6) Television. (7) Newspapers. (8) Magazines. (9) Comic books.

LANGUAGE DEVELOPMENT AMONG LEARNING-DISABLED AND NORMAL STUDENTS AT INTERMEDIATE AND SECONDARY AGE LEVELS

Order No. 8015566

SIMMS, ROCHELLE BINDER, ED.D. *The University of Alabama*, 1979. 122pp.

The evolution of language research in the United States has progressed from parents' observations of their children's language to highly controlled studies utilizing sophisticated indices of language development. Throughout this evolution, an accurate, reliable index of language has been sought. As theories of language and language research moved into the Transformational Grammar Era, two distinct types of research emerged, one which sought specific grammatical constructions, and one which analyzed spontaneous language. Both types have been employed in research concerned with language deficits in learning-disabled children.

Research indicates that children and adolescents with learning disabilities manifest a variety of language problems. A greater incidence of language deficits in learning-disabled children than had previously been assumed has been reported. Most research on language development has focused on the birth to eight-year age range and has examined primarily language acquisition rather than language development. Research had been recommended which compared the language development of learning-disabled and normal students from the same school populations, extended the chronological age range of subjects, and employed stimulus materials which were more appropriate for intermediate and secondary age students.

The major purpose of this study was to compare the language development of learning-disabled and normal subjects at four different age levels: 10.1 to 10.5, 10.6 to 12.0, 12.1 to 13.5, and 13.6 to 15.0. Eighteen learning-disabled subjects and 18 normal subjects at each age level were matched for school and grade placement, chronological age within 60 days, and IQ within 10 points. This procedure yielded 72 learning-disabled and 72 normal subjects.

Two films were used to elicit oral language samples. Subjects' responses were analyzed by computer according to three measures of syntax--number of T-units, mean length of T-units, and Syntactic Density Score--and four measures of vocabulary--number of word types, simple type-token ratio, corrected type-token ratio, and Vocabulary Intensity Index.

Results indicated that learning-disabled students produced more T-units than their normal peers. Since number of T-units has an inverse relationship to mean length of T-units in passages of similar length, these results suggested less mature rather than more mature development in the language of the learning-disabled subjects. The learning-disabled children additionally achieved significantly lower Syntactic Density Scores than normal students.

Differences between groups were not achieved for any of the four measures of vocabulary employed. The measures themselves, the nature of the stimulus materials, research strategies, and characteristics of the population were cited as possible explanations for the lack of differences.

The following implications resulted from the study: (1) A lack of concensus among researchers regarding the definitions of learning disabilities and language deficits makes comparisons across studies difficult. (2) A joining of forces between advocates of language acquisition techniques and advocates of language development techniques may lead to better methods of evaluating language. (3) Numerical indices employed in the present study are not sensitive to some crucial aspects of language. (4) Results indicating that learning-disabled children are deficient in oral syntax suggest that teachers should provide more opportunities for meaningful, diverse language to occur in the classroom context. (5) While the syntactic measures employed in the present study differentiate between learning-disabled and normal students, they have little utility in identifying language-disordered, learning-disabled children.

THE ELICITATION OF CERTAIN LANGUAGE FUNCTIONS FROM SPECIFIC ACTIVITIES WITHIN A KINDERGARTEN CLASSROOM

Order No. 8024814

STAAB, CLAIRE, PH.D. *Arizona State University*, 1980. 134pp.

The purpose of this study was to investigate whether or not activities could be designed to elicit specific functions of language. Nine kindergarten children, selected by their teacher as being competent users of language in many situations, were randomly assigned to groups of three. Each group engaged in seven planned activities; each activity being specifically designed to elicit one of seven language functions (i.e., Self-Maintaining, Directing, Reporting, Towards Logical Reasoning, Predicting, Projecting, and Imagining). Activities were videotaped, and the resulting language was divided into statements and categorized according to Tough's system. Results indicated that language functions were not equally elicited by all activities ($p < .001$ in all cases) when each of the seven language functions was tested separately across seven activities. Results also indicated that the activities specifically designed to elicit the language functions of Directing, Predicting, Projecting, and Imagining elicited significantly more of these respective language functions than any of the other six activities (Directing, $p < .001$; Predicting, $p < .05$; Projecting, $p < .001$; and Imagining, $p < .001$). The activities specifically designed to elicit the language functions of Self-Maintaining, Reporting, and Towards Logical Reasoning did not elicit significantly more of these respective functions than any of the other six activities, although in each case, the designed activity did elicit the highest number of responses of the intended function. Changing the activity proved effective in varying language function and specifically designed activities did elicit intended language functions.

WAYS OF SPEAKING: STYLES IN CONVERSATION

Order No. 8014904

TALLMAN, JANET ELIZABETH, PH.D. *University of California, Berkeley*, 1979. 279pp.

In this dissertation I examine variation of speaking style in everyday conversation. I begin by reviewing the ethnolinguistic and sociolinguistic literature on speech variation, making arguments for how such variation might best be studied. I then review twenty studies of speech variation throughout the world, and suggest that the determining components of speech form in these studies are the personal attributes of the speakers, their relationship, the situation of the speech event, including setting, definition and group size, and the topic. Next I examine a corpus of over one hundred everyday conversations gathered by my students and me over several years, and examine these to see the influences of the several components of interaction. I suggest the linguistic and non-linguistic features which mark speech style in English, propose rules that govern choice of style, and go on to look at the interaction of these rules with topic choice and development. I describe the social processes at work in spoken interaction, using excerpts from our conversations to illustrate. Finally, I conclude with suggestions for future research.

LEXICAL IDIOSYNCRASY IN ENGLISH: AN ARGUMENT FOR A LEXICALLY BASED GRAMMAR Order No. 8024886

TAYLOR, SHARON MARIE HENDERSON, PH.D. *University of Oregon*, 1980. 193pp. Adviser: Clarence Sloat

The trend in modern linguistics has been to search out and describe the regular patterns in language and to minimize or ignore the irregularities. However, individual lexical items (morphemes, words, compounds, and idioms) frequently, even typically, behave in idiosyncratic and unpredictable ways. This is true at all levels of linguistic analysis and must therefore be taken into account in writing grammars. The goal of this dissertation is to demonstrate the pervasiveness of lexical idiosyncrasy in English and to consider some of the properties a descriptive device would need to deal with both the irregularities and the regularities that are a part of language.

This work is divided into three sections. Section I surveys previous scholarship on the role of the lexicon and outlines some problems associated with the formal description of lexical entries. It deals primarily with the work of American linguists including Bloomfield, Chomsky, Katz and Fodor, Fillmore and Starosta. Section II demonstrates the idiosyncratic nature of English lexical items on four linguistic levels: phonology, morphology, syntax and semantics. In phonology, for example, there are nouns like *Illinois, Listerine* and *albino* that do not carry the common antepenultimate stress although nothing in their phonological make-up would predict this (cf. *Iriquois, Ovaltine, buffalo*). Others like *obesity, nicety* and *probity* do not undergo Tri-syllabic Laxing, whereas other similar words do (cf. *obscenity, divinity, profanity*). In morphology, there are, in addition to nouns with irregular plurals like *genera* and *seraphim*, those like *clatter* and *furniture* which have no plural and those like *dregs* and *bowels* that have no singular. In syntax, there are verbs like *owe* and *mean* that cannot occur in passive constructions, at least one--*abash*--that cannot occur in active constructions and another--*want*--that can passivize only in pseudo-cleft constructions. In semantics, there are numerous idiosyncratic restrictions on the meanings of words. For example, the verb *kill* requires of its object only that it be living, whereas *massacre* requires a plural object, *murder* a human object, *assassinate* a politically prominent human object, and so forth.

Section III outlines briefly the properties a grammar would need in order to deal with the lexical idiosyncrasy found in English. These properties include: (1) a large, complex lexicon with fully specified entries containing exhaustive syntactic and semantic information; (2) a way of relating those lexical items that speakers treat as related; and (3) a way of capturing regularities. It seems that the grammar which comes closest to these three goals is Starosta's lexically based grammar. In Starosta's grammar, the relationship of lexical items (e.g., relationships created by derivation, polysemous extension or compounding) is captured by the use of lexical features; regularities and subregularities are captured by redundancy rules which extract regularity from the information in the lexicon (to whatever extent individual speakers do). These rules obviate a separate grammar.

The remainder of Section III considers how speakers would acquire a lexically based grammar. A model of language acquisition is outlined in which speakers are continually opening, enlarging, revising and closing lexical entries while at the same time forming and refining redundancy rules. In this model, the primary difference between the child's lexicon and that of the adult is that the child has fewer entries, more incomplete entries, fewer redundancy rules and more incorrect rules.

AN ACHIEVEMENT REPORT OF A LANGUAGE DEVELOPMENT PROGRAM FOR FIVE YEAR OLD CHILDREN Order No. 8022822

WALKER, YVONNE MCKESSON, ED.D. *Wayne State University*, 1980. 209pp.

The purpose of this study was to describe, analyze and evaluate an all-day language development program for five-year-olds, at an experimental urban educational center. This center was created to stimulate long and short term research in education and to generate new teaching strategies so as to provide more effective learning for children. The center represented a partnership between the largest school district in the state and one of the largest teacher and other educational personnel training institutions in the same state. The center utilized an interdisciplinary approach to achieve its pre-service and in-service training of teachers, student teachers, and social workers.

The all-day kindergarten was an integral part of this urban educational center. It focused upon the development of a curriculum, philosophy and program design which provided individualized instruction, examination of instructional materials, development of evaluation routines, and assistance to families in understanding the purposes of kindergarten. The thirty-seven children who participated in the kindergarten program, twenty boys and seventeen girls, were divided into two classes and their achievement in the program was measured using formal and informal methods of evaluation.

The posttest results indicated statistically significant differences in the mean scores of the children. Less formal assessments of achievement and performance were presented in the form of excerpts from anecdotal records, children's drawings, and children's writings. These assessments revealed qualitative gains in awareness, assurance, self-reliance, persistence and cooperativeness; and did not lend themselves to quantitative measurement.

A CONTRIBUTION TO THE FORMAL, COMPUTATIONAL RECOGNITION OF SOUND CHANGE, ANALOGIC CHANGE AND DIALECT BORROWING Order No. 8018623

WEINER, E. JUDITH, PH.D. *University of Pennsylvania*, 1980. 157pp. Supervisor: Henry M. Hoenigswald

Historical and comparative linguistics is a field in which formal techniques have proven to yield rewarding results. Of major note is the technique known as the comparative method (CM), which lends itself nicely to investigation with formal tools. Before application of CM can be performed however, it is especially useful to eliminate those morphs on which sound change has not operated. For the purposes of this study, these will fall into one of the following categories: analogic change (leveling), dialect borrowing and a "residue."

The computer can be utilized to provide a rigorous test of such a pre-CM procedure. Using Proto-Italic (PIt) and Latin as representatives of an older stage and a later stage of the same language, I wrote the following four computer programs for the separation of sound change from the three other categories and each of these categories from the other: (1) Latin noun declension program; (2) Morpheme boundary marking program; (3) Correspondence program; (4) Change recognition program. These programs were designed to operate on a PDP11/E10 and were written in BASIC.

The recognition proceeds according to the following plan: (1) Sound change - paradigmatic alternation in the later stage with non-alternation in the earlier stage. (2) Analogic change - contradiction to an established alternation - possibly involving doublets. (3) Dialect borrowings - doublets not exhibiting the criteria for analogic change. (4) Residue - everything else.

The results show that it is indeed possible to separate the different change processes. They do, however, point to the necessity for supplying alternative interpretations to the categories of change and the need for dividing the residue category into smaller change categories, some of which are themselves amenable to formal recognition. Of major importance is the necessity of re-thinking the concept of "analogy" with an eye toward breaking it down to more accurately describe and agree with the different concepts with which it has been traditionally associated.

GRAMMATICAL THEORY AND LANGUAGE ACQUISITION

WHITE, LYDIA. PH.D. *McGill University (Canada)*, 1980.

This thesis examines the interaction of a particular theory of grammar, the extended standard version of generative grammar, with language acquisition. It discusses the kind of explanation of acquisition that a restrictive theory of grammar can offer and the kinds of prediction that it can be expected to make, as well as ways in which consideration of the facts of acquisition must shape proposals for the theory. Acquisitional data are considered as part of the data base to which the theory of grammar is responsible and the use of such data to argue for particular grammars or the form of grammars in general is discussed. A number of issues, such as the psychological reality of child grammars, the question of their optimality, and the types of change possible in child language, are re-examined. It is suggested that a lack of coherence in these areas has caused serious confusion in the past.