Boston University
School of Education

The Seventh Annual Boston University Conference on Language Development

Meeting Handbook
October 8, 9 and 10, 1982
George Sherman Union

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Organized by the students of The Program in Applied Psycholinguistics, Boston University School of Education

Chaired by Melanie Schneider

George Sherman Union, 775 Commonwealth Avenue, Boston, Massachusetts 02215

FOREWORD

Welcome to the Seventh Annual Boston University Conference on Language Development. It is a great pleasure to host another fall conference in the ongoing tradition established in 1976.

The making of a Boston University language conference is comparable to the making of sourdough bread: although you start out with similar ingredients from past years, the end product is always slightly different. Events such as missing typewriter ribbons, delayed mailing labels, and last minute phone calls can have effects beyond those anticipated. Likewise, vacations, address changes and computer breakdowns demand a flexibility, ingenuity, and time commitment that would tax most people over the course of a year, the time it takes to plan the conference.

Sponsored by the Programs in Applied Psycholinguistics and Language Behavior, the Boston University language conferences are completely organized and run by students in these programs. They have not only built upon the solid experience of past years, but have pointed the conference on an innovative path as well. For example, this year's conference features three program changes: a Friday special session, poster sessions that offer an alternative means of presentation, and a final roundtable panel discussion. For these and other contributions the graduate student coordinators deserve special mention. They are, in turn, Jay Kuder and Suzanne Irujo, Program; Sarah Waldstein, Publicity; Peggy Hoyt, Advertising and Exhibits; Kathleen Quill, Handbook; Elaine Wilson, Facilities; and Penny Webster, Registration. In addition, several other students, Michele Banker and Meryl Green in particular, provided invaluable office coverage during the hectic summer months.

As supporters of the conference, Professor Bruce Fraser was regularly on call to offer practical insight as faculty advisor to the conference, and Professor Paula Menyuk provided helpful ideas and moral support at crucial times. We are also grateful to several people from the School of Education: Dean Paul Warren, for his generous words and support, Margie Oliver, for her financial management skills, and Lois Solomon, for her dedication in typing the handbook. Behind the scenes, work-study student Evelyn Alvaro also deserves a word of gratitude. Numerous other people were involved in the organization of the conference; many are mentioned in the Conference Handbook or will be visible at the conference itself. To these people and those already referred to, I extend my heartfelt thanks and appreciation for all they have done.

To you, the conference participants and presenters, I again extend my warmest welcome for a rich and rewarding conference experience.

Melanie Schneider
Conference Chairperson

The Conference wishes to thank the following members of the Review Committees for their aid in the selection of this year's papers:

Michelle Banker (Boston University)
Anthony Bashir (Children's Hospital Medical Center)
Ann Colquhoun (Boston University)
Linda Ferrier (Boston University; Children's Hospital Medical Center)
Melanie Fried-Oken (Boston University)
Jim Gee (Boston University)
Meryl Green (Boston University)
Judy Kegl (Northeastern University)
Blanche Korngold (Boston University)
Judy Levin-Charns (Boston University)
Don Loritz (Boston University)
Donaldo Macedo (University of Massachusetts, Boston; M.I.T.)
Lise Menn (Veterans Administration Hospital, Boston)
Judy Mounty (Boston University)
Jeanne Paccia-Cooper (Boston University)
Ellen Rintell (University of Houston)
Irma Rosenfield (Boston University)
Gregg Singer (Boston University)
Carol Smith (University of Massachusetts, Boston)
Michèle Solá (Boston University)
Bill Stokes (Lesley College)
Kristine Strand (Children's Hospital Medical Center)
Elise Trumbull (Boston University)
Maryanne Wolf (Tufts University)

"François Grosjean has undertaken a truly formidable task—to give the serious student and the earnest layman some insight into what a generation of intense research has taught us about bilinguals and bilingualism."
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THE ORIGINS AND GROWTH OF COMMUNICATION

Ablex Publishing Corporation announces the 1983 publication of **THE ORIGINS AND GROWTH OF COMMUNICATION,** edited by Drs. Lynne Feagans, Catherine Garvey and Roberta Golinkoff. The volume is the outgrowth of the 1979 Interdisciplinary Summer Institute of the Society for Research in Child Development and brings together recent and previously unpublished papers by the participants.

The book examines the development of communication from infancy through the early school years from the complementary perspectives of ethology, psychiatry, anthropology, linguistics, sociolinguistics, social psychology and interactional analysis. These diverse perspectives share a number of common theoretical and methodological concerns which include the conceptualization and analysis of inter-individual effects, the determination of appropriate units and levels of analysis, and the influence of the observer on the behavior of the observed.

The text includes the following four sections each of which contains several articles:

AFFECTIVE BEGINNINGS AND EARLY RELATIONSHIPS

MECHANISMS OF CHANGE IN COMMUNICATIVE DEVELOPMENT

USING AND THINKING ABOUT LANGUAGE

COMMENTARY—METHODOLOGY AND NEW DIRECTIONS

This multidisciplinary, multimethod collection regarding this important area of early development will be published in the Spring of 1983.

To order, please contact:
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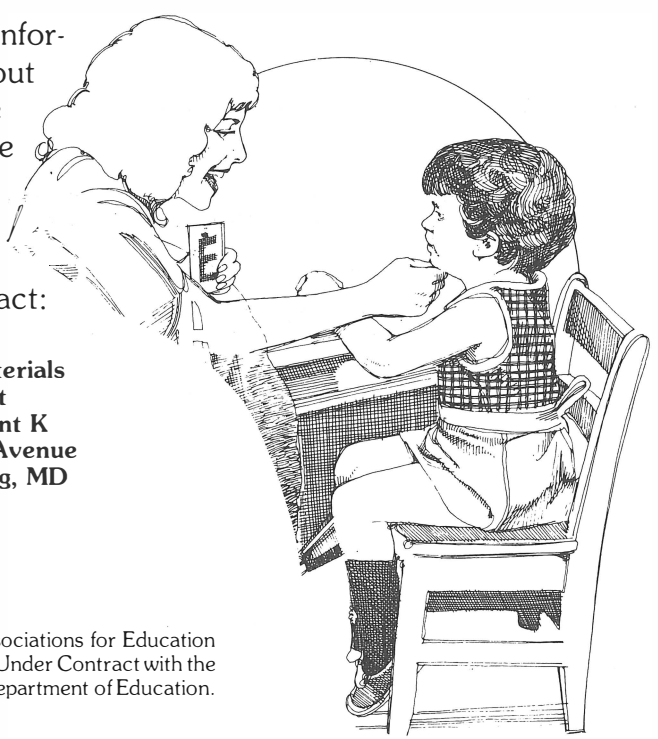

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General Information and Conference Program

GENERAL INFORMATION

REGISTRATION

Registration will be held Friday, October 8 from 2:00 to 5:00 p.m. and 6:30 to 8:30 p.m. and Saturday, October 9, from 8:30 a.m. to 12:30 p.m. in the Stone Lobby, on the second floor of the George Sherman Union.

LOCATION

All sessions will be held in the Boston University George Sherman Union building at 775 Commonwealth Avenue unless there are posted changes.

KEYNOTE ADDRESS

Professor David Premack, University of Pennsylvania, will deliver the keynote address at 8:30 p.m. on Friday, October 8, in the Ballroom on the second floor.

RECEPTION

A wine and cheese reception will be held in the Ziskind Lounge following Dr. Premack's address.

NEW ENGLAND CHILD LANGUAGE ASSOCIATION (NECLA)

NECLA will convene its annual business meeting at 1:00 p.m. on Saturday in the Conference Auditorium. Please feel free to bring your lunch.

PUBLISHERS' EXHIBIT

There will be a publishers' exhibit of books and publications during Saturday and Sunday in the Ziskind Lounge of the George Sherman Union.

SIGN LANGUAGE INTERPRETERS

Sign Language Interpreters will be available for all sessions. Please inquire at the Registration Desk when you arrive.

ADDITIONAL HANDBOOKS

Additional handbooks may be purchased for $3.00 each (checks only!!!) at the Registration Desk. We are sorry, but we cannot replace lost handbooks free of charge. A limited number of copies of the 1977, 1978, 1979, 1980 and 1981 handbooks are also available for purchase at $3.00 each. A complete set of handbooks is available for $12.00.

CHECKROOM

Coats and luggage may be checked at the cloakroom in the Stone Lobby.

DAY AND TIME		BALLROOM	CONFERENCE AUDIT.	TERRACE LOUNGE	G.S.U. ROOM 314
FRIDAY	3:00		Special Session		
	7:30	Welcoming Address			
	8:30	Keynote Speaker			
SATURDAY	9:00	Second Language Acquisition	First Language Acquisition: Comm. Intent	Disorders I: Memory & Cognition	Poster Sessions ↓
	10:30	Special Session ↓	First Language Acquisition: Structure ↓	-------	
	11:00			Disorders II: Pragmatics	
SATURDAY PM	1:00		NECLA MEETING		
	2:00	Second Language Acquisition		Mother-Child Interaction ↓	First Language Acquisition: Metalinguistics & Metaphor
	2:30		Reading & Writing ↓		
	3:00	Special Session ↓			
	3:30				Reading & Deaf
SUNDAY AM	9:00	Testing	Lexical Acquisition & Access	Discourse Processes	-------
	11:00	Special Session	-------	-------	-------

SEVENTH ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT

October 8, 9 and 10, 1982

Conference Program

FRIDAY AFTERNOON

SPECIAL SESSION

3:00 p.m. ↓ 5:00 p.m. — Featured Speaker: Jean Berko Gleason, Boston University. Language and Socialization: We do it all for you — Conference Auditorium

FRIDAY EVENING

7:30 p.m. — Welcoming Address, Opening Remarks, Introduction of Keynote Speaker — Ballroom

8:30 p.m. — Keynote Address — Ballroom
David Premack, University of Pennsylvania
On Possible Minds: Images, abstractions and language

9:45 p.m. — Reception — Ziskind Lounge

SATURDAY MORNING

Second Language Acquisition — Ballroom
Chair: Michèlle Solá (Boston University)

9:00 a.m. — Interphonology and Phonological Theory (R. Singh, R. Tremblay, and A. Ford, University of Montreal)

9:30 a.m. — The Initial Stages of Second Language Acquisition: Semantic and pragmatic functions in a Japanese child learning English (Leslie Rescorla and Sachiko Okuda, University of Pennsylvania)

10:00 a.m. — BREAK

SPECIAL SESSION — Ballroom

10:30 a.m. ↓ 12:30 p.m. — Featured Speaker:
Robert Kaplan, University of Southern California
A New Look at Rhetorics: Contrastive and comparative

(SATURDAY MORNING)

First Language Acquisition: Communicative Intent — Conference Auditorium

Chair: Ellen Winner (Harvard University)

9:00 a.m. An Ecological View of Infant Intentional Communication (Richard Scoville, Virginia Polytechnic Institute and State University)

9:30 a.m. She Said This but She Meant That: Children's judgments of speaker intent (Paula Brown, National Technical Institute for the Deaf and University of Rochester; James Connell, University of Rochester)

10:00 a.m. BREAK

First Language Acquisition: Structure — Conference Auditorium

Chair: Ellen Winner (Harvard University)

10:30 a.m. What Do Children Really Do When They Learn 'Past Tense'? A re-analysis of the literature on past tense acquisition (Derek Bickerton, University of Hawaii)

11:00 a.m. Understanding Passives with Nonaction Verbs (Jill de Villiers and Allison Avery, Smith College; Marianne Phinney, University of Puerto Rico)

11:30 a.m. Intra-individual Variation: Patterns of nominal and pronominal combinations (Beverly Goldfield, Harvard University)

12:00 p.m. Development of Modal Semantics and Pragmatics in the Third Year of Life (Roy Pea, Clark University and Bank Street College; Ronald Mawby, Clark University; Sally Mackain, University of California - Santa Cruz)

Disorders I: Memory and Cognition — Terrace Lounge

Chair: Kristine Strand (Children's Hospital Medical Center)

9:00 a.m. Language Development of Autistic Children (Rosa Needleman, University of California - Los Angeles)

9:30 a.m. Comparing Sensorimotor Performance with Multiple Measures of Communicative Ability in Autistic Children (Paul Dores, State University of New York - Stony Brook and Suffolk Child Development Center)

(SATURDAY MORNING)
(Disorders I)

10:00 a.m. The Effect of Context and Structure on the Comprehension and Recall of Stories in Learning Disabled and Non-learning Disabled Children (Lynne Feagans, Lynn Fisher, and Betsy Short, University of North Carolina)

10:30 a.m. BREAK

Disorders II: Pragmatics — Terrace Lounge
Chair: Kristine Strand (Children's Hospital Medical Center)

11:00 a.m. Pragmatic Deficits in the Language of Autistic Children (Susan Landry, Texas Research Institute of Mental Sciences; Katherine Loveland, Texas Research Institute of Mental Sciences and Rice University)

11:30 a.m. Conversational Skills and Modelling in Learning Disabled Children (Mavis Donahue and Tanis Bryan, University of Illinois - Chicago)

Poster Sessions — Room 314(third floor)

9:00 a.m. The Development of Temporal Language in Deaf Children (Jeanne Shub, Carol Possin and Peggy Darpino, State University of New York - Albany)

Now You Mean It -- Now You Don't: An exploratory study of children's sensitivity to consistent and discrepant message meanings (Roberta Greene, Boston University)

The Development of Pronouns and Reflexives: Evidence from Spanish (Lawrence Solan and Reinaldo Ortiz, Harvard University)

10:15 a.m. Development of Communicative Competence: A comparison of normal and communicatively impaired children (Harriet Wetstone, Linda Howe and Lael Foster, Institute of Living, Hartford)

Code-switching in Children's Written Language: Growth in rhetorical competence (Donald Rubin, S. Lee Galda and Anthony Pellegrini, University of Georgia)

The Development of Symbolic Play in Language Delayed Children (Jeanne Shub, Julie Simon and Mary Kay Braccio, State University of New York - Albany)

(SATURDAY MORNING)
(Poster Sessions)

11:30 a.m. The Communicative Competence of Learning Disabled Children: A single-subject approach (Steven Russell, Bowling Green State University)

Teacher Perceptions and Informal Reading Readiness Testing (Dennis Badaczewski, Northern Michigan University)

Progress in Late Language Acquisition (Janet Ziegler, University of Redlands)

Acquisition of Dutch by Turkish Children in Verbal Interaction with Native Peers (Korrie van Helvert, University of Nijmegen, The Netherlands)

SATURDAY AFTERNOON

1:00 p.m. NECLA Meeting — Conference Auditorium

Second Language Acquisition — Ballroom
Chair: Michèlle Solá (Boston University)

2:00 p.m. The Construction of Meaning in a Second Language: The polemics of family and school (Catherine Walsh, University of Massachusetts - Amherst)

2:30 p.m. The Development of Metalinguistic Awareness in Bilingual and Monolingual Children (Sylvia Galambos, Yale University)

SPECIAL SESSION — Ballroom

3:00 p.m. Featured Speaker:
John Oller, Jr., University of New Mexico
Testing Episodic Organization: A discussion of temporal links in normal discourse and how the comprehension and utilization of such links can be tested
5:00 p.m.

(SATURDAY AFTERNOON)

Reading and Writing — Conference Auditorium
Chair: Vivian Zamel (Univ. of Massachusetts - Harbor Campus)

2:30 p.m. Category Levels and Sight Word Acquisition (James King, University of Pittsburgh)

3:00 p.m. Children's Classification of Stops After /s/ and of /č/ and /j/ (Rebecca Treiman, Indiana University)

3:30 p.m. BREAK

4:00 p.m. Bi-alphabetism in Beginner Readers (Laurie Feldman, Haskins Laboratories)

4:30 p.m. Toward a Meaningful Model of Written Language Development (Sandra Stotsky, Writing Consultant)

Motner-Child Interaction — Terrace Lounge
Chair: Linda Ferrier (Boston University)

2:00 p.m. On the Early Imitation of Intonation and Vowels (Philip Lieberman, Steve Rabson and John Ryalls, Brown University)

2:30 p.m. Mayan Motherese: Baby Talk in Quiche Mayan (Clifton Pye, State University of New York - Albany)

3:00 p.m. BREAK

3:30 p.m. Specificity and Organization in Two-Year-Olds' Descriptions of Past Experiences (Ann Eisenberg, University of California - Berkeley)

4:00 p.m. Effects of Visual Impairment on Early Mother-Child Interaction (Elaine Andersen and Linda Kehelis, University of Southern California)

4:30 p.m. A Description of the Interaction Among Mother, Child and Books in a Bedtime Reading Situation (Frances Harkness and Larry Miller, Queen's University, Ontario, Canada)

(SATURDAY AFTERNOON)

First Language Acquisition: Metalinguistics and Metaphor — Room 314
Chair: Meryl Green (Boston University)

2:00 p.m. The Relationship Between Concrete Operational Thought and the Development of Metalinguistic Skill (Anne van Kleeck and Connie Reddick, University of Texas - Austin)

2:30 p.m. Children's Enactments of Metaphors in the Context of a Story: A developmental study in the acquisition of metaphoric meaning (Stella Vosniadou and Andrew Ortony, University of Illinois - Urbana-Champaign)

3:00 p.m. BREAK

Reading and the Deaf — Room 314
Chair: Jim Gee (Boston University)

3:30 p.m. Speech and Manual Encoding in Relation to Beginning Reading Success for Deaf Children (Vicki Hanson, Haskins Laboratories; Isabelle Liberman and Donald Shankweiler, Haskins Laboratories and University of Connecticut)

4:00 p.m. What Second Generation Deaf Students Bring to the Reading Task: Another case for metalinguistics and reading (Kathy Hirsh-Pacek, Rutgers Medical School)

SUNDAY MORNING

Testing — Ballroom
Chair: Pat Moylan (Boston University)

9:00 a.m. The Importance of Examiner Familiarity to Speech and Language Impaired Children's Test Performance: Does it breed contempt or competence? (Douglas Fuchs, Clark University; Ann Dailey, Worcester State College)

9:30 a.m. Differentiating Language Profiles of Normal and Language Impaired Black English Speakers (Florence Wiener and L. Elaine Lewnau, Marymount Manhattan College)

10:00 a.m. Production versus Comprehension: Different underlying competencies(Suzanne Flynn, Massachusetts Institute of Technology)

10:30 a.m. BREAK

(SUNDAY MORNING)

Lexical Acquisition and Access — Conference Auditorium
Chair: David Swinney (Tufts University)

9:00 a.m. Understanding the Development of Confrontation Naming Through Immediate Response Corrections (Melanie Fried-Oken, Boston University)

9:30 a.m. Acquisition of Lexical Items by the Adult Second Language Learner: A case study (Betty Le Compagnon, University of New Hampshire)

10:00 a.m. Lexical Access in Aging and Dementia (M. Nicholas, L. Obler and M. Albert, Boston University School of Medicine)

10:30 a.m. BREAK

Discourse Processes — Terrace Lounge
Chair: Barbara Gomes (Boston University)

9:00 a.m. Functions of Imitation in the Conversations of Preschool Children (Sarah Pickert, Catholic University)

9:30 a.m. From Passive to Active Communicative Competence: Carrying one's own conversational weight (Harriet Wetstone and Lael Foster, Institute of Living, Hartford)

10:00 a.m. Referential Strategies in the Narratives of Japanese Children (Patricia Clancy, Brown University)

10:30 a.m. BREAK

SPECIAL SESSION

11:00 a.m. ↓ 1:00 p.m. Roundtable Discussion — Ballroom
Special Session Speakers
Moderator: Jim Gee (Boston University)

CONTRIBUTIONS TO THE STUDY OF LITERACY

Donald H. Graves

WRITING: TEACHERS AND CHILDREN AT WORK

This long-awaited book is the summation of a decade of research and practice in teaching writing to primary school children. Written to help experienced and in-experienced teachers, Graves' work is certain to create wide interest among elementary school administrators, policy makers, and parents as well — November 1982

Denny Taylor

FAMILY LITERACY: THE SOCIAL CONTEXT OF LEARNING TO READ AND WRITE

FAMILY LITERACY is an ethnographic study of literacy development within six families studied over a period of three years. The author presents a fascinating narrative of how children discover and acquire fluency in language — November 1982

Marie M. Clay

OBSERVING YOUNG READERS: SELECTED PAPERS

This volume of journal articles brings together the major research papers that form the basis of Dr. Clay's theories of reading instruction — August 1982.

Emilia Ferreiro and Ana Teberosky

LITERACY BEFORE SCHOOLING

This research study by two Piagetian psychologists explores the ways in which pre-school children become aware of written language. Translated from the Spanish by Karen G. Castro, with a preface by Yetta Goodman. — August 1982

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A quarterly journal created to reflect the belief in the relationships between work in basic and applied psycholinguistics held by a growing number of researchers and practitioners in a wide range of fields – psychology, linguistics, speech and hearing, education (including special education), language learning, neurology, psychiatry.

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Journal of Child Language

Editor: David Crystal, University of Reading

Publishes material on all aspects of the scientific study of language behavior in children – including both normal and pathological development and the study of both monolingual and multilingual children. Three issues a year.

Subscription to Volume 9 (1982): Individuals $32.50; Institutions $74.00.

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Quarterly. Subscription to Volume 5 (1982): Individuals $47.50; Institutions $95.00; Students $29.00 (Proof of eligibility required).

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Bi-annually. Subscription to Volume 18 (1982): Individuals $36.50; Institutions $52.00.

Language in Society

Tri-annually. Subscription to Volume 11 (1982): Individuals $28.50; Institutions $56.00.

Language Teaching

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Quarterly. Subscription to Volume 15 (1982): Individuals $30.00; Institutions $55.00.

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ABSTRACTS

Elaine S. Andersen and Linda Kekelis, Univ. of Southern California

Effects of Visual Impairment on Early Mother-Child Communication

Research consistently mentions the "here and how" quality of language addressed to children as a potential aid to acquisition, in that it allows the child to make full use of contextual (visible) clues to decipher meaning. Similarly, work on early discourse suggests that caretakers rely on visual means (eye-gaze, gesture) to determine the child's focus of attention, to provide relevant input, to monitor exchanges for clues of communication breakdowns. This paper presents data on the structure and content of input from a longitudinal study of six children (9 months to 3 years) with varying degrees of vision.

Results suggest that caretakers accommodate visual impairment in a number of ways that may encourage blind children to take active roles in conversations (e.g., more questions, labels), but limit the quality of information they receive about the world and the stimulation for forming hypotheses about meanings and concepts (e.g., fewer expansions, modellings, descriptions).

* * * * *

Dennis Badaczewski, Northern Michigan University

Teacher Perceptions and Informal Reading Readiness Testing

This study is an attempt to determine the correlation of informal readiness tests and kindergarten teacher assessment. Further, it tests the tests by comparing informal assessment to teacher perception. 55 kingergarten students from 12 classrooms were identified as being ready, not ready, or borderline readiness by their teachers. 20 evaluators each administered an informal reading readiness test to three of the students in an attempt to answer the following questions; what skills are most indicative of reading readiness, can informal readiness tests be tested, and what is the concurrent validity of teacher prediction and informal tests?

The informal readiness tests were quite accurate in predicting which students were identified as ready, not ready, or borderline. However, the critical variables may not be test items but student's verbalness, interest in school tasks, and ease in testing situations.

* * * * *

Derek Bickerton, University of Hawaii

What Do Children Really Do When They Learn "Past Tense"?
A Reanalysis of the Literature on Past Tense Acquisition

Studies of primary past-tense marking acquisition involve two superficially unrelated problems -- that of what the child is really marking when the earliest "past-tense markings" appear, and that of why the child, at a somewhat later stage, frequently produces cases of "overmarking" or so-called "double pasts." So far there has been no indication in the literature that the problems might be linked. However, existing positions on both problems show a number of weaknesses, and there exists an alternative hypothesis which would show both problems to be simply aspects of a single problem. Existing data on past marking acquisition is consistent with the hypothesis that the child is really marking punctuality. Subsequently, when a full understanding of pastness is achieved, double pasts would arise naturally through the superimposition of past marking on previous punctual marking. Means for empirically testing this hypothesis are suggested.

Paula M. Brown, James P. Connell, University of Rochester

She Said This but She Meant That: Children's Judgments of Speaker Intent

This study investigated children's judgments of speaker intent. 49 children, aged 4;1 to 8;0, listened to tape-recorded conversations between two female children and then responded to open-ended questions designed to elicit judgments of speaker intent. There were six target utterances, each appearing in two contexts. One context biased a literal reading of the utterance as an assertion and the other biased an extra-literal reading as either a protest, a warning, a suggestion, or a reprimand.

The responses were coded as citing either a literal or an extra-literal intent, and then categorized as either hits or misses. A literal miss occurred when a literal intent was given to an utterance with an extra-literal bias, and vice versa.

The results suggested that interpreting pragmatic intent may be achieved through qualitatively different strategies and that developmental differences may be obscured if only the correctness of an interpretation is considered.

* * * * *

Patricia M. Clancy, Brown University

Referential Strategies in the Narratives of Japanese Children

In this paper, developmental trends in the referential strategies used by 60 Japanese children between 3.8 and 7.4 years old in two storytelling tasks are analyzed. The forms of reference appearing in three discourse contexts are examined: first mentions of story characters, reference in subject position to a different character from the preceding subject, and subject reference to the same character as the preceding subject. Even the youngest children could use ellipsis or non-mention (the Japanese equivalent of pronouns) appropriately for same subject reference. Switch subject reference showed a gradual progression from an overuse of ellipsis to the adult rate of nominal reference within this age range. First mentions of story characters became adequate much earlier for strories told from memory than for stories based on cartoons which the narrators viewed as they told the story. It is hypothesized that children's referential strategies reflect transfer of conversational procedures. the children's own focusing and attention mechanisms during narration, and a slowly emerging ability to take the listener's point of view.

Jill de Villiers, Smith College
Marianne Phinney, University of Puerto Rico
Allison Avery, Smith College

Understanding Passives with Non-Action Verbs

The present study explores further the interaction between passive syntax and verb semantics in young children's comprehension. Thirty-eight children (mean age = 3;10) understood passive sentences containing action verbs, and understood active sentences containing non-action verbs, nevertheless failed to understand passive sentences containing non-action verbs, in a picture-cued comprehension test. To test the possibility that the phenomenon is due to an overload in sentence processing, adults, seven, and six year old children were tested in a verification paradigm measuring reaction time. Although both verb type (action, non-action or mental) and syntax (passive vs. active) contributed to processing time, the two variables did not interact. Twenty-nine children (mean age = 3.2) who did not understand any of the passive forms, provided evidence that at an earlier stage of development, non-action verbs contribute to difficulty in understanding active sentences too. Hence the interaction of the variables at four years of age may be an artifact of a response ceiling for active sentences. Both verb type and passive syntax contribute to difficulty in comprehension throughout the age range 3 to 21, but they do not interact.

* * * * *

Mavis Donahue and Tanis Bryan, University of Illinois at Chicago

Conversational Skills and Modelling in Learning Disabled Children

Learning disabled children in the role of interviewer have been found to be less skilled than nondisabled children at initiating and sustaining a dialogue with a nondisabled classmate. The purpose of this study was to test the effects of modelling on these conversational skills. LD and nondisabled boys in grades 2 through 8 listened to 1 of 2 brief audiotapes: a dialogue of a child interviewer modelling open-ended questions, conversational devices and contingent responses; or a monologue presenting only the interviewee's responses. Then each subject was videotaped interviewing a classmate. Results suggest that the dialogue model increased LD children's production of certain conversational skills, but these strategies were more difficult for their listeners to understand and expand on. The relative contributions of linguistic ability and social knowledge to conversational competence are discussed.

Paul A. Dores, SUNY at Stony Brook, Suffolk Child Development Center

Comparing Sensorimotor Performance with Multiple Measures of Communicative Ability in Autistic Children

The present study was designed to investigate the relationship between sensorimotor performance in the areas of means-end understanding and operational causality and several measures of language and communicative ability in a small group of autistic children. Eighteen autistic children (CA = 40 - 108 months, $\overline{CA}$ = 75.6 months; MA = 20 - 64, $\overline{MA}$ = 42.7 months) were selected by independent raters to participate in a series of assessments. Each child was administered the Means-End and Operational Causality scales from the Uzgiris and Hunt (1975) Ordinal Scales of Psychological Development. In addition, each was assessed on four measures of verbal and nonverbal communicative competence, including teacher ratings, classroom observations, the PPVT and six standardized communication elicitation tasks designed by Sugarman (1973) and Snyder (1977). The results do not support speculation that autistic children characteristically perform at pre-Stage V levels of sensorimotor development, nor do they replicate the relationship between sensorimotor and communicative development found in previous studies of both normal and retarded children and adolescents. No child performed below Stage V and 16 of 18 children performed at Stage VI on both sensorimotor assessments. However, communicative performance ranged from preintentional, nonverbal behavior to spontaneously and communicatively verbal behavior. These results are discussed with respect to their impact on language intervention procedures and on the translation of known or suspected developmental processes into intervention procedures for atypical populations.

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Ann R. Eisenberg, University of California, Berkeley

Specificity and Organization in Two-Year-Olds' Descriptions of Past Experiences

This paper focuses on children's ability to talk about their past experiences. The data consist of 325 such conversations between two Spanish-speaking girls (20-30 and 24-36 mos.) and their families. Three phases of development are identified characterized by: (1) dependency on an adult scaffold; (2) more informative utterances, but only free discourse about elements common to a category of events (e.g., birthday parties, the circus) rather than

about specific occurrences of an event (i.e., dependence on a "script"); and (3) talk about specific occurrences, but no "plan" guiding the telling, i.e., no logical or sequential relationships between elements despite frequent use of sentential connectives. Throughout, there was no clear relationship between linguistic form and narrative complexity: specific events were occasionally described with primitive utterances while complex sentences did not necessarily reflect a coherent narrative. Finally, adults almost never provided a sequential framework for the telling, suggesting that the effect of input on such conversations was largely synchronic rather than diachronic.

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Lynne Feagans, Lynn Fisher, and Betsy Short, Frank Porter
Graham Child Development Center

Effect of Context and Structure on the Comprehension and Recall of Stories in LD and Non-LD Children

Various adult models have been proposed which capture some of the hierarchical rules and constructs governing the organization of narrative/story material. Recent developmental research has suggested that children have some of the rudiments of this organizational structure. This structure aids the storing and retrieving of narrative material presented in school; and may be less developed in LD children who have been shown to have poor organizational and retrieval skills.

Thirty-six newly-identified LD children and thirty-six comparison children of the same sex, race and classroom composed the sample. Children were read stories which varied along two dimensions: (1) the logical structure of the story and (2) whether contextual setting information was included. Children were read each story and asked to act out the stories with props. The story was read until the children acted out the story correctly. Then the children were asked to paraphrase the story.

LD and non-LD children did not differ in their comprehension of the stories. Yet, non-LD children were able to recall more information in their paraphhrases. No linguistic output or complexity measures were implicated in the difference. Although 6 and 7 year-old LD and 6 year-old non-LD children were not helped in their paraphrase by setting information, non-LD 7 year-old children did recall more information in this condition.

Laurie B. Feldman, Haskins Laboratories

Bi-alphabetism in Beginner Readers

The written language of Yugoslavia is transcribed by two different alphabets, Roman and Cyrillic. Because both alphabets transcribe the same language, they must map onto the same set of phonemes. Most of the characters are unique to one alphabet or the other although a small subset of characters are common to the two alphabets. Of these, some receive the same phonemic interpretation in each alphabet (common letters) and others receive a different interpretation (AMBIGUOUS letters). Finally, beginning readers learn both alphabets. In the present experiment, the special properties and the bi-alphabetic condition of Serbo-Croation were exploted to create phonologically ambiguous letter strings. Results indicated that third and fifth grade readers were slowed at naming Serbo-Croation letter springs when the letter string was associated with two phonological interpretations and that the degree of impairment increased as reading skill increased. Results are interpreted as evidence that reliance on a phonological strategy and reading skill vary directly.

Suzanne Flynn, Massachusetts Institute of Technology

Production vs. Comprehension: Different Underlying Competences

This paper reports the results of an experimental adult second language acquisition study which provide evidence that production and comprehension tests used to evaluate adult second language development measure distinct but related aspects of language knowledge. Specifically, results indicate that production tests principally evaluate a learner's structural knowledge and that comprehension tests principally evaluate a learner's sensitivity to pragmatic context. Evidence for these claims is adduced from data which show that the principle of directionality which holds in the acquisition of grammatical anaphora (sents. 1 & 2) (Lust, 1981) is evidenced in production and not in comprehension tests in adult second language acquisition.

1. John ate the cake when he walked down the street.
2. When he walked down the street, John ate the cake.

In this study, 51 adult speakers of Spanish learning English as a second language in the U.S. were tested. All Ss were administered both a production and a comprehension test of complex sentences which varied systematically in terms of direction of pronominal anaphora, e.g., forward in 1 and backward in 2.

Results are discussed in terms of why production and comphrehension measure different language competences and are more generally related to similar findings in first language acquisition (Lust, Loveland & Kornet, 1981). Results are also discussed in terms of their significance for comparisons which are made between studies which use different experimental tasks.

Melanie Fried-Oken, Boston University

Understanding the Development of Confrontation Naming Through Immediate Response Corrections

To understand the active process of confrontation naming in children, a 50-item confrontation naming test was devised and administered to 40 children between the ages of 6;0 - 9;0. Naming errors were noted and placed into 15 error categories. To insure that the misnamings were due to incomplete or incorrect accessing of a word from an intact lexicon, rather than substitutions for absent words in the child's lexical store, only those errors that were immediately followed by correct responses (i.e., teeth, toothbrush for toothbrush; brush, I mean comb for comb) were analyzed. These responses were labelled "immediate response corrections." It was found that children access names by first searching for the word according to semantic details. The meaning-based match relies heavily on perceptual features. The phonological pattern of the word seemed to play a later, less pivotal role for those items that already exist in the child's lexical store. Specific naming errors, error patterns and implications for a developmental sequence of naming skills based on immediate response corrections is discussed.

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Douglas Fuchs, Clark University
Ann Dailey, Worcester State College

The Importance of Examiner Familiarity to Speech- and Language-Impaired Children's Test Performance: Does it Breed Contempt or Competence?

A study employing a repeated measures crossover design found that speech and language handicapped, preschool children performed significantly better with familiar than unfamiliar examiners on tasks requiring a high level of symbolic mediation. No such differential performance was obtained on items demanding a low level of symbolic mediation. Differential performance in familiar

and unfamiliar conditions was predicted on the basis of the subjects' classroom behavior by entering teachers' ratings into a step-wise multiple regression. Findings are related to current efforts and needed research to identify procedural and situational variables in assessment, uncontrolled by present standard test administrations, that may preclude children's optimal performance.

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Sylvia Joseph Galambos, Yale University

The Development of Metalinguistic Awareness in Bilingual and Monolingual Children

The development of metalinguistic awareness, that is the ability to focus on and reflect upon the structural properties of language, was assessed in highly proficient Spanish-English bilinguals and in English and Spanish monolinguals, ranging in age from 4;6 to 8;0. Subjects were matched on IQ, SES, sex and age. The particular ability under investigation was the ability to note, correct and reflect upon ungrammatical constructions. All subjects were administered two versions of a metalinguistic task, bilinguals receiving the two versions in different languages. Errors in constructions ranged from syntactic anomalies with little semantic force to syntactic-semantic anomalies with much greater semantic force. The results of the investigation indicate that the developmental patterns of metalinguistic awareness are similar in monolingual and bilingual children. However, expecially within the same culture, bilinguals outperformed monolinguals in noting errors as well as in demonstrating a syntactic rather than a semantic orientation towards language.

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Beverly Goldfield, Harvard Gradute School of Education

Intra-individual Variation: Patterns of Nominal and Pronominal Combinations

This study investigates patterns of nominal and pronominal combinations in one child's early sentences. Thirteen samples of spontaneous speech were collected during a 20-week period when age ranged from 21 to 25.5 months and multiple word utterances had begun to appear. Multiple word utterances were coded into semantic-syntactic categories according to criteria set forth in Bloom, Lightbown, and Hood (1975). The distribution and

developmental history of nominal and pronominal combinations were examined within and across these semantic-syntactic categories. Results indicate that while pronominal combinations dominate these early utterances, nominal forms also appear. Furthermore, specific patterns appear to contribute to this child's "pronominal" style. For example, the role of agent, possessor, and experiencer is initially limited to H herself and encoded by specific proforms. These semantic roles later broaden to include others, with nominals used to encode the constituent in these cases. Action utterances, encoded as (agent) + action-it, appear to evolve from earlier unconstructed phrasal utterances. Identifying such patterns is viewed as a first step in specifying acquisition strategies which may underlie early language preferences.

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Roberta M. Greene, Boston University

Now You Mean It -- Now You Don't: An Exploratory Study of Children's Sensitivity to Consistent and Discrepant Message Meanings

Three groups of 9 to 11-year-old boys (normal, language disabled and math-depressed in relation to language) rated 10 written messages (positive/neutral/negative) on a 7-point pleasant to unpleasant rating scale. Messages were presented in written form. These same messages were videotaped by two male age peers who encoded them as consistent messages (words, vocal and visual cues in affective agreement) and as discrepant messages (conflicting affective meaning among cues). The acted presentations were given as complete videotaped stimuli followed by audiotrack and videotrack alone. Each S rated all message presentations. Judgments were profiled to yield response patterns by groups and by individuals. All groups clearly differentiated between consistent and discrepant presentations; all relied more on auditory-verbal than on visual cues although they were more accurate on video cues in isolation; and negatively worded teasing/joking messages remained negative. LD Ss showed a pattern of inhibited or blunted judgments overall. Profiles of each group strongly suggest that patterns of social-cognitive characteristics may be associated with groups of Ss with known cognitive patterns.

Vicki L. Hanson, Donald Shankweiler*, and Isabelle Y. Liberman*,
Haskins Laboratories
*Also, University of Connecticut

Speech and Manual Encoding in Relation to Beginning Reading Success for Deaf Children

The encoding of printed letters was examined as it relates to beginning reading success for prelingually and profoundly deaf children. The children (median age 8.75 years) were tested in a task of consonant recall. As measured by recall errors, the deaf children classified as good readers were found to employ both speech and fingerspelling (manual) codes in short-term retention of printed letters. The deaf children who were less successful readers did not show influence of either of these linguistically-based codes in recall. Neither group showed evidence of use of visually-based recall. Thus, as for hearing children, ability to establish and make use of linguistically-recoded representations of the written language is related to beginning reading success for deaf children.

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Frances Harkness and Larry Miller, Queen's University

A Description of the Interaction Among Mother, Child and Books in a Bedtime Reading Situation

Research has shown that a positive correlation exists between being read to as a preschooler and later reading achievement. However, the exact nature of its contribution to reading acquisition has been described only partially. This report describes part of a longitudinal study of a mother reading to her child in a bedtime reading situation. Specifically, the paper focuses on the repeated reading of three children's books to a three year old child over an eight month period. Audio tapes of each session were transcribed for analysis. The discourse was analyzed along several dimensions. First, a categorical system was devised based on earlier work by Dore (1977), Mehan (1975) and Sinclair and Coulthard (1975). This was used to describe the evolution of an interactional pattern between the mother and child. The system was then used to answer several major research questions (e.g., What types of information does the mother attend to? ... the child? Does the attention to certain types of information change over time?) and to analyze the child's attempts to direct his own learning.

Kathy Hirsh-Pasek, CMDNJ - Rutgers Medical School

What Second Generation Deaf Students Bring to the Reading Task: Another Case for Metalinguistics and Reading

To deaf students alphabetic print must seem like squiggles from a foreign language. Yet, one part of the signer's native vocabulary -- fingerspelling -- is directly represented in that print. If deaf students can recruit and utilize that aspect of their lexicon they can presumably find some natural access to the alphabet. This research focuses on the deaf student's ability to attend to aspects of fingerspelling. Twenty-five second generation deaf signers participated in four experiments that tapped their competence (1) in classifying fingerspelled and signed words; and (2) in attending to the individual handshapes within fingerspelled words -- the handshapes that are coded in the orthography. Even the youngest subjects (age 5) demonstrated full metalinguistic competence in these tasks. Further, this metalinguistic competence showed a specific relationship to reading comprehension and not to other measures of intellectual fortitude.

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James R. King, University of Pittsburgh

Category Levels and Sight Word Learnability

The results of a study investigating semantic category levels (Posch, 1976) on the prereaders' acquisition of initial sight vocabulary are presented. The fact that words from particular levels of categorization were more readily learned has implications for theories of cognition as well as practical suggestions regarding sight word instruction. These are presented.

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Susan H. Landry, Texas Research Institute of Mental Sciences
Katherine A. Loveland, Rice University and Texas Research Institute of Mental Sciences

Pragmatic Deficits in Language of Autistic Children

Autistic children of varying language levels (4-9 years) are compared with normal two-year olds and language-delayed children (3-5 years). We hypothesize that autistic children with deficits in personal pronouns and communicative speech should have a deficit in using gestural indicators, relative to language-delayed children and to normal children acquiring personal pronouns.

Data on use of language and gestural indicators are being collected using videotape from a free-play session (with mother) and a structured play session measuring comprehension and production of language and gesture (with investigators). Autistic children's nonverbal IQ and MLU are not consistently related to use of gestural indicators, deictic pronouns, or communicative speech. Use of gestural indicators is positively related to mastery of deictics and communicative speech. Failure of autistic children to engage in "joint attention" interactions using gestural indicators may in part underlie their specific language deficits.

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Betty Le Compagnon, University of New Hampshire

Acquisition of Lexical Items by the Adult Second Language Learner: A Case Study

In this paper I will give some content to the previously ill-defined notion of "interference" in second language learning by demonstrating that the process of lexical acquisition of verbs in English is similar for both first and second language learners and that certain instances of so-called interference errors by L2 learners can be seen as lexical overgeneralizations not unlike those of first language learners. I will argue that the faulty generalizations made by L2 learners are based on incorrect assumptions concerning marked and unmarked lexical forms in English and that support for the L2 learner's incorrect choice of these marked and unmarked forms can be found both in English and in the first language. Empirical data will be presented from a case study of a French-speaking adult learning English in a natural environment. Examples from dative structures, verbal complements, and compound verbs will be considered.

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Philip Lieberman, John H. Ryalls, and Steve Rabson, Brown University

On the Early Imitation of Intonation and Vowels

A Japanese child was recorded on high quality equipment interacting vocally with his mother in the home setting. From the age of 5 weeks there were instances of imitation of the mother's fundamental frequency contour. Acoustic analysis showed these imitations to reproduce characteristics of the frequency, shape, and duration. It was also found that the mother raised her fundamental frequency

from an average of 185 Hz. to an average of 325 Hz. when interacting with her child. 325 Hz. is within the child's own range of intonation. At approximately 11 weeks the child began to imitate vowel sounds produced by the mother. These imitations were not simple matches of the formant frequency patterns but were higher, being scaled to the infants' shorter supralaryngeal vocal tract.

These results are interpreted to support a view of language acquisition structured by innate neural perceptual mechanisms, social interaction between the adult caretaker and child, and the imitation of speech signals that are directed to him.

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Rosa Needleman, University of California at Los Angeles

Language Development of Autistic Children

Research on a large population of autistic children focused on the question of language delay versus language deviance. We found a relationship between mental age of the child and the first indication of language acquisition; continued development, however, was highly deviant and also differed significantly from that of retarded children, this despite the fact that almost all autistic children attend school from an early age and are usually placed in classes that emphasize language development. Deviance occurred in phonology (e.g., random use of acquired phonemes), in morphology (e.g., omission of generally early acquired morphological markers), in syntax (e.g., persistent idiosyncratic deletions and substitutions, lack of comprehension and misuse of pro-verbs, pronouns, prepositions, quantifiers with resulting aberrant syntactic structures), and in semantics and pragmatics. These deficits appeared in the language of autistic children with cognitive ability measured at levels from mildly retarded to normal. This research argues for both the independence of language from cognition and for deviant language development in autistic children.

M. Nicholas, L. K. Obler, M. L. Albert, Boston University School of Medicine

Lexical Access in Aging and Dementia

In order to assess the effects of aging and dementia on the lexical access process, we tested 160 healthy subjects ranging in age from 30 to 80 years, and 20 patients with Alzheimer's Dementia on two naming tests: one of pictured nouns and one of pictured verbs. Our aim was to discover how the decline in naming abilities seen in Alzheimer's Dementia would differ from or resemble the naming deficit commonly found in healthy elderly, and to compare performance on noun vs. verb access across the age and health groups.

General performance measured by percentage correct and completion time was parallel on the two tests, with the verbs being easier to access than the nouns for the healthy group. An analysis of error types revealed that both groups produced a large number of semantic substitutions, but the dementing group produced many more circumlocutions, nonsense words, and misperceptions, than did the healthy elderly.

We conclude: (1) the mechanisms for accessing verbs and nouns show striking similarities, and (2) the naming deficit of Alzheimer's Dementia is qualitatively different from the naming decline in healthy elderly.

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Sarah M. Pickert, The Catholic University of America

Functions of Imitation in the Conversations of Preschool Children

The imitative interactions of 50 preschool children were observed during free play sessions and coded into 9 categories for their informational and social communicative intent. The children imitated each other's language frequently, primarily for the social purposes of countering a claim, agreeing, and matching a claim, but also, occasionally to inform. The results of the study are consistent with a growing body of research suggesting that preschool children use their language to establish and maintain personal contact. Verbal imitation appears to be a frequently used simple and direct means of providing cohesion for the discourse between children.

Clifton Pye, SUNY at Albany

Mayan Motherese: Baby Talk in Quiche Mayan

This paper will report on the range of communicative acts between Quiche mothers and children under three years of age, noting the features which define Quiche BT. Quiche is a Mayan language spoken in western Guatemala. Quiche BT contains several features typical of this speech genre, including exaggerated intonation and a special set of lexical items. There are also some important differences between Quiche BT and BT from other communities, including a fast rate of speech, a diminutive which precedes the noun, and the use of complex verb forms. The Quiche mothers did not place any special emphasis on teaching their children to talk and did not believe that children under four years did speak. The Quiche data shows the degree to which BT may be influenced by cultural conceptions of children as communicative partners.

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Leslie Rescorla and Sachiko Okuda, University of Pennsylvania

The Initial Stages of Second Language Acquisition: Semantic and Pragmatic Functions in a Japanese Child Learning English

This study describes a 5-year-old Japanese girl's first three months of acquisition of English. Atsuko's first productive words were color and number terms, learned from TV in Japan, followed by a mixture of referential and expressive words: "mommy," "baby," "cat," "byebye," "no," and "thank you." Within six weeks, Atsuko began combining words -- sometimes mixing languages ("more ice cream"; "shiro (white) one"). She also learned prefabricated routines ("Don't you dare"; "My name is Atsuko"). Atsuko initially spoke Japanese to Americans, but she quickly chose to be silent, to say in Japanese, "I don't understand English," or to use her few English words when appropriate. Atsuko showed great facility in referential communication without words, using pantomime or pointing out correspondences. That Atsuko is mapping a new language onto an existing linguistic/conceptual system and that she has a 5-year-old's sociolinguistic/metalinguistic sophistication are critical to her process of second language acquisition.

Donald L. Rubin, S. Lee Galda, Anthony D. Pellegrini, The University of Georgia

Code-Switching in Children's Written Language: Growth in Rhetorical Competence

Development in written communication is marked by increasing skill in adapting language to varying writing contexts. Children learn to adapt language to properties inherent in the medium of writing, itself. Older children exhibit less exophora in writing than in speech. Nonstandard dialect speakers suppress stigmatized speech forms. Function of communication also affects variation in written language and interacts with age. Young children frequently lapse from persuasion or narration into other functions. Older children display greater syntactic complexity in persuasive writing than in referential or narrative. Increasing sensitivity to audience attributes further affects written language. Measured social cognitive ability strongly predicts quality of writing, and also influences audience-adapted use of specific syntactic constructions. Concommitant developments in audience-contingent use of more global discourse strategies are also manifest. Ramifications for research and pedagogy are discussed.

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Steven C. Russell, Bowling Green State University

The Communicative Competence of Learning Disabled Children: A Single-Subject Approach

Previous research regarding the oral language competence of learning disabled children has been found to define inadequately the subjects of such study. In addition, both standardized tests and imitative tasks have been the focus of the methodology employed in the majority of such research. The study which will be reported was designed to explore descriptively the differences in the oral language production of learning disabled children in comparison to normal children through observable spontaneous conversational interaction. Contrary to the results of previous studies which have been generalized to the entire population of learning disabled children, this investigation suggests that auditory and visual processing deficits may contribute differentially to the oral language competence of learning disabled children. Emphasized throughout this presentation will be the positive value of such a methodology as that of single-subject research in an effort to better identify and differentiate subgroups within the learning disabled population.

Richard Scoville, Virginia Polytechnic Institute and State University

An Ecological View of Infant Intentional Communication

Discovery of developmental continuity between prelinguistic communication and language relies on the general method of rich interpretation, involving operational definitions of illocutionary intentionality. These in turn provide a basis for semantic descriptions of prelinguistic behavior. A theoretical argument is presented to show that such operational definitions are based on arbitrary criteria of intentionality, which are ultimately moot. Rather, ascriptions of illocutionary intention are argued to be a ubiquitous feature of parental interpretations of infant needs and interests. Parental behavior toward the infant is determined in part by such inferences, and frames the changing environment in which early language development actually occurs. Thus a first step to an ecological model of infant communication explores the range and content of parental perceptions of infant communicative intentions, and the coding of these messages in the infant's communicative behavior in context. Examples are drawn from a recent field study by the author of mothers' interpretations of infant behavior.

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Jeanne Shub, Julie Simon and Mary Kan Braccio, SUNY at Albany

The Development of Symbolic Play in Language Delayed Children

This study investigated the relationship between specific cognitive, linguistic, and social variables during initial language acquisition. Subjects included three language delayed and two normal children. The three language delayed children were selected to represent the following three populations: (1) delayed receptive and expressive language development; (2) normal receptive but delayed expressive language development; and (3) deviant language development. Each child's development was followed over a three-year period. As expected each child showed a different pattern of language development. These differences made the simultaneous appearance of particular language and play variables for all of the children especially striking. For each subject, object substitutions in play appeared at the same time as productive naming of absent objects and comprehension of nonconventional use of verbs. The implications of these findings to the assessment and intervention programs developed for language delayed children will be discussed.

Jeanne Shub, Carol Possin and Peggy Darpino, SUNY at Albany

The Development of Temporal Language in Deaf Children

This study investigated the development of deaf children's comprehension and production of language describing temporal order. Subjects included 20 deaf children between the ages of 8 and 14 attending classes conducted using a total communications method involving Signing Exact English and 20 hearing children in kindergarten and second grade. Comprehension was measured by having subjects act out with toys the events described in sentences read aloud in signed or spoken English. The sentences were constructed to allow for an evaluation of the effect of a semantic variable (contingent relationships) and a syntactic variable (clause order) on the children's comprehension. An analysis of variance performed on their responses showed all main effects significant -- age, hearing, syntactic order and semantic contingency. Production was measured through signed and written stories. In most respects the deaf children's linguistic performance resembled that of the kindergarten hearing subjects.

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R. Singh, R. Tremblay, and A. Ford, University of Montreal

Interphonology and Phonological Theory

The purpose of this paper is to argue that interphonology provides evidence for the claim that there are two kinds of phonological processes, morphophonological and phonological. Whereas the former do not cause negative transfer, the latter can often do (cf. Cearly: 1974 and Tarone: 1976). The distinction -- morphophonological vs. phonological -- has been handled in two ways in recent phonological theory: (1) by positing an autonomous morphophonology (cf. Hooper: 1976) and (2) by positing levels and strata in phonology (cf. Kiparsky: 1982 and Mohanan: 1982). Both internal and external evidence -- such as the morphophonological behaviour of nonsense words (cf. Gusmann: 1980) and the necessity of doing at least some inflectional morphology in the lexicon (cf. Lieber: 1980) -- argues against the former approach. The latter, dubbed lexical phonology, provides a principled explanation for why negative transfer is not caused by morphophonological processes without having to postulate an autonomous morphophonology. Evidence from English learners of French and Hindi and French learners of Malayalam will be presented to show that only non-morphophonological processes can cause negative transfer and to

argue that the lexical phonology of Kiparsky and Mohanan provides a much better explanation for the observed constraint on negative transfer. We shall conclude by considering the implications of the fact that external evidence from interphonology or elsewhere to support intra-lexical strata is difficult to find (despite the fact that interphonology clearly supports the distinction lexical/post-lexical, a crucial distinction in the model proposed by Kiparsky and Mohanan).

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Lawrence Solan and Reinaldo Ortiz, Harvard University

The Development of Pronouns and Reflexives: Evidence from Spanish

Twenty-eight children, ages 4-6, were presented with the Spanish equivalent of the following sentence types: John said that Carl hit himself/him, John told Carl to hit himself/him. The children spoke Spanish as a first language, and were attending a bilingual school in the Boston area. Results show that, in a toy-moving task, children performed better when the sentence contained a pronoun than when it contained a reflexive. When a subset of the children were tested on corresponding sentences in English, many of the children did exactly the opposite. This is explained in terms of the ambiguous role that se (refl.) plays in Spanish, and that him plays in English. Children generally had less trouble when the pronoun or reflexive was contained in a tensed clause, a fact which follows from a particular picture of linguistic universals.

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Sandra Stotsky

Toward a Meaningful Model of Written Language Development

There appear to be two basic theories about the relationship of written to oral language and the relationship between reading and writing. The critical differences between these two theories hinge on the resolution to three issues: (1) how written language is related to oral language; (2) how the reader derives meaning from written texts; and (3) where the writer derives meaning from to produce written texts. Because these two theories imply significantly different instructional practices, much more research needs to be undertaken to assess the claims of each theory. This paper first discusses the assumptions underlying each theory, outlines the model of written language development that can be derived from each one, and indicates the implications for pedagogy of each one. It then indicates what empirical evidence has been found to support each theory and concludes by suggesting what kinds of research might help us to assess the claims of both theories.

Rebecca Treiman, Indiana University

Children's Classifications of Stops After /s/ and of /č/ and /j/

Before they have internalized the spelling conventions of English, some kindergarten and first grade children classify certain sounds in a consistent and phonetically plausible manner -- a manner that differs from that embodied in the writing system. This research considers two such cases. The first is the classification of stop consonants after /s/. Literate adults consider the second phonemes of "spa," "sta," and "ska" to be the unvoiced /p/, /t/, /k/. Some children, however, regard them as the voiced /b/, /d/, /g/. Thus, they state that "spa" is spelled with sb and that "spa" with the /s/ deleted is /ba/. Also considered is the classification of /č/ (as in "cha") as one phoneme or as /t/ /š/ cluster. Some children apparently consider /č/ a cluster, stating that syllables such as "cha" and "choo" begin with /t/ and are spelled with the letter t. Similar findings are reported in the case of /j/.

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Korrie van Helvert, University of Nijmegen

Acquisition of Dutch by Turkish Children in Verbal Interaction with Native Peers

The research project reported here is a longitudinal multiple-case study of the acquisition of Dutch as a second language by Turkish children in the Netherlands. The main research questions are:

1. What developmental stages can be distinguished in the L2 acquisition of a number of morpho-syntactic aspects?
2. Do native speakers in this study use foreigner talk and is there a shift in use as L2 proficiency level increases?
3. How does the L2 lexicon develop?
4. What is the validity of the formal tests used?

Data were collected from five Turkish children (ages 7.5 to 8.7) of immigrant workers. When data collection started, length of residence in Holland ranged from 1 to 3 months.

Three types of data were collected:

-- Child-Child interaction; 25 to 27 30-minute meetings
-- Child-Adult interaction; 21 to 23 20-minute meetings
-- Formal test data; 3 times at 3-month intervals

All meetings were audio-taped and transcribed. The transcriptions were coded and fed into a computer. For data analysis SNOBOL (String Oriented and Symbolic Language) was used. The first results of this longitudinal study will be reported at the conference. This study can yield cross-linguistic evidence on the L2 acquisition process. Furthermore the results can help teachers of Dutch as a second language to guide the learning process of these children better.

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Anne van Kleeck and Connie Reddick, The University of Texas at Austin

The Relationship Between Concrete Operational Thought and the Development of Metalinguistic Skill

This study attempted to support the hypothesis that the development of metalinguistic skill is facilitated by a child's level of cognitive development, specifically with the ability to decentrate that occurs in the transition to concrete operational thought. Thirty children ranging in age from 4;6 to 7 years were administered (1) the Peabody Picture Vocabulary Test (PPVT, Dunn, 1981), (2) a test tapping a broad range of metalinguistic skills, (3) a traditional verbal test of conservation skill, and (4) a less-verbal, more concrete test of conservation skill. Results indicated significant correlations between both types of conservation skill and metalinguistic performance. A multiple regression analysis indicated that age was the best predictor of metalinguistic performance, suggesting that other age-related variables have an even greater impact on metalinguistic skill than does conservation ability. While conservation skill was also a significant predictor, it accounted for less variance than age. Observing the raw data, it was noted that a subgroup of children were able to perform quite well on the metalinguistic tasks although they did very poorly on the conservation tasks, indicating that while conservation skill may facilitate metalinguistic performance, it is not a necessary prerequisite.

Stella Vosniadou and Andrew Ortony, University of Illinois at Urbana-Champaign

Children's Enactments of Metaphors in the Context of a Story: A Developmental Study in the Acquisition of Metaphorical Meaning

Three experiments investigating the comprehension of metaphorical language in children ranging in age from 4 to 8 years will be described. The experiments studied the effects of variables such as linguistic complexity, cognitive difficulty and contextual relevance on metaphor comprehension. Metaphor comprehension was assessed on the basis of the children's enactments of the metaphorical sentences using toys in an especially constructed "toy world." Results identified some of the conditions under which even very young children can understand figurative language and classified some aspects of the development of metaphoric competence.

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Catherine E. Walsh, University of Massachusetts at Amherst

The Construction of Meaning in a Second Language: The Polemics of Family and School

This paper addresses the nature of the sociocultural and psychological processes involved in the Spanish speaking child's acquisition of abstract meaning in the English language. Discussion focuses on the differential effect of home and school on the child's semantic system in each language and whether, in the case of the Hispanic, the systems depict a reality which is in coexistence or conflict with the surrounding world.

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Harriet S. Wetstone, Linda B. Howe, Lael E. Foster, Institute of Living, Hartford

Development of Communicative Competence: A Comparison of Normal and Communicatively Impaired Children

The purpose of this research was to compare the development of conversational responsibility in three communicatively impaired children with normal 3- to 5-year olds. Conversational responsibility was defined according to an hierarchical analysis of conversational acts ranging from those that hinder the flow of conversation to those that actively contribute. Communicatively

impaired children hindered conversation far more than normals and were far less responsive than even 3-year olds, but over a year progressed along the same developmental sequence toward greater responsibility: fewer hindering acts (ignoring, echoing, non sequiturs); greater reliability in providing acknowledgments and simple replies; and the beginnings of active contribution in the form of extending topics and asking questions. Conversational analyses emphasize the impact of the child's competence on the conversational system despite the adult's willingness to compensate and have important implications for the development of intervention strategies.

* * * * *

Harriet S. Wetstone and Lael E. Foster, Institute of Living, Hartford

From Passive to Active Communicative Competence: Carrying One's Own Conversational Weight

The purpose of this research was to explore the development of conversational responsibility in 3- to 5-year olds. Conversational responsibility was measured according to a 7 point hierarchy of conversational acts ranging from those that hinder conversational flow to those that actively contribute. Quantitative analyses indicate an orderly developmental progression: for 3-year olds the majority of acts were acknowledgments, followed by simple replies and topic extending replies. The reverse was true for the 4- and 5-year olds who were consistently more responsive to their conversational partner and to the topic at hand. Percentages of acts hindering conversation (ignoring, echoing, non sequiturs) were quite low for 3-year olds but significantly lower for older children. Qualitative analyses underscore the impact of the child's growing competence on his/her conversational partner and the richness of their conversational system.

* * * * *

Florence D. Wiener and L. Elaine Lewnau, Marymount Manhattan College

Differentiating Language Profiles of Normal and Language Impaired Black English Speakers

This session will present information concerning the differentiation of normal and language impaired children who are speakers of black American English. Quantitative data derived from recent research of 54 normal and 27 language impaired black English

speaking children, ages 5 to 8 1/2 years, will be presented. In addition, a qualitative analysis, which involved an examination of the nature of individual responses of the total sample on the five subtests of the Test of Language Development (T.O.L.D.) (Newcomer and Hammill, 1977) will be presented. This analysis allows for the identification of error patterns which are characteristic of either black English or language pathology.

Materials containing sample responses of both groups will be available for distribution. An extensive bibliography related to black English research will be distributed also.

* * * * *

Janet D. Ziegler, University of Redlands

Progress in Late Language Acquisition

Data summary of case history -- late language acquisition -- subject aged 11.2 years, with 6.2 years exposure to ASL, Signed English, and Spoken English. Linguistic expression (ASL) of cognition (conservation tests) shows normal development but significant limitations on variety. Fluent ASL -- conversationally adequate for all situations. Receptive ASL appropriate to age and cognitive development. Receptive Signed English approximately 6-year level. Expressive Signed English accurate in short simple sentences in visually cued context. Length of string affects accuracy of morphological inflections and syntactic markers. Tense appropriate for ADV/TIME for simple present, present progressive, simple past, simple and formal future (all affirmative or negative declarative or affirmative interrogative). Total vocabulary (ASL, Signed English, Spoken English) estimated at 5,000 items. Extra-linguistic skills for gesture and mime well developed. Demonstrates some metalinguistic competence. Categorizes N and V. Recognizes as separate languages English, Spanish, French and German; ASL and Signed English.

* * * * *

The Conference on Language Development deeply regrets the passing of Carl J. Angiolilo of Children's Hospital Medical Center in Boston on June 20, 1982. He was to have presented a paper at this conference.

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