

**Boston University
School of Education**



The Ninth Annual Boston University Conference on Language Development

**Meeting Handbook
October 12, 13, and 14, 1984
George Sherman Union**

**Boston University
School of Education**



The Ninth Annual Boston University Conference on Language Development

**Meeting Handbook
October 12, 13, and 14, 1984
George Sherman Union**

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

Chaired by Marie Chesnick and Sara Thomas Rosen

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

AWAKENING TO LITERACY

edited by

**Hillel Goelman, Antoinette Oberg
& Frank Smith**

This long-awaited book of papers from the University of Victoria Symposium (Oct. 1982) presents the work of 18 distinguished researchers in the fields of anthropology, linguistics, psychology, sociology and education.

The authors discuss the perennial question of how children become literate without formal schooling, and treat such important matters as the definition of reading, the role parents and teachers may or may not play in early literacy, the effects of class, culture and race on literacy learning, and the value of reading education methods.

April 1984

256 pages

\$15.00

H E I N E M A N N

**70 Court Street
Portsmouth, NH 03801**

FOREWORD

Welcome! First, we would like to express our sincere thank-you for attending the Ninth Annual Boston University Language Development Conference. As in previous years we have made a few alterations in this year's program while keeping much of the format the same. The innovative additions to this year's conference include:

1. officially commencing the program on Friday afternoon with one symposium and two additional sessions,
2. devoting an entire day to issues in theoretical linguistics, specifically "Syntactic Overgeneralization", and
3. hosting one session devoted to computer usage for both clinical and research application.

We are continuing to hold two symposia this year with both invited and reviewed papers; one in Reading with Jeanne Chall from Harvard University and Frank Velluntino from SUNY Albany, and one in Bilingualism with Wallace Lambert from McGill University and François Grosjean from Northeastern University. We are pleased to have Elinor Ochs from the University of Southern California as our keynote speaker who will focus on "Input and Folk Epistemology".

This conference is supported by the Boston University School of Education, the Applied Psycholinguistics Program, and the Language Behavior Program. It is through the efforts of the students in the two programs that the conference is made possible. We wish to thank the faculty of both programs for their continued support and useful suggestions. In his second year as Conference Advisor, Professor James Paul Gee continued to be invaluable in his advice and support. We can't thank Professor Gee enough. Thanks are extended to Dean Paul Warren and his staff for their continuing support of the Conference. In addition, we would like to thank Steven Crabiel for all the last minute typing he did to get the mailings and this handbook to you. Special thanks go to the students who gave their time and energy unselfishly: Kathy Quill, Linda Naimey, and Judy Mounty, Program; Robin Gaines and Vassilis Kourbetis, Publicity; Pamela Spilatore and Barbara Krieger, Advertising and Exhibits; Julio Alves, Facilities; Kyle Miller, Registration. We also wish to thank those who covered the office during the summer and early fall months, and those who were always nearby to give moral support when it was most needed.

In closing, it has been a challenge and a learning experience for us to be co-chairs for this year's Conference. We hope that everyone finds these two days to be exciting and stimulating.

Marie Chesnick
Sara Thomas Rosen
Conference Co-chairs

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

Andy Barss (Massachusetts Institute of Technology)
David Bellinger (The Children's Hospital)
Candice Bray (Boston University)
Susan Carey (Massachusetts Institute of Technology)
Lee Clinton (Boston University)
Geoffrey Coulter (Northeastern University)
Jill deVilliers (Smith College)
Linda Ferrier (The Children's Hospital and Boston University)
James Paul Gee (Boston University)
Barbara Gomes (San Diego State University and Boston University)
Peter Gordon (Massachusetts Institute of Technology)
Janey Greenwald (Boston University)
Robert Hoffmeister (Boston University)
Suzanne Irujo (Boston University)
Jacqueline Liebergott (Emerson College)
Donaldo Macedo (University of Massachusetts - Boston)
Jean Paratore (Boston University)
Steven Pinker (Massachusetts Institute of Technology)
Ellen Rintell (University of Massachusetts - Boston)
Susan Robinson (WGBH)
Thomas Roeper (University of Massachusetts - Amherst)
Irma Rosenfield (Boston University)
Janet Cohen Sherman (Massachusetts Institute of Technology)
Carol Smith (University of Massachusetts - Boston)
William T. Stokes (Lesley College)
Kristine Strand (The Children's Hospital)
Helen Tager-Flusberg (University of Massachusetts - Boston)
Elizabeth Wiig (Boston University)

Special thanks go to Andy Barss, who helped in the organization of the sessions on Theoretical Issues in Language Acquisition.

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New Titles in Language Development from Ablex

THE ORIGINS AND GROWTH OF COMMUNICATION

edited by *Lynne Feagans, Catherine Garvey, and Roberta Golinkoff*

The development of communication from infancy through the early school years is examined from the complementary perspectives of ethology, anthropology, social psychology, psychiatry, and linguistics.

1984 \$39.50 (cloth)

CONVERSATIONAL STYLE

Deborah Tannen

This book provides a basic approach to the linguistic analysis of conversation, building toward a theory of the aesthetics of conversation. It analyzes spontaneous talk among friends, pacing, turn-taking, and humor.

1984 \$14.95 (paper)

THE MAKING OF A READER

Marilyn Cochran-Smith

This volume is aimed at helping parents and early childhood educators understand the nature of early literacy at home and at school.

1984 \$17.95 (paper)

THE DISCOURSE OF MEDICINE

Elliot Mishler

This is the first full-length study devoted to the "talk" between physicians and patients in a medical interview. Methods are developed to describe, analyze, and interpret the discourse and a critique and review of previous research is also included.

1984/in preparation \$16.95 (tentative)

THE DEVELOPMENT OF ORAL AND WRITTEN LANGUAGE IN SOCIAL CONTEXTS

edited by *Anthony D. Pellegrini and Thomas D. Yawkey*

This volume focuses on the inter-relations between language and the social context in which it is developed.

1984 \$19.95 (paper)

COHERENCE IN SPOKEN AND WRITTEN LANGUAGE

edited by *Deborah Tannen*

A theoretical and empirical analysis of actual discourse to examine cohesion is provided. Authors analyze discourse produced in a variety of settings.

1984 \$19.95 (paper)

DEVELOPMENTAL ISSUES IN DISCOURSE

edited by *Jonathan Fine and Roy O. Freedle*

The development of discourse is examined with particular attention paid to the development of writing, memory, and interaction and representation.

1983 \$19.95 (paper)



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355 Chestnut St.
Norwood, NJ 07648

General Information and Conference Program

GENERAL INFORMATION

REGISTRATION

Registration will be held Friday, October 12, from 2:00 to 5:00 p.m., and from 6:30 to 8:30 p.m.; Saturday, October 13, from 8:30 a.m. to 12:30 p.m.; and Sunday, October 14, from 8:30 to 10:00 a.m. Registration takes place 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

Dr. Elinor Ochs, University of Southern California, Los Angeles, will deliver the keynote address at 8:30 p.m. on Friday, October 12, in the Ballroom on the second floor.

RECEPTION

A wine and cheese reception will be held on the Third Floor Balcony following Dr. Ochs' 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 on Saturday and Sunday in the Ballroom 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, 1981, 1982, and 1983 handbooks are also available for purchase at \$3.00 each. A complete set of handbooks is available for \$18.00.

CHECKROOM

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

DAY AND TIME	BALLROOM	CONFERENCE AUD.	TERRACE LOUNGE	SMALL BALLROOM
FRIDAY 3:00		Symposium on Bilingualism	Discourse Processes	First Language Acquisition: Syntax and Phonology
8:00	Welcoming Address			
8:30	Keynote Address			
SATURDAY 9:00 A.M.	Publishers' Exhibits	First Language Acquisition: Semantics & Syntax	Second Language Acquisition	Theoretical Issues in Language Acquisition: Syntactic Overgeneralization
11:00	Poster Sessions			
SATURDAY 1:00 P.M.		NECLA Meeting Language Disorders	Child Lang. Data Exchange System Symposium on Reading	Theoretical Issues in Language Acquisition: Input & Syntactic Overgeneralization
2:00				
SUNDAY 9:00 A.M.		Symposium on Computers, Language Analysis, and Language Use	First Language Acquisition: Discourse and Input	Sign Language and Deaf Education

CONFERENCE PROGRAM

FRIDAY AFTERNOON

Symposium on Bilingualism

Chair: Maria Estela Brisk (Boston University) Conference Auditorium

- 3:00 p.m. Invited Paper: Language in the education of ethnic minority immigrants: Issues, problems, and methods. (Wallace E. Lambert, McGill University)
- 3:45 p.m. Invited Paper: The bilingual as a competent but specific speaker-hearer. (François Grosjean, Northeastern University)
- 4:30 p.m. Word retrieval and reading in bilingual children. (Loriana Novoa, Harvard University; Maryanne Wolf, Tufts University)
- 5:00 p.m. The development of language by Turkish/German bilingual children in Berlin. (Carol Pfaff, Freie Universität Berlin)
- 5:30 p.m. Discussion

First Language Acquisition: Syntax and Phonology

Chair: Steven Pinker (MIT) Small Ballroom

- 3:00 p.m. Phonological constraints on the emergence of two-word utterances. (Mavis Donahue, University of Illinois at Chicago)
- 3:30 p.m. Phonetic aspects of children's elicited word revisions. (Diane Paul-Brown and Grace H. Yeni-Komshian, University of Maryland, College Park)
- 4:00 p.m. Children's mastery of coreference restrictions on pronominal anaphora. (Amy A. Strage, University of California, Berkeley)
- 4:30 p.m. Learning the passive from models: Some contradictory data. (Jill de Villiers, Smith College)
- 5:00 p.m. Noun phrases in young children's speech. (Virginia Valian, Columbia University)
- 5:30 p.m. Developing sentence comprehension: Learning how to use structural cues adequately. (Angela D. Friederici, Max-Planck Institut für Psycholinguistik)

(FRIDAY AFTERNOON)

Discourse Processes

- Chair: James Paul Gee (Boston University) Terrace Lounge
- 3:00 p.m. Children's indirect requests. (Susan Ervin-Tripp, University of California, Berkeley)
- 3:30 p.m. The role of experience in the development of young children's discourse skills. (Anne E. Hay, University of Massachusetts, Boston)
- 4:00 p.m. Text coherence in children's oral and written narratives. (Deborah Hicks, Georgetown University)
- 4:30 p.m. The social origins of event knowledge: Its roots in narrative language. (Amy Kyratzis, Joan Lucariello and Katherine Nelson, City University of New York)
- 5:00 p.m. Cohesion and judged writing quality. (Melanie Schneider, Boston University)

FRIDAY EVENING

Ballroom

- 8:00 p.m. Welcoming Address
Opening Remarks
Introduction of Keynote Speaker
- 8:30 p.m. Keynote Address: Input and folk epistemology. (Elinor Ochs, University of Southern California, Los Angeles)

SATURDAY MORNING

Theoretical Issues in Language Acquisition: Syntactic Overgeneralization

- Chair: Jill de Villiers (Smith College) Small Ballroom
- 9:00 a.m. Simplicity and generality of rules in language acquisition. (Janet Dean Fodor and Stephen Crain, University of Connecticut, Storrs)
- 9:30 a.m. Markedness and the acquisition of pied-piping and preposition stranding. (Margot French, McGill University)
- 10:00 a.m. Non-grammatical overgeneralization and the thematic uniformity principle. (Tom Roeper, University of Massachusetts, Amherst)
- 10:30 a.m. BREAK

(SATURDAY MORNING)

- 11:00 a.m. Integrating independently acquired syntactic and lexical principles: Overriding overgeneralization errors in the acquisition process. (Janet Cohen Sherman, Massachusetts Institute of Technology)
- 11:30 a.m. Indirect positive evidence: A new route for retreat. (Janet H. Randall, Northeastern University)
- 12:30 p.m. The acquisition of tense and the emergence of lexical subjects in child grammars of English. (Eithne Guilfoyle, McGill University)

First Language Acquisition: Semantics and Syntax

Chair: Catherine Snow (Harvard University) Conference Auditorium

- 9:00 a.m. Change in a word meaning induced by the acquisition of a new word: A developmental study. (William E. Merriman, University of Minnesota, Minneapolis)
- 9:30 a.m. Getting through: Children's acquisition of locative prepositions. (Kathleen W. Ferrara, University of Texas at Austin)
- 10:00 a.m. Word order comprehension in a new paradigm: Did big bird tickle cookie monster? (Kathy Hirsh-Pasek, Haverford College, Roberta M. Golinkoff and Laura Gordon, University of Delaware)
- 10:30 a.m. BREAK
- 11:00 a.m. Preschooler understanding of implicit causality in interpersonal verbs. (Terry Kit-Fong Au, Stanford University)
- 11:30 a.m. People and things that fud: Situational vs. grammatical transitivity. (Michael Maratsos, Roxane Gudeman, Poldi Gerard-Ngo, Ganie Deltart and Marci Glicksman, University of Minnesota, Minneapolis)
- 12:30 p.m. The acquisition of subjects in Korean. (Patricia M. Clancy, University of Southern California)

(SATURDAY MORNING)

Second Language Acquisition

Chair: Bruce Fraser (Boston University)

Terrace Lounge

- 9:00 a.m. Don't put your leg in your mouth: Transfer in the acquisition of idioms in a second language. (Suzanne Trujo, Boston University)
- 9:30 a.m. Cross-methodological reliability: Spontaneous speech, translation, and elicited imitation for the collection of second language acquisition data. (Young-Joo Kim, Harvard University)
- 10:00 a.m. A neurological approach to talented second language acquisition. (Loriana Novoa, Harvard University, Loraine Obler, Boston University and Boston V.A. Medical Center, and Deborah Fein, Boston University)
- 10:30 a.m. BREAK
- 11:00 a.m. Attrition of Japanese language skills in a Soviet psycholinguistic framework. (Don R. McCreary, University of Georgia, Athens)
- 11:30 a.m. A generative model of an interlanguage system. (Stephanie Miller, New York University)

Poster Sessions

- 11:00 a.m. Are there overextensions in early language comprehension? A signal detection approach. (Douglas A. Behrend, University of Minnesota, Minneapolis)
- Communicative gestures and early sign language acquisition. (Raymond J. Folven and John D. Bonvillian, University of Virginia, Charlottesville)
- Maternal language input and child maltreatment. (Christiana Christopoulou and John D. Bonvillian, University of Virginia, Charlottesville)
- Situation differences in toddlers' production of grammatical forms. (Marjorie Beeghly, Harvard University, and Elizabeth Bates, University of California, San Diego)
- Parent-to-child speech in bilingual families: Variables influencing parental language mixing. (Naomi S. Goodz, Dawson College)

(SATURDAY MORNING)

Consonantal characteristics of babbling from eight to sixteen months: A longitudinal study. (Barbara Knolmayer Glazewski and Lorraine McCune Nicolich, Rutgers University)

Logical parallels to metaphor comprehension in children. (Marilyn A. Nippold and Michael P. Sullivan, University of Oregon)

Second language learners' memory for French negation. (Virginia Valian and Carmen Cividanes, Columbia University)

Language delay at 2. (Leslie Rescorla, University of Pennsylvania)

Linguistic complexity and performance: A language acquisition study. (Carlota S. Smith and Anne van Kleeck, University of Texas at Austin)

SATURDAY AFTERNOON

1:00 p.m. Child Language Data Exchange System (CHILDES): An introduction to computerized child language transcript archives. (Brian MacWhinney, Carnegie Mellon and Catherine Snow, Harvard University)

1:00 p.m. NECLA meeting

Theoretical Issues in Language Acquisition: Input and Syntactic Overgeneralization

Chair: Thomas Roeper (University of Massachusetts, Amherst) Small Ballroom

2:00 p.m. Level-ordering of lexical rules in acquisition. (Peter Gordon, Massachusetts Institute of Technology)

2:30 p.m. Constraining productivity: Children's passivization of verbs with different thematic roles. (Steven Pinker and Loren Ann Frost, Massachusetts Institute of Technology)

3:00 p.m. Universals versus transfer revisited. (David Birdsong, Catherine Johnson, and John McMinn, University of Texas at Austin)

3:30 p.m. Syntactic overgeneralization. (Jill de Villiers, Smith College)

4:00 p.m. Underspecification in underlying representations. (Diana Archangeli, Massachusetts Institute of Technology)

(SATURDAY AFTERNOON)

- 4:30 p.m. Structure dependence in grammar formation. (Stephen Crain and Mineharu Nakayama, University of Connecticut, Storrs)
- 5:00 p.m. Local A-binding: Structural constraint in the development of the interpretation of referentially dependent expressions. (Celia Jakubowicz, Massachusetts Institute of Technology)

Symposium on Reading

Chair: To Be Announced

Terrace Lounge

- 2:00 p.m. Invited Paper: Stages of reading. (Jeanne Chall, Harvard University)
- 2:45 p.m. Invited Paper: Phonologic coding, phonemic segmentation and code acquisition in poor and normal readers. (Frank R. Vellutino and Donna M. Scanlon, State University of New York at Albany)
- 3:30 p.m. 115 children in search of a name: A five-year longitudinal investigation of reading and retrieval processes in average and impaired readers. (Maryanne Wolf, Tufts University)
- 4:00 p.m. The relation of metalinguistic abilities to reading: A conceptual framework. (Benita A. Blachman and Sharon L. James, Syracuse University)
- 4:30 p.m. Comparing metalinguistic and metacognitive skills in primary school children. (Elise Trumbull, Boston University)
- 5:00 p.m. Taking the Latin and Greek out of English: Morphological analysis by hearing and deaf readers. (Kathy Hirsh-Pasek, Haverford College and Pamela Freyd, The Greenfield School)
- 5:30 p.m. Discussion

Language Disorders

Chair: Jacqueline Liebergott (Emerson College) Conference Auditorium

- 2:00 p.m. Topic initiation and sustaining in conversations of language impaired children with their mothers. (Esther Dromi and Sara Beny-Noked, Tel Aviv University)

(SATURDAY AFTERNOON)

- 2:30 p.m. The acquisition of semantic role by language-disordered children: Differences between production and comprehension. (Phil J. Connell, Northwestern University)
- 3:00 p.m. Speech development of an infant with microglossia. (Linda J. Ferrier, Boston University and Children's Hospital, Jennifer Johnston, Emerson College and Children's Hospital, Anthony S. Bashir and Howard C. Shane, Children's Hospital, Boston)
- 3:30 p.m. Joint attention behaviors in autism and language delay. (Susan H. Landry and Katherine A. Loveland, Texas Research Institute of Mental Sciences)
- 4:00 p.m. Gaze: A communicative strategy. (Elizabeth A. Teas, University of Colorado, Boulder)

SUNDAY MORNING

Symposium on Computers, Language Analysis and Language Use

Chair: Pamela Spilatore (Boston University) Conference Auditorium

- 9:00 a.m. Computer application in research and language: Comprehension and production (Jon Miller, University of Wisconsin, Madison)
- 10:30 a.m. A critical review of communicative software: Current practice and future directions. (Linda J. Ferrier, Howard C. Shane, Alan Field, and Frank Bequaert, The Children's Hospital)

First Language Acquisition: Discourse and Input

Chair: Dennie Wolf (Harvard University) Terrace Lounge

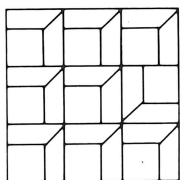
- 9:00 a.m. What are you cookin' on a hot?: A blind child's 'violation' of universal movement constraints. (Bob Wilson and Ann M. Peters, University of Hawaii)
- 9:30 a.m. The contribution of sibling/peer input to the language development of blind children. (Elaine Andersen, University of Southern California, Linda Kekelis, Berkeley and San Francisco State University, and Mary McGinnis, University of Southern California)

(SUNDAY MORNING)

- 10:00 a.m. Reciprocity in children's language environment. (John Neil Bohannon III, Virginia Polytechnic Institute and State University)
- 10:30 a.m. Discourse characteristics of mothers' interrogatives in conversations with children 1 1/2 to 3 years old. (Carolyn Johnson, University of British Columbia)
- 11:00 a.m. The effect of lexical accessibility on the complexity of children's utterances. (Nancy Streim and Robin S. Chapman, University of Wisconsin, Madison)
- 11:30 a.m. Filling in the gaps: Inferential processes in children's comprehension of oral discourse. (E. Slackman, City University of New York, and J. Hudson, State University of New York, Albany)
- 12:00 p.m. The role of language in young children's speech act comprehension. (Kenneth Reeder and Jane Wakefield, University of British Columbia)

Sign Language and Deaf Education

- Chair: Robert Hoffmeister (Boston University) Small Ballroom
- 9:00 a.m. A case for the semantic processing of deaf readers. (Carolyn Ewoldt and Peter Yurkowski, Gallaudet College)
- 9:30 a.m. Written discourse of deaf and hearing students: Semantic analysis. (Ann Beth Sarachan-Deily, The College of Saint Rose)
- 10:00 a.m. The relationship between reading achievement and several language, reading, and memory skills in orally-trained deaf children. (Gloria S. Waters and Donald G. Doehring, McGill University)
- 10:30 a.m. Lexical reconstruction in sign language recall: Some experiential effects. (Rachel Mayberry, University of Chicago)
- 11:00 a.m. Identifying transition movements in ASL. (Geoffrey R. Coulter, Northeastern University)



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Winter 1983 Volume 165, Number 1

Literacy and Ideology

focusing on the theoretical relationship of reading, literacy, and ideology, with papers by

Paulo Freire
Henry Giroux
James Donald
Paul Olson
Donaldo Macedo

Summer, 1984 Volume 168, Number 2

Creativity and Social Criticism

focusing on the practice and philosophy of the arts in education. Includes **Alberta Turner's** *Inviting Poems by Free Association: A Method of Discovering What We Mean*, and an article on student performance and playwriting by **Maxine Klein**.

Fall, 1984 Volume 168, Number 3

Our yearly unsolicited issue contains papers focusing on language development and literacy by **Rita Roth** and **Lydia Smith**, and a discussion with **Paulo Freire**, edited by **Neal Bruss** and **Donald Macedo**.

Winter, 1985 Volume 169, Number 1

Discourse, Narrative, and Literacy

will include papers by

Shirley Brice Heath
James Paul Gee
Sarah Michaels
Michele Sola and Adrian Bennet

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ABSTRACTS

* * * * *

Elaine Andersen, University of Southern California, Linda Kekelis, Berkeley and San Francisco State University, and Mary McGinnis, University of Southern California

The Contribution of Sibling/Peer Input to the Language Development of Blind Children

Previous studies have noted that atypical populations, including children who are deaf, blind, autistic, and premature, generally receive input from adults, which is restricted in a number of ways. The present study examines the nature and role of input from siblings and peers, and delineates the significant similarities and differences between such input and that of adults. A longitudinal study of interactions between blind and sighted dyads (1-6 years old) indicates that siblings often mirror their parents' input style in interactions with the blind child. For example, siblings whose parents' style is predominately directive and label-oriented also tend to use a higher frequency of imperatives and labels in addressing their younger siblings. Sibling/peer input differs from adult input, however, in its lack of accommodation to the needs of the blind child, thereby placing a greater demand on the child to be pragmatically appropriate and to accommodate to the world. Sibling/peer interactions also provide the blind child with a model of the linguistic strategies which allow children to gain and maintain access to peer groups. Such strategies include attention-getting, group inclusion, topic negotiation and maintenance, and conflict resolution techniques. These devices, in the form particular to peer groups, appear to be learned only from siblings and peers, and are crucial to acceptance in mainstream situations.

* * * * *

Diana Archangeli, Massachusetts Institute of Technology

Underspecification in Underlying Representations

All theories of phonology agree that the representations that underlie concrete phonetic forms do not contain all the phonetic information, as the missing information is nondistinctive or redundant. Underspecification Theory, which I develop in this paper, is an attempt at understanding what information is necessarily contained in underlying representation and what mechanisms are available in universal grammar for providing the missing information. It is a formal approach to the logical problem of language acquisition, a study of the nature of phonological representations and of the formal properties of the rules that provide the full specification.

These representations and rules differ in a number of ways from those found in earlier models of phonology incorporating "underspecifica-

tion", for example the structuralists "archiphonemes" and Chomsky and Halle's (1968) "markedness conventions" (further developed in Kean 1975). The most fundamental difference between approach here and the previous approaches is that here, both distribution and alternations constitute the basis for resolving these questions, while elsewhere, questions of underspecification are resolved on the basis of distributional evidence alone. Thus, which phoneme is least specified, and what the specifications for each phoneme are, is language dependent, based primarily on the phonological alternations of that language. It is this partial dependence on language particular alternations which allows the underspecified matrices and the redundancy rules to simplify the grammar. Furthermore, the underspecified representation argued for here has only the bare minimum of information present: No feature has both "+" and "-" (in different matrices) in underlying representation. A feature has the value "a" (either "+" or "-", not both) and the value "-a" is supplied by rule elsewhere, or the feature has no value at all in underlying representation and both "a" and "-a" are supplied by rule. The same goes for other facets of the phonological representation, syllable structure, stress, etc. In other words, underspecification theory applies to all phonological information, not simply to feature values.

The information absent in underlying representation is supplied by redundancy rule which may be either language specific or universal. This approach shares traits with the "archiphoneme", which is a language dependent entity, and with "markedness conventions", which are language universal rules. In the theory developed here, values not present in underlying representation are not necessarily specified prior to application of phonological rules. True phonological rules interact with the redundancy rules of the language, which allows simplification of phonological rules and of representations; it also suggests a means of expressing which rules create new segments and which rules do not create new segments.

The primary examples are drawn from Spanish epenthesis (Harris 1980), Nez Perce harmony (Aoki 1965), and Yawelmani epenthesis and harmony (Newman 1944).

* * * * *

Marjorie Beeghly, Harvard University, and Elizabeth Bates, University of California, San Diego

Situation Differences in Toddlers' Production of Grammatical Forms

The purpose of the present study was to determine whether young children are capable of modifying their production of grammatical forms according to changing situational requirements. 30 28-month-olds (15 boys and 15 girls) and their mothers were videotaped in three interactive situations at home and in a laboratory playroom: an unstructured free play situation, an unstructured snack situation, and a

story retelling situation. It was expected that children would use more open class words (i.e., content words) but fewer closed class words (e.g., determiner and locative pronouns, copulas/auxiliaries, prepositions, functors) in interactive situations with unclear or non-present conversational referents, such as the snack situation and the story retelling situation. In contrast, children should use more closed class items such as determiner and locative pronouns but fewer open class (content) words in an interactive situation with clear, tangible referents, such as the free play situation with toys. Open and closed class items of various types were tallied from verbatim, reliable transcripts of mother-child interaction in each situation. Results of repeated measures ANOVAs confirmed our expectations that very young children's production of grammatical forms is influenced by changing requirements for interaction in different situations. Theoretical and methodological implications of these results are discussed.

* * * * *

Douglas A. Behrend, University of Minnesota, Minneapolis

Are There Overextensions in Early Language Comprehension? A Signal Detection Approach

A signal detection paradigm assessed comprehension and overextension of words in receptive vocabulary of 13 month-olds. In Experiment I, eleven infants viewed a display of four objects including one whose name the child comprehended (parental report) and one whose name the child did not. Infant's gaze at the display was videotaped while the parent spoke the objects' names and a nonsense word. Results showed that the infants understood the first, "known" word but did not understand the second, "unknown" word. In Experiment II, parents chose only a "known" word whose referent was matched with a perceptually similar object with a different name. While hearing the names of the objects and a nonsense word, children viewed a display in which only one of the designated objects was included on any given trial. Results suggest that overextensions to similar objects are not uncommon and may derive from an inaccurate conceptual system.

* * * * *

David Birdsong, Catherine Johnson, and John McMinn, University of Texas at Austin

Universals Versus Transfer Revisited

The present study investigates the influences, both singly and in combination, of native language transfer and language universals on learner grammaticality judgements. In one task, French sentences containing four types of ungrammatical relative clauses (1) with Preposition Stranding (English-specific); (2) with Resumptive Pronouns (near-universal); (3) with Preposition Stranding and Relativizer Deletion

(both English-specific); (4) with a combination of Resumptive Pronouns and Preposition Stranding, were judged as grammatical or ungrammatical by Native English students. In another task, similar sentences were ranked for acceptability by the same subjects. Analysis of data from both tasks reveals the preference order Resumptive, Resumptive & Stranding, Stranding, Stranding & Deletion, with no significant differences attributable to length of French study.

Results are discussed in terms of recent theory and experimentation, e.g., Gass (1979), Tarallo and Myhill (1983), Munoz-Liceras (to appear). Further, these judgement data suggest that possible appearance in production data of structures (e.g., resumptive pronouns) which occur near-universally but in neither the native language nor the target language, c.f. Gundel and Tarone (1983); v. Bickerton (1983).

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Benita A. Blachman and Sharon L. James, Syracuse University

The Relation of Metalinguistic Abilities to Reading: A Conceptual Framework

In this presentation we will attempt to synthesize the theory and research on the development of metalinguistic abilities in young children. This conceptual overview will provide a framework for exploring the relation of metalinguistic abilities to reading development. Several theoretical questions will be addressed: When do we see evidence of metalinguistic abilities in the young child and how have these abilities been measured at different ages? What other aspects of cognitive development might the emergence of metalinguistic abilities be related to reading? Research related to each question will be reviewed and issues that need to be addressed in future research will be discussed. Preliminary results will be reported from an ongoing study of 64 first graders. This study was designed to explore the relationship between performance on selected metalinguistic tasks (segmentation and tasks requiring judgements of the semantic and syntactic acceptability of sentences) and reading achievement.

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John Neil Bohannon III, Virginia Polytechnic Institute and State University

Reciprocity in Children's Language Environment

Recently, a great deal of attention has been focused on the special nature of child-directed-speech (CDS) and social interaction as major factors in the language acquisition process. The use of the linguistic features characteristic of CDS is probably regulated by the social interaction system when grammatical complexity and MLU are controlled by feedback indicative of the listener's ability to understand.

Several studies are reviewed that examined effects of CDS on children's language environment supplied by their mothers. If the amount of maternal utterances "tuned" to the child's level of receptive language proves to be unrelated to the children's language development then models which place a heavy emphasis upon innate linguistic restraints will be indirectly supported. On the other hand, it is possible that recent ideas in the area of language "learnability" are partially correct: both forms and meanings are required. But rather than being innate in the child, understandable and errorless linguistic codes are provided by the mothers, who guess at the objects of their children's ratiocination.

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Jeanne Chall, Harvard University

Stages of Reading

I will present the stage-development scheme proposed recently in Stages of Reading Development (McGraw-Hill, 1983), a scheme that attempts to explain the characteristic changes in reading from its pre-beginnings to its most mature forms. The evidence for the scheme from psychology, linguistic, language and neurological development and from educational practice and school organization will be discussed, as well as uses of the scheme for research, instruction and testing.

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Christiana Christopoulou and John D. Bonvillian, University of Virginia, Charlottesville

Maternal Language Input and Child Maltreatment

This study examined the language input of mothers to their infants in three groups of mother-infant dyads: abuse, neglect, and adequate. The maternal speech for the 10 mother-infant dyads in each group was coded for well-formedness, complexity, sentence type, and positive and negative content. In general, adequate mothers spoke much more than the neglect mothers. Furthermore, the adequate mothers produced more complete grammatical utterances, used more indirect imperatives, had a larger mean length of utterance, and used more acceptance phrases and fewer rejection phrases than neglectful mothers. The abuse group was the most rejecting of the groups. Few significant differences were found between the abusive and adequate groups. The findings are discussed in terms of their implications for children's language and cognitive development.

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Patricia M. Clancy, University of Southern California

The Acquisition of Subjects in Korean

This paper investigates the emergence and development of subjects in Korean, examining the semantic, pragmatic, and syntactic features which can be used to define the notion "subject" in early Korean grammar. The data for the study are transcripts of spontaneous speech taken from two girls, ages 1;8 and 1;10, who were recorded for one hour every two weeks during one year. The variables investigated were syntactic (omission/realization, word order, morphological marking of surface subjects), semantic (inherent features of subject referents and case roles of surface subjects), and pragmatic (prior mention of referent in immediately preceding linguistic context, and presence/absence of subject referent in context of utterance). Findings support the view that the syntactic category of subject is built up gradually from semantic/pragmatic foundations.

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Phil J. Connell, Northwestern University

The Acquisition of Semantic Role by Language-Disordered Children: Differences Between Production and Comprehension

The purpose of the study was to determine whether teaching language-disordered children to comprehend the relationship between word order and semantic role results in different learning and generalization patterns than teaching them to produce sentences that contain semantic role distinctions. The procedure was to teach a group of pre-Stage I, language-disordered children to comprehend or produce word order distinctions using reversible action pictures and to compare the results in terms of acquisition and generalization. The children taught to produce the distinction learned quickly and generalized extensively on production tasks but they did not generalize to comprehension tasks. Those taught to comprehend the distinction failed to reach training criterion but subsequently learned the distinction through production training and performed similar to the first group. The results indicate an important difference between comprehension and production training and suggest that word order is originally a device used to encode meaning in sentences.

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Geoffrey R. Coulter, Northeastern University

Identifying Transition Movements in ASL

There is considerable interest currently in various aspects of sequential phonological structure in ASL. In particular, recent work has

often focused on the beginnings and endings of signs. It is argued here that phonetically predictable 'transition' movements are sometimes erroneously considered to be part of lexical structure, sometimes with dire results for phonological and/or morphological analysis. Such transition movements can be relatively easily identified by noting their irrelevance to inflectional paradigms, and predictability from surface phonotactic constraints. Understanding the way in which ASL has been developing syntactic structure depends crucially on an accurate analysis of morphological structure, which is impossible until transition movements are identified.

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Stephen Crain and Mineharu Nakayama, University of Connecticut

Structure Dependence in Grammar Formation

A fundamental problem of language is explaining how it is acquired. The heart of the problem is the poverty of the stimulus, which underdetermines the hypotheses children formulate. Generative grammar proposes the following solution: the form for expressing rules is innately constrained. One putative constraint on grammar formation is structure-dependence. The present study subjects this constraint to an empirical test. Yes/No questions which are amenable, in principle, to both structure-dependent and structure-independent analyses were elicited from 30 three- to five-year-old children. These children uniformly avoided structure-independent misgeneralizations in converting the experimenter's assertions into questions.

The results of this experiment support Chomsky's (1971) contention that children initially and unerringly hypothesize structure-dependent rules. However, we discuss the possibility that they sometimes adopt structure-independent parsing strategies in response to sentences which exceed their processing capacities.

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Jill de Villiers, Smith College

Syntactic Overgeneralization

The topic of my paper concerns the proneness of young children to make syntactic overgeneralizations. As an illustration, consider the rule of yes/no question formation in English. A simple transformational version would be: Move the first member of the AUX in front of the subject NP. When there is no AUX, introduce a form of DO. That rule works, except for the case of main verb BE: the only main verb in modern English that can behave like an AUX. My daughter (2;5) had

command of the question rule, but had formulated it without regard to the main verb BE exception, producing forms such as "Did she be mad?". She formulated a structure-dependent rule for questions despite having an easy alternative: a list of words (including forms of BE) already used and heard in the initial position of a yes/no question. Recent theorizing about the acquisition of syntax has drawn attention to the phenomenon of undergeneralization of syntactic rules: children have been shown to formulate rules of more limited scope than the corresponding adult rule. Yet overgeneralization also occurs, and a theory of acquisition must be able to accommodate both of these discoveries: are they true of different children, or of different kinds of rules? Both of these alternatives are explored, as well as future directions for research into the conditions leading to under- and over-generalization in syntax.

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Jill de Villiers, Smith College

Learning the Passive from Models: Some Contradictory Data

28 children aged 3;0 to 4;5 who failed a pretest of passive comprehension received models of passives to describe pictures in two sessions. Groups A and B each heard a different semantic variety of 20 passives. Group C heard only actives. All subjects had the opportunity to produce passives to describe a set of 36 semantically varied pictures. Groups A and B showed significant improvement on a posttest of passive comprehension; group C did not. Only the children in groups A and B produced passives (65 in all) and produced most passives of the semantic variety they heard modelled. However, they also produced other types, including completely novel forms. The data fail to support the claim that children learn the passive more readily with action than non-action verbs, as well as the claim that children are prone to formulate rules in semantic terms.

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Mavis Donahue, University of Illinois at Chicago

Phonological Constraints on the Emergence of Two-Word Utterances

Considerable interest has been generated in the cognitive and linguistic factors influencing the onset of early combinatorial speech. The present diary study provides evidence that the transition between the single-word and two-word stages may be governed by phonological constraints. The presence of a bilabial preference and consonant harmony rule in one child's developing phonological system is described. Evidence is presented suggesting that this consonant harmony rule operated across morpheme boundaries. This had the effect not only of delaying the onset of two-word utterances, but also of influencing the selection of words that could occur in word combinations. Early two-

word utterances either included vocalic pivots, or conformed to the consonant harmony rule. The implications of these findings for explaining individual variation in the transition from single-word to combinatorial speech are discussed.

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Esther Dromi and Sara Beny-Noked, Tel Aviv University

Topic Initiation and Sustaining in Conversations of Language Impaired Children with their Mothers

Conversational skills of language impaired children were directly measured and compared to those of normally developed age-matched and language-matched children. The following variables were examined: 1) length of discourse in each of three tasks, 2) number of discourse units, 3) average length of discourse unit, 4) the relative contribution of each participant, 5) topic initiations by child and by mother, and 6) M.P.U. for mother, and for child.

The conversational patterns of language impaired children were in some variables similar to those of normal children at the same chronological age. In some respects, however, a clear delay in the behavior of the experimental dyads was observed. Several distinct characteristics typical only to the interaction between mothers and language impaired children were also found. The effect of task on the three groups was significant, and different mothers interpreted the same instructions differently. Some clinical implications of these findings are discussed.

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Susan Ervin-Tripp, University of California, Berkeley

Children's Indirect Requests

The analysis of indirect speech acts has assumed that they are created by speakers aware of what they want and understood by listeners who interpret the speaker's intent. Analysis of 100 hours of videotaped families and tests of children's interpretations of indirect requests indicates that there are at least four types of indirect requests and that their development and understanding differ. These are: cognitively direct reports of problems, and polite requests, which are found in the youngest children, conventional "indirect requests", which appear around eight, and hints, which are rare in children. Children's understanding of conventional indirectness and hints suggests that they do not have to assess the speaker's intent to make appropriate responses.

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Carolyn Ewoldt and Peter Yurkowski, Gallaudet College

A Case for the Semantic Processing of Deaf Readers

Controversy over the primacy of the syntactic or the semantic cuing system in the reading of the deaf has led to differing instructional practices. This paper raises the following questions:

Can print be processed by the deaf without being mediated through syntax?

Can semantics guide the processing of syntax?

A case study of one proficient deaf student reading two versions of the same story, one of which is syntactically more complex than the other, provides support for the notion that a firm semantic base enables processing at the syntactic level as well as at the semantic level.

Additional findings from this study and other studies will be presented to support the notion of the importance of semantic processing in the reading of the deaf. Several instructional implications will be drawn.

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Kathleen W. Ferrara, University of Texas at Austin

Getting Through: Children's Acquisition of Locative Prepositions

Theoretical issues discussed involve pre-school children's early semantic representations and morpho-syntactic awareness of the form class comprised of the small, closed set, locative prepositions; in particular, "beside, between, under, through, among." Additionally, nonsense prepositions "marside, bedork, gor" are employed to probe the question of when children "close" a closed class and examine children's use of syntactic clues and fine-scale analysis of markers as differentiating properties of syntactic categories. Two studies 1) a locative elicitation task and 2) a locative comprehension task, both incorporating toy moving, examined 25 pre-school children's (aged 3.6-6.2) developing awareness of words denoting the relationship of objects to one another.

Three important claims are investigated. Carey's (1977) Missing Feature Plus Haphazard Example theory of mental representation is supported by evidence that suggest an incomplete lexical entry for prepositions such as "through." The predicted order of acquisition in Johnston and Slobin (1978) testing Antinucci and Parisi (1970) complexity hypothesis is corroborated by extending prepositions to

include the third level of complexity. Maratsos' (1982) claim that form class errors are rare because children use morpho-syntactic clues to discover new meanings is supported by the nonsense prepositions.

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Linda J. Ferrier, Boston University and Children's Hospital, Jennifer Johnston, Emerson College and Children's Hospital, Anthony Bashir and Howard Shane, Children's Hospital, Boston

Speech Development of an Infant with Microglossia

This research is a longitudinal study of the speech and cognitive development of an infant born with severe microglossia and lacking the distal portions of all limbs. The purpose of this study is to determine this cognitively normal infant's phonological repertoire and strategies from the emergence of babbling through the establishment of first words, viewing these activities as cognitively driven exploratory behaviors. Monthly audio recordings were obtained from five through fourteen months and analyzed phonetically and acoustically. In addition, parents have been keeping an ongoing diary of his first 100 words comprehended and 50 words produced. While his phonetic repertoire is reduced in numbers of consonantal contrasts, findings to date indicate that his babbling development is following the normal sequence. These data corroborate other findings in the literature suggesting that given even severely deficient oral structures, a cognitively normal individual can make an extremely close approximation to the normal phonological system.

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Janet Dean Fodor and Stephen Crain, University of Connecticut, Storrs

Simplicity and Generality of Rules in Language Acquisition

A theory of language acquisition must explain why children generalize but also why they don't massively overgeneralize. The standard answer to the first question is that general rules are favored by learners because they are simple rules. But this positive correlation between simplicity and generality predicts maximal generalization, i.e., overgeneralization, unless children's grammars also contain constraints to restrict the application of fully general rules. If negative data are unavailable, then all of these constraints must be assumed to be innate (even though they are not all universal).

We outline a different approach presupposing phrase structure grammars (without transformations) which exhibit a negative correlation between simplicity and generality. Hence a child's early, simple rule systems will undergenerate rather than overgenerate, and will gradually be driven towards greater generality by additional input.

Recent enrichments of phrase structure theory counter the traditional charge of descriptive inadequacy. We illustrate these formal devices in analyses of WH-Movement and Subject-Auxiliary Inversion, and show how this approach predicts just the observed degree of generalization.

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Raymond J. Folven and John D. Bonvillian, University of Virginia, Charlottesville

Communicative Gestures and Early Sign Language Acquisition

The relationship between communicative gestures and sign language acquisition was examined in 13 young children of deaf parents. The children were videotaped in their homes about once every 6 weeks while interacting with their parents. The videotapes were scored for a range of non-sign communicative gestures (e.g., pointing, showing, giving) and for symbolic play. Whereas such communicative gestures previously have been shown to constitute a developmental sequence which preceded first words in children learning to speak, the pattern of onset observed in the present study was one of co-occurrence of signs and communicative gestures. Two communicative gestures, giving and communicative pointing, were the strongest gestural predictors of lexical size for both spoken and manual languages. The children in the present study also reached linguistic milestones in sign at earlier levels of nonlinguistic symbolic maturity than previously reported for children learning to speak.

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Margot French, McGill University

Markedness and the Acquisition of Pied-Piping and Preposition Stranding

This presentation will discuss the results and theoretical implications of an experiment conducted on the acquisition of pied-piping and preposition stranding in 28 children from the ages of 3 to 5 years. In recent acquisition literature there have been two hypotheses of markedness. The developmental hypothesis suggests that the child will consistently go from an unmarked to a marked form. The learnability definition states that the child acquired the unmarked form in the absence of evidence to the contrary. This definition suggests that marked forms need positive evidence and that there is not necessarily a fixed sequence from unmarked to marked.

In syntactic theory pied-piping is considered unmarked and stranding marked. The experiment reported here tests the two markedness hypotheses against data collected on pied-piping and stranding. The results indicate that the developmental claim is not supported; rather, the children have attended to positive evidence. Stranding is more firmly established in the children's grammars. This suggests

that markedness may not dictate the order in which certain structures are acquired and that positive evidence to the child is the determining factor.

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Angela D. Friederici, Max-Planck Institut fur Psycholinguistik

Developing Sentence Comprehension: Learning How to Use Structural Cues Adequately

The child's ability to use structural information for sentence interpretation was investigated in Dutch. The experiment examined the children's comprehension of reversible passive sentences varying word order (agent-first/patient-first) and syntactic complexity (simple passive/passive+question/passive+question+imperative). The results suggest that four-year-olds, although able to distinguish active from passive sentences, nonetheless, tend to use an agent-first strategy for interpretation. Five-year-olds who can process simple passives independent of word order use a clear overgeneralization of a patient-first strategy for the more complex passive sentences. By the age of six years children still apply such a patient-first strategy for the most complex passive sentences. The results are taken to show that a particular structural cue must be analyzed as an isolated phenomenon before it can be used in combination with other cues for adequate assignment of thematic information.

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Naomi S. Goodz, Dawson College

Parent-to-Child Speech in Bilingual Families: Variables Influencing Parental Language Mixing

A major issue in research on bilingual language acquisition is whether the simultaneous exposure to two languages will produce linguistic confusion in young children. The evidence for such confusion comes from diary studies reporting varying degrees of language mixing can be minimized or eliminated by strict adherence to a parent/language separation. However, with the exception of one study, no research has systematically evaluated this claim by direct observation of parent-to-child speech in bilingual families. The present longitudinal study was designed to shed light on this issue by studying parental speech to children (18 months - 36 months) in 12 bilingual families. A central concern was to determine the extent and nature of parent language mixing and to specify the variables influencing such behaviour. The data reveal a substantial amount of parental language mixing which varies with the child's age and stage of language development. Of particular interest is the finding that a large proportion of parental mixed utterances are repetitions of children's single word utterances in the language of the other parent.

Thus much language mixing may occur at a time when the child is specially tuned in to what the parent is saying. It is argued that interpretations of children's early mixing as a reflection of linguistic confusion or interference are premature and that children's language may be more directly a reflection of the input presented by their parents.

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Peter Gordon, Massachusetts Institute of Technology

Level-Ordering of Lexical Rules in Acquisition

Kiparsky's (1982) lexical theory proposes ordering of lexical rules at 3 levels, predicting that irregular plurals (Level 1) may appear inside compounds (Level 2), but regular plurals (Level 3) may not. The difference in acceptability of teeth marks vs. claw marks bears this out. A learnability problem arises since the child almost never hears compounds containing irregular plurals. It is suggested that level-ordering must be an innate structural property of the lexicon and that constraints on pluralization and compounding are not induced from the input but are deduced from the properties of level-ordering. If there is no induction, then there should be no evidence of learning. An experiment with 33 three- to five-year-olds showed: (i) Children never produce regular plurals inside compounds; (ii) As soon as children use irregular plurals, they use them inside compounds. These results strongly support the notion that level-ordering constrains the child's word-formation rules, independent of the input she has received.

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François Grosjean, Northeastern University

The Bilingual as a Competent but Specific Speaker-Hearer

For too long, bilingual adults and children have been seen as possessing separate and isolable linguistic competences that can be compared directly to those of two corresponding monolinguals. This has led to the classification of bilinguals as being "perfect", "balanced", "dominant" and even "semi-lingual" or "a-lingual". I would like to argue that the bilingual's linguistic competence is an integrated whole which cannot be decomposed into two separate parts. Instead of viewing the bilingual as two (complete or incomplete) monolinguals, we should consider him/her as a competent but specific speaker-hearer. I will discuss this "wholistic" view of the bilingual in such domains as language acquisition and language forgetting, language processing in the bilingual's various speech modes (monolingual or bilingual) as well as the production of monolingual and mixed utterances. I will end by stressing the consequences that this view should have on the

study of the bilingual adult or child as well as on the comparison that can be made between bilinguals and monolinguals.

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Eithne Guilfoyle, McGill University

The Acquisition of Tense and the Emergence of Lexical Subjects in Child Grammars of English

Hyams (1983) argues that the absence of lexical subjects in early child language is due to the fact that pro-drop language represents the unmarked setting for the pro-drop parameter. In pro-drop languages and in early child language AGR=PRO, hence it is possible to have the subject NP realized as pro. Only when the child realizes that AGR≠PRO in English is it possible for lexical material to appear under the INFL. In this way Hyams' analysis can explain why lexical subjects and auxiliaries (modals, have and "contractable" be) emerge at the same stage.

It is argued here that there is no independent motivation for an AGR node under INFL in English (in adult or child language), and therefore Hyams' proposal that AGR=PRO in English is not tenable. Furthermore, Hyams proposes a Head Assignment Principle for INFL which is a violation of X-bar theory, one of the principles within which the analysis is cast. An alternative analysis of the English data is proposed in which the head of INFL is Tense, and that [+Tense] assigns nominative case to the subject NP (following Stowell 1981, and Chomsky 1980). Child grammars always select [-Tense] and so the subject position does not receive case. Hence a lexical NP is impossible in this position because of the Case Filter. The emergence of modals and lexical subjects at the same time can be explained in terms of the child selecting the value [+Tense].

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Anne E. Hay, University of Massachusetts at Boston

The Role of Experience in the Development of Young Children's Discourse Skills

The effects of long-term differences in experience with discourse were assessed by comparing three-year-olds who spent most of their time with peers in day-care centers to children who were reared at home and rarely saw peers. The children were tape-recorded during conversations with the experimenter held at their homes, and the conversations were analyzed for aspects of turn-taking, linguistic cohesion, speech-act functions and topic-maintenance. The day-care group showed an advantage in performance even when results were analyzed proportional to the number of utterances each child made. The day-care children were more likely to participate in communicative routines, introduced

more new information, and showed better timing of turns. The home-reared children were cooperative with the adults' openings, but took a much less active role in the control of the conversations. Thus children who have extensive peer interactions learn to take on the "conversational housekeeping" role that adults normally assume with children.

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Deborah Hicks, Georgetown University

Text Coherence in Children's Oral and Written Narratives

The study draws on Prague School notions of theme, rheme, thematic progression and text. First-grade children's oral and written narratives based upon a silent film, The Red Balloon, were examined in terms of text cohesion and coherence. Although varying in the ways they established thematic progression, all of the children produced oral narratives that were cohesive in terms of their microstructure, or linking of utterances through theme-rheme relationships. Only some of the children, however, produced narratives that were coherent in terms of their macrostructure, or functioning as a global thematic unit (text), and it was these children who also produced coherent narratives in the written mode. It was concluded that children whose narratives form coherent text have an abstract schema underlying text production and that such a schema is the precursor to literate discourse in both the oral and written modes.

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Kathy Hirsh-Pasek, Haverford College and Pamela Freyd, The Greenfield School

Taking the Latin and Greek out of English: Morphological Analysis by Hearing and Deaf Readers

Dual process theories of reading suggest that readers move from print to meaning through: (1) translation of print into sound, and (2) whole-word visual memorization (Baron, 1979). One, as yet unexplored, avenue into the lexicon is through the morphological analysis of words into stems and affixes. English orthography is rich in morphological information. Morphological cues can be used to assess word relatedness even when pronunciations vary (e.g. TELEGRAPH vs. TELEGRAPHY). This experiment examines whether readers access this information while reading. Twelve hearing and twelve successful congenitally deaf readers, all matched for reading comprehension (mean grade level comprehension = 6.64) and all of average or above intelligence, participated in a probe task to investigate their use of morphological information. The results suggest that morphological analysis can be used while reading, that better readers are more sensitive to this orthographic information than are poorer readers and that deaf

individuals are particularly attentive to morphological cues. The latter result suggests that in the absence of sound these visual units may play a larger role in reading.

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Kathy Hirsh-Pasek, Haverford College; Roberta M. Golinkoff and Laura Gordon, University of Delaware

Word Order Comprehension in a New Paradigm: Did Big Bird Tickle Cookie Monster?

The major thrust of this research was to develop and validate a new method for studying language comprehension in young children. Current methods, like picture pointing and object manipulations tasks, lead us to underestimate the child's knowledge of lexical items and word order because of the task demands. The method introduced here, based on Spelke (1976), requires that infants look at one of two video monitors that contains an event that matches a spoken message. The message comes from an amplifier centered between the two monitors. Twenty-four 28 month olds (12m 12f) participated in this task with audio stimuli of "Cookie Monster is tickling (feeding) Big Bird. Where is Cookie Monster tickling (feeding) Big Bird?" The results demonstrate that across both verbs subjects look significantly more at the matching video screen on measures of total visual fixation, first look and latency to first look. Using only a head turn to indicate comprehension, this method has already demonstrated its utility in testing the child's ability to process linguistic word order.

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Suzanne Irujo, Boston University

Don't Put Your Leg in Your Mouth: Transfer in the Acquisition of Idioms in a Second Language

Do second language learners use knowledge of their first language to comprehend and produce idioms in their second language? This study used identical, similar and totally different idioms in English and Spanish to investigate the relationship between degree of similarity of idioms and amount of positive and negative transfer. Hypotheses were that identical idioms would produce positive transfer, similar idioms negative transfer for production and positive transfer for comprehension, and different idioms no transfer.

Subjects were Venezuelan advanced learners of English. Comprehension of 45 idioms was tested with multiple choice and definitions tests. Production was tested with discourse completion and translation tests.

Results showed identical idioms were the easiest to comprehend and produce. Similar idioms were comprehended almost as well, but showed

interference in production. Different idioms were the most difficult, but showed less interference than similar idioms. Also examined were correlations of idiom test scores with background variables, strategies used to produce unknown idioms, and characteristics of best-known idioms.

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Celia Jakubowicz, Massachusetts Institute of Technology

Local A-Binding: Structural Constraint in the Development of the Interpretation of Referentially Dependent Expressions

A central question that any non-empiricist theory of language acquisition is presented with is which aspects of language knowledge are "given" and which aspects are "learned" on the basis of data (e.g., Chomsky, 1965, 1980, 1981). The research which we review in this paper strongly suggests that in interpreting complex sentences which contain overt or empty referentially dependent expressions the child's task is not to infer the existence of principles of Universal Grammar (Chomsky, 1981, 1982) but rather to identify, on the basis of linguistic experience, those elements to which these principles apply. We claim that in an intermediate stage of language development, when the child does not yet know the typological and/or lexical properties of certain expressions, his responses are constrained by a principle of local A-Binding. This principle consists of binding the referentially dependent expression to the closest c-commanding NP. Empirical evidence concerning the child's interpretation of overt anaphors, over pronouns and pronominal anaphors is presented in support of our claim. We discuss the relevance of such a principle to the kind of markedness which distinguishes core from periphery and also the kind of markedness which is internal to the core (Chomsky, 1981, 1984).

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Carolyn Johnson, University of British Columbia

Discourse Characteristics of Mothers' Interrogatives in Conversations with Children 1 1/2 to 3 Years Old

This study analyzes mothers' interrogatives in terms of what forms the mothers use, what speech act and discourse functions these forms perform, and how the forms are related to the children's production of and response to different interrogative types in natural conversation. The data are six audio and videotaped play sessions for each of eight mother-child pairs. Results suggest that, while mothers do not fine-tune their interrogatives to particular developmental levels, they do tune them in a way which may be facilitative for all children in this age range, especially with respect to the semantics of wh-words. For all mothers, the largest proportion of interrogatives continued an already established topic but were not contingent on a

prior utterance, i.e. when an immediate concern had been identified and was being attended to by the child. This result underlines the importance of discourse-based measures of maternal speech in investigations of input and language development.

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Young-Joo Kim, Harvard University

Cross-Methodological Reliability: Spontaneous Speech, Translation, and Elicited Imitation for the Collection of Second Language Acquisition Data

In this study, three different methods for L2 data collection for a pre-schooler are compared: spontaneous speech, translation and elicited imitation. The comparison is based on the S's acquisition order of twelve L2 grammatical morphemes. The subject is a Korean girl aged 4;4 learning English as a second language. The statistical analyses suggest that the translation data and the complex imitation data more or less parallel the spontaneous speech data whereas the simple imitation data do not line up with the spontaneous speech data. Although Korean and English have very different structures, the S's English output in the translation task was surprisingly similar to the expected English sentence structures, not reflecting Korean word order in most cases. This study suggests that by controlling the length and complexity of model sentences in relation to the S's linguistic competence, elicited imitation can also be used as a valid indicator of a child's L2 competence along with the translation task and spontaneous speech data.

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Terry Kit-Fong Au, Stanford University

Preschooler Understanding of Implicit Causality in Interpersonal Verbs

Brown and Fish (1983) found that, for adults, the implicit causes of interpersonal events depicted by verbs tended to involve the AGENT for action verbs (e.g., apologize, help), and the STIMULUS for experiential verbs (e.g., admire, amaze). However, Fillmore's (1971) analysis of presuppositions of verbs, and Garvey and Caramazza's (1974) findings with adults and children (ages 11-13), suggest that some action verbs may bias causal attributions to the PATIENT. Results of the present study with adults and 5-year-olds supported Fillmore's semantic analysis of action verbs, and Brown and Fish's causal schema for experiential verbs. Brown and Fish's schema for action verbs was not supported. The preschoolers in this study were not only sensitive to the implicit causality in interpersonal verbs, but also have causal schemas similar to those of the adults. Implications of these findings on the relationship between language and cognitive development, and the Sapir-Whorf hypothesis, will also be discussed.

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Barbara Knolmayer Glazewski and Lorraine McCune (Nicolich), Rutgers University

Consonantal Characteristics of Babbling from Eight to Sixteen Months:
A Longitudinal Study

An earlier cross-sectional study by Galzewski and McCune (Nicolich) examined the appearance of discrete consonantal segments in the vocal repertoires of fifty-four infants between the ages of eight and sixteen months in order to identify consonant occurrence patterns that might contribute to a better understanding of how a child generates his own speech sound system. The data presented here are based on a longitudinal study of acquisition patterns of consonantal segments in the vocal repertoires of six infants between the ages of six and eighteen months. The data from each study were analyzed and discussed in relation to each other as well as in relation to several previous studies which have documented occurrence of consonantal segments in the repertoires of infants in the age range of our sample. Our study provided several advantages over earlier ones, i.e., a tape-recorded data base, high intercoder reliability and strong rational support from recent studies which have documented the relationship between babbling and later language development.

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Amy Kyratzis, Joan Lucariello and Katherine Nelson, City University of New York

The Social Origins of Event Knowledge: Its Roots in Narrative Language

Researchers have recently become interested in the relationship between mother-child routines and the acquisition of language. In the present study, six mother-child dyads were followed over time in a novel, "playing circus", situation in order to study the effect of routinization on mother-child conversational behavior. Children were aged between 28 and 33 months. Number, length, and semantic topic of the conversations were compared at three different points in the routinization process. Object-talk was the predominant topic at the outset but decreased sharply over time. Circus-related fantasy increased over time, becoming the predominant topic. Such conversations became longer and incorporated more fantasy propositions over time. Findings suggest that the establishment of shared event knowledge has a profound effect on mother-child conversational behavior.

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Wallace E. Lambert, McGill University

Language in the Education of Ethnic Minority Immigrants: Issues, Problems, and Methods

The argument presented here is that quality education for children need not be jeopardized because it is made bilingual and bicultural. Instead many of us are persuaded by an accumulation of recent psycholinguistic research that all children can be helped to develop high level skills in two languages and two cultures at the same time as they achieve at or above normal standards in the educational demands made on them. Children who become functionally bilingual and bicultural in this fashion constitute, we believe, a new breed of young Americans who are particularly well equipped to cope in and contribute to the fascinating multi-cultural society America is becoming. Our only concern is in the implementation of language-enriched educational programs because the implementation requires policy makers to be sensitive to the psychological and the social realities of language for all groups in the society -- the ethnic immigrant, the mainstream white English-speaking, and the mainstream black English-speaking. The argument, derived from research conducted in Canada and the U.S.A., is extended to other nations as well.

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

Joint Attention Behaviors in Autism and Language Delay

Eleven Autistic children and eleven Developmental Language Delay (DLD) children matched on Mental Age (MA) and Mean Length of Utterance (MLU) were compared in ability to produce and comprehend joint attention behaviors such as personal pronouns, pointing, and showing. Autistic children made fewer correct responses than DLD children to language only, gesture only, and language with gesture joint attention tasks. Although the two groups did not differ significantly in number of times joint attention behaviors were used spontaneously to initiate interactions, DLD used more developmentally-advanced, communicative gestures to initiate and when specifically motivated to request. MA, MLU, and chronological age were not related to amount of initiating or to level or gestural development for either group. Correct production of I/you pronouns was related to amount of initiating for Autistic but not DLD children. Results are interpreted to show that DLD children have a specific language deficit, whereas Autistic children have a joint attention deficit in addition to a language deficit.

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Michael Maratsos, Roxane Gudeman, Poldi Gerard-Ngo, Ganie Deltart and Marci Glicksman, University of Minnesota, Minneapolis

People and Things That Fud: Situational vs. Grammatical Transitivity

Late preschool children (36 subjects, ages 4 to 6) were exposed to a novel verb, fud, in a series of stories. The stories always portrayed an agent using an instrument to act on a patient -- a prototypically transitive situation. However, some of the children heard stories in which the verb was always grammatically intransitive. When the children retold the stories, their fud usage followed the grammatical transitivity to which they had been exposed. Although children in the intransitive conditions occasionally produced sentences with agentive subjects, those sentences were almost always syntactically intransitive. When children in the transitive condition used fud intransitively, it was in sentences with agentive subjects, but no direct objects, a form acceptable for many English transitive verbs. Underlying grammatical transitivity was reliably preserved, even when it conflicted with situational transitivity, and surface grammatical intransitivity was even more reliably preserved.

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Rachel Mayberry, University of Chicago

Lexical Reconstruction in Sign Language Recall: Some Experiential Effects

This paper presents the results of a study which examined the lexical reconstructions signers produced on a sentence recall task. The signers varied in the amount and kind of experience they possessed: early childhood and adolescent learners with more than twenty years experience and adolescent learners with less than ten years experience. The lexical reconstructions of the groups were compared to one another. Early childhood learners are more accurate than all other signers. Highly experienced, adolescent learners delete more, but reconstruct much of the stimuli meaning. Inexperienced, adolescent learners are the least accurate and reconstruct the form rather than the meaning of lexical stimuli. The results show that both amount and kind of learning experience influences the organization of sign language processing.

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Don R. McCreary, University of Georgia, Athens

Attrition of Japanese Language Skills in a Soviet Psycholinguistic Framework

Lambert and Freed's (1982) work compiled valuable research on language attrition, a largely ignored area. That research may be supplemented by and benefit from a Soviet psycholinguistic perspective. Vygotsky's (1962) theory of language development offers challenging insights into both acquisition and loss of language. The theoretical constructs of object-, other-, and self-regulation, dynamic access to regulation, and inner speech surfacing as private speech are applied to the loss of Japanese by the author's children, a 2;6 year-old girl and a 6;5 year-old boy. The language attrition occurred after a nine-week visit to their Japanese mother's relatives in Japan. Exemplified by a variety of language skills acquired in Japan and subsequently lost after returning to the U.S., a theory of L2 attrition incorporating Vygotsky's concepts is proposed. Relevant studies in Lambert and Freed (1982) are addressed according to this Soviet psycholinguistic perspective and are related to the observed losses in Japanese.

Within this perspective, language attrition is seen to follow certain predictable orders based on the psycholinguistic constructs mentioned above. Inner speech, recorded during individual play as private speech, has been found to be directly related to language attrition and the constructs of regulation and access. The chronological attrition of Japanese via these constructs evidenced in private speech and other-directed speech is seen as data supportive of the validity of a Vygotskian perspective in psycholinguistics. This research is indicative of the promise of this perspective and should provide valuable material for future discussion and research in applied psycholinguistics.

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William Merriman, University of Minnesota

Change in a Word Meaning Induced by the Acquisition of a New Word: A Developmental Study

Clark (1983) has suggested that children tend to interpret new names as contrastive with names they already know. Thus, if children learn a new name, e.g., "balloon", for something within the extension of an old name, e.g., "ball", they should decide that what is referred to by the new name can no longer be referred to by the old name, e.g., a balloon can no longer be called "ball". This hypothesis was tested in an experiment in which 2 1/2-, 4- and 6-year-olds learned two artificial object names in succession. Only the

two oldest groups showed a significant tendency to consider an object previously identified as an instance of the first name to no longer be an instance after the second name was introduced in reference to that object. This result is discussed in terms of the increasing trend children exhibit as they develop toward actively integrating the meanings of new and old words into a semantic system.

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Stephanie Miller, New York University

A Generative Model of an Interlanguage System

Systematic errors found in the studies of language disorders show the existence of a rule governed system. This study establishes an interim grammar between a first and second language, based on the Extended Standard Theory, reflecting a unitary method of first and second language acquisition. It is comprised of units from the native language (NL) and the target language (TL) which form combinations not necessarily found in either language. The learner will manipulate these until he reaches an approximation of TL.

Each of the levels of the grammar will be examined in reference to how cross linguistic constructions are handled. An analysis of helping verbs in French and English will show how the categorical units in the Interlanguage system are reorganized to assimilate the different structures. A discussion of how semantic cues differ cross linguistically will be made in the light of the expression of semantic notions, i.e., tense by different syntactic devices in both languages. Preposition stranding illustrates how a construction can be blocked or generated as a result of general principles of the Core Grammar and particular rules set by language parameters. General structural principles will not be violated in an accounting of how non-native learners of both languages assimilate the fact that French does not strand prepositions and English does. According to the Interlanguage hypothesis, the second language learner will simply reorganize his interim grammar accordingly.

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Marilyn A. Nippold and Michael P. Sullivan, University of Oregon

Logical Parallels to Metaphor Comprehension in Children

Although it is known that children as young as seven years of age can comprehend proportional metaphors, more information is needed about the cognitive and linguistic factors that may be related to that ability. Therefore, in the present study, we tested the hypothesis that children's comprehension of proportional metaphors is related to their ability to solve formal problems of verbal and perceptual analogical reasoning. Sixty normally developing

seven-year-olds were each presented with three experimental tasks in a systematically randomized order: Proportional Metaphor Comprehension, Verbal Analogical Reasoning, and Perceptual Analogical Reasoning. Standardized measures of verbal and nonverbal intelligence were also administered to each child. As predicted, both analogies tasks were significantly related to comprehension of proportional metaphors. Significant correlations were also obtained between metaphor comprehension and the two standardized intelligence measures.

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Loriana Novoa, Harvard University, Loraine Obler, Boston University and Boston V.A. Medical Center, and Deborah Fein, Boston University

A Neurological Approach to Talented Second Language Acquisition

Few adults attain native levels of proficiency in a second language. We hypothesize that neuropsychological/cognitive factors contribute to the exceptional facility certain adults display in learning a second language.

This paper reports the case of a 29-year old left-handed male who mastered 4 languages post-pubertally with exceptional ease and speed, and achieved native-like abilities. We administered the Modern Language Aptitude Test and a neuropsychological battery which included tests of general cognitive functioning, visuo-spatial abilities, memory, attention and mental set, language function, and sensory and motor abilities.

Analyses of the neuropsychological profile lead us to conclude:

1. Exceptional general intelligence and metalinguistic abilities are not requisites for exceptional second language acquisition.
2. Good verbal memory and the ability to dissociate form and meaning appear useful for acquisition of second languages.
3. The speculation that bilateral cerebral organization may be linked to exceptional second language acquisition is suggested by our subject's left-handedness.

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Loriana Novoa, Harvard University; Maryanne Wolf, Tufts University

Word Retrieval and Reading in Bilingual Children

Research in the cognitive and neurosciences has consistently documented a strong relationship between word retrieval processes and reading success and failure (Denckla and Rudel, 1976). Virtually no

research however, has investigated the relationship between word retrieval and reading in bilingual children who presumably have multiple labels for each referent.

The present study is an investigation of the word retrieval/reading relationship in bilingual children whose first language is Spanish. A cross-sectional sample of 40 children divided into 4 age groups and two reading levels were administered a battery of reading and naming tests in both Spanish and English.

Emphasized will be: 1) The significant differences between bilingual average and poor readers in specific naming measures; 2) the significant differences between bilingual and monolingual children on many naming measures; and 3) the significant differences bilingual children evidence between their two languages on naming measures.

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Diane Paul-Brown and Grace H. Yeni-Komshian, University of Maryland, College Park

Phonetic Aspects of Children's Elicited Word Revisions

A study was conducted to examine the revision strategies used by five-year old children when they are asked to deal with listener feedback indicating that their pronunciation of words is unclear. The study was designed specifically to determine whether five-year-olds modify the timing of consonant and vowel production in response to listener miscomprehension.

Subjects were asked to repeat words contrasting in initial or final voicing (back, pack, cab, cap), and to respond to either specific revision requests focused on initial or final sound segments (did you say /æk/? or Did you say /bae/?) or to general revision requests (What?).

Based on oscillographic analyses, the revised productions showed a systematic decrease in vowel length with a concomitant increase in final consonant closure. A similar pattern was found for adults on the same task.

The question of whether an ability to make such phonetic revisions is related to the development of phonetic awareness and reading achievement will be discussed.

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Carol Pfaff, Freie Universitat Berlin

The Development of Language by Turkish/German Bilingual Children in Berlin

This paper reports on an experimental psycho- and socio-linguistic study of the development of expression of nominal reference (definiteness, specificity, modification, case, number and, for German, gender marking) in both L1 and L2 by the children of Turkish immigrant workers. The population is 4-12 year olds with varying degrees of verbal interaction with speakers of Turkish and German who began acquisition of German at various stages of Turkish first language acquisition. The research addresses questions of (1) the extent and nature of L1/L2 transfer in both directions (2) the role of universals with L1 and L2 of widely differing typological structures and (3) the issue of whether early childhood bilinguals in such immigrant settings results in "semilingualism" outside of the lexicon as has been claimed. Results to be discussed indicate an orderly sequence of acquisition of discourse, case, number (and gender) marking functions for plurifunctional article and inflectional forms.

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Steven Pinker and Loren Ann Frost, Massachusetts Institute of Technology

Constraining Productivity: Children's Passivization of Verbs with Different Thematic Roles

Rules like passivization, dativization, and causativization are productive for many but not all verbs (*beer is contained by the bottle, *I drove him his car, *my lecture slept the class). Since parents provide no systematic feedback, how do children avoid or recover from overgeneralizations? Two possibilities: a) children are "conservative", uttering verbs only in forms they have heard; b) children learn semantic and phonological constraints on productive rules that pick out the applicable verbs, e.g. dativizable verbs must be monosyllabic, causativizable verbs must denote direct stereotypical causation. Two experiments were conducted to test whether children are conservative passivizers, and if not, whether they constrain passivization to verbs denoting physical actions. In the first, 32 children (3-5 years) were taught 4 novel verbs, of which two denoted actions and two denoted spatial relations. One verb in each category was taught exclusively in the active voice, the other in the passive. Most children produced and comprehended passivized verbs they had heard only in the active, and vice-versa. Many children passivized spatial verbs heard only in the active, and children's degree of productivity was similar for action and for spatial verbs. Thus children are neither conservative in general nor constrained to passivize

only action verbs. A second experiment, using novel verbs whose subjects encoded either agents or patients, showed that children may instead constrain their passivization by Jackendoff's "Thematic Hierarchy Condition".

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Janet H. Randall, Northeastern University

Indirect Positive Evidence: A New Route for Retreat

The no-negative-evidence assumption in acquisition has led researchers to propose lexical learning accounts for rules which are (at least at some stages of acquisition) arguably syntactic (Baker, 1979; Mazurkewich & White, in press). The tacit assumption underlying this line of argument is that not only is negative evidence lacking, but positive evidence is limited to a "direct" kind -- sample utterances of primary data with which learners may add to their repertory of linguistic expressions.

I propose that, in addition, a kind of "indirect" positive evidence is also available, arising from the interaction of direct positive evidence and principles of Universal Grammar. Indirect Positive Evidence provides a way for learners to subtract from their grammars, allowing them "retreat routes" from overgeneralizations of their productive rules. With this new possibility for "unlearning", we can now explain overgeneralizations within a syntactic theory, and maintain a constrained grammatical theory which is consistent with the facts of language acquisition.

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Kenneth Reeder and Jane Wakefield, University of British Columbia

The Role of Language in Young Children's Speech act Comprehension

Two experimental studies investigate the extent of 3- and 4-year-olds' relative dependence upon contextual and linguistic information as they discriminate between presentations of Requests and Offers, and Requests and Questions presented in contexts. Contexts are manipulated systematically, and quantity of linguistic information in the presentations is progressively reduced. While younger subjects' discrimination of each speech act appeared relatively unaffected by reduction of linguistic information, the older subjects' performance was relatively adversely affected. We consider a developmental shift in speech act comprehension strategy from an early context-based approach to a later, more heavily text-dependent approach, perhaps linked to continuing development of linguistic awareness.

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Leslie Rescorla, University of Pennsylvania

Language Delay at 2

Language delay at 2 was investigated in 351 children attending private or clinic pediatricians for regular medical care. Using our Language Development Survey, our criteria for language delay were fewer than 30 words or no word combinations at age 2. The overall rate of language delay was 14%, with a range from 9% in one private practice to 17% in an urban hospital medical clinic. In the second year of the project, 150 children were surveyed in the hospital medical clinic and 16% (or 24 children) were identified as language-delayed. Direct clinical assessments conducted with 12 medical clinic children identified as language-delayed and 5 identified as normal indicated that the language survey was successful in identifying children with significant language and developmental delay.

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Thomas Roeper, University of Massachusetts, Amherst

Non-grammatical Overgeneralization and the Thematic Uniformity Principle

We will define the strong hypothesis: all overgeneralization is due to a) deletion of function words, b) morphological misanalysis, and c) underspecification of grammatical rules. In effect language, which may include extra-grammatical strategies, is overgeneralized, but not grammars.

The clearest evidence for the role of grammar comes from invisible information. The following expressions have an implicit agent:

- (1) the ball was dropped
- (2) the ball is droppable
- (3) the dropped ball.

These expressions do not:

- (4) the ball dropped
- (5) the dropping ball.

How does a child learn that the former have implicit agents?

We have evidence that 30 3-4 year olds, using picture choice, confused (1) and (5). This can be accounted for if we assume that they deleted the was, not knowing the passive. Among 5 year-old children, with a similar test, we find that children continue to misanalyze -able: the elephant is pushable means that the elephant pushes. We also find utterances like "don't tickle me, it makes me laughable". We argue that the children consider laughable to be a compound with -able = able which is not not limited to objects (I am able). Finally, among 6-7 years, using 18 children, with forced picture choice, we find that

they know that expressions like the ball was dropped and the dropped ball contain implicit agents (while the ball drops and the dropping ball do not). We explain this result in terms of a principle of thematic uniformity (Chomsky (1981), Finer and Roeper (1983), Randall (1982)). A passive morpheme -ed keeps all thematic roles (AGENT, THEME) in all positions (passive or prenominal). Therefore no over-generalization or undergeneralization occurs.

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Ann Beth Sarachan-Deily, The College of Saint Rose

Written Discourse of Deaf and Hearing Students: Semantic Analysis

This study was designed to investigate semantic competencies in the writing of deaf students. There were no significant differences found between deaf and hearing students, in semantic equivalence between original and paraphrased passages, or in spontaneous integration of semantic content expected, deaf subjects made significantly more errors in English syntax than hearing subjects. Implications for teaching language to the deaf are discussed.

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Melanie Schneider, Boston University

Cohesion and Judged Writing Quality

With the increase in cohesion analysis in written discourse, the relation between cohesion, coherence and writing quality has been called into question. Research with both native and non-native English speakers has shown that cohesion is not coherence and that coherence is not the only indicator of judged writing quality. Thus the question, To what extent does cohesion contribute to judged writing quality?, remains unresolved.

This question is a complex one, for it assumes that cohesion can be isolated from lower-order sentence factors and higher-order discourse factors in order to determine its relation to writing quality. Few studies have considered the possible confounding of lower and higher-order factors when relating cohesion to judged writing quality.

This study attempts to do so in two steps. First, it classifies the use of cohesive devices in 30 essays of college writers using a revision of Halliday and Hasan's system (1976). Second, it begins to isolate the effect of cohesion on judged writing quality by rating four versions of the same essays that differ in the correction of sentence-level errors and cohesive errors. By testing for differences between holistic ratings of the different versions, the contribution of cohesion and other high-order discourse factors became known. The

implications of these findings in terms of reader expectations and differences between oral and written forms of language will be discussed.

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Janet Cohen Sherman, Massachusetts Institute of Technology

Integrating Independently Acquired Syntactic and Lexical Principles:
Overriding Overgeneralization Errors in the Acquisition Process

While there is considerable evidence that children do overgeneralize certain rules in a variety of linguistic domains, relatively little attention has been paid to how the child eventually overrides initially overgeneralized principles. Such information could provide critical information about how the actual process of change takes place in language development. In this paper we present developmental findings from a study of the acquisition of control in complement sentences such as (1) "John promises/tells Bill to leave". It is a well-known finding that in interpreting these sentences, children overgeneralize object control in VP complements with "promise" as well as "tell". The findings of the present study show that children attempt to override this principle by integrating independently acquired lexical and syntactic principles. However, the evidence shows that young children are unable to apply their lexical knowledge sufficiently to override the general principle of object control in VP complements. The child's difficulty in integrating lexical and syntactic principles is discussed in terms of its relevance for the proposal that children learn forms or procedures for language use and understanding independently and only later are able to integrate these forms into a common rule system (e.g., Bowerman, 1982; Karmiloff-Smith, 1979).

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Elizabeth Slackman, City University of New York, and Judith Hudson, State University of New York at Albany

Filling in the Gaps: Inferential Processes in Children's
Comprehension of Oral Discourse

Research on children's comprehension and recall of oral discourse suggests that younger children perform less well than older children on textual inferences because of a lack of deductive reasoning ability. This study investigated the possibility that preschool children's inferential ability is enhanced when discourse material allows them to draw on underlying event schemas. Preschoolers and first-graders listened to three stories about familiar events and answered two types of inference questions about them: textual inference questions which required deductive reasoning about information contained in the story, and script-based inference questions which could

be answered by reference to general event knowledge. Although first-graders performed better than preschoolers on textual inferences, both age groups performed similarly on the script question. Results suggest that the development of inferential reasoning may be characterized as progressing from automatic use of familiar schemas to more deductive processes.

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Carlota S. Smith and Anne van Kleeck, University of Texas at Austin

Linguistic Complexity and Performance: A Language Acquisition Study

This paper reports an experimental test of the plausible hypothesis that children acquire relatively simple linguistic structures earlier than complex structures. The indices of complexity come from a theory of linguistic complexity that developed that is independent of performance. Related sentences were constructed that varied in surface structure complexity and interpretative complexity; they contained temporal adverbial clauses of different types. Two experimental tasks were used, Toy Moving and Imitation. They were presented to 30 children, 3 1/2 years to 6 years of age. The Toy Moving experiment confirmed the prediction: the children showed better knowledge and control of linguistically simple structures than of complex structures. The Imitation experiment, however, produced different results. When test sentences were controlled for length, the most important factor was the number of high-content words in the sentence. This pattern of results supports the theory, and suggests strongly that the two tasks do not tap the same processes in performance.

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Amy A. Strage, University of California, Berkeley

Children's Mastery of Coreference Restrictions on Pronominal Anaphora

This study investigates the mastery of the formal constraints on anaphora and changes in the referential functions children attribute to it. The child is seen as generating and revising hypotheses about both the structure and function of the language system in tandem.

40 subjects (ages 3,4 to adult) acted out a series of sentences containing pronominal anaphors. For some items, syntactic constraints restricted the range of grammatically acceptable referents.

The results suggest 3 developmental phases. The youngest children had not adduced structure-dependent rules. They often attributed to the pronouns a deictic function, and were sensitive to the surface structure and semantic biases of the items. The middle group attributed to

the pronouns a "thematic subject" marking function, frequently resulting in ungrammatical interpretations. The oldest group had mastered the syntactic constraints, but a strong discourse-level bias favoring coreference with an element from the linguistic context frequently overrode syntactic considerations.

Results are discussed as they speak to current debates about the hypothesization process underlying language acquisition.

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Nancy Streim and Robin S. Chapman, University of Wisconsin, Madison

The Effect of Lexical Accessibility on the Complexity of Children's Utterances

This study asked whether lexical accessibility affects the syntactic complexity of children's utterances when describing otherwise identical pictures. Lexical accessibility varied with word familiarity (high or low) and discourse support (presence or absence). Thirty-six subjects, ages four, six and eight, described forty illustrations, containing a high or low familiarity target noun referent (e.g., the girl chased the dog who had the flag (H) or ax (L)). Discourse support was provided for half the target nouns by having the subject name the target word prior to the description task. A three-way analysis of variance (age x word familiarity x discourse support) was carried out for two dependent measures of complexity: mean length and mean number of verbs in communication units containing target nouns. Results, showing main effects and interaction effects for all independent variables on the length measure, were discussed from the viewpoint of Bock's process model of sentence production.

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Elizabeth A. Teas, University of Colorado, Boulder

Gaze: A Communicative Strategy

This research project investigated differences in the use of communicative gaze by thirty 3, 4 and 5 year old normally developing and language handicapped preschool children during discourse. The normally developing group were found to use gaze-related propositional utterances significantly more often than the language delayed children. In addition, the language delayed group engaged in significantly more gaze deficient communicative acts than normally developing children. The gaze impoverished behavior of the language delayed children deprived them of valuable nonverbal communication occurring within the communicative context and provided them with fewer opportunities to observe the efficient interaction of communicative elements.

Implications about effects of the gaze deficient communicative strategies of the language delayed group will be discussed.

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Elise Trumbull, Boston University

Comparing Metalinguistic and Metacognitive Skills in Primary School Children

Thirty normally-achieving second and third grade children were evaluated on the Non-grammaticality Subtest of the Test of Metalinguistic Abilities and on a Metacognitive Interview. Performances on the metalinguistic and metacognitive measures were compared for the total group, within and across grades. Performances on both measures were significantly correlated ($p < .01$) for total group and for each grade; however, they were more highly correlated for children in Grade 2. Furthermore, second and third grade children were significantly different in performance on the metacognitive measure but not significantly different on the metalinguistic measure. In addition, there was greater variability in performance on the metalinguistic task for children in both grades (than on the metacognitive tasks).

It was concluded that metalinguistic awareness is both more variable in level of development from child to child and acquired at a less steady pace than metacognitive skills tapped by the Interview. It was suggested that since metalinguistic skills are closely related to reading development, a shift might be detected at Grade 4 when reading typically matures significantly.

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Virginia Valian, Columbia University

Noun Phrases in Young Children's Speech

Speech samples from six children aged 2;0 to 2;5, with MLUs ranging from 2.93-4.14, were examined for evidence of four syntactic categories, Determiner, Adjective, Noun, and Noun Phrase. All children showed evidence of all categories, except for one child with borderline performance on Adjectives. Performance was evaluated by the conformance of the children's speech to criteria developed for each category. Known syntactic diagnostics served as models for the criteria developed; the criteria largely exploited distributional regularities.

Three implications are discussed. (1) A correct language learning model must predict and explain the early acquisition of syntactic categories. (2) An inclusive view of language learning in which syntax and semantics are acquired simultaneously is preferable to an exclusive view in which early learning excludes syntax. (3) Knowledge of the various forms of Noun Phrases is represented in a general form.

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Virginia Valian and Carmen Civitanes, Columbia University

Second Language Learners' Memory for French Negation

High school and college students of French recalled French sentences varying two negation types. Half the sentences used affirmative syntax and half negative (ne...pas); half used positive verbs (e.g., manger) and half used negative verbs (e.g., oublier). One to two weeks later students performed the same task with English translations. In French, sentences with affirmative syntax and positive verbs were remembered best; either form of negation depressed performance. In English, only verb negation depressed performance. In French, students sometimes inserted ne into affirmative sentences and omitted pas from negative sentences, an error a native speaker would not make. Amount of prior education in French affected how much students remembered but did not differentially affect the influence of syntactic and verb negation. The results suggest an interaction during learning between the second language learner's native language and second language. Two suggestions about teaching syntactic negation in French are offered.

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Frank R. Vellutino and Donna M. Scanlon, State University of New York at Albany

Phonologic Coding, Phonemic Segmentation and Code Acquisition in Poor and Normal Readers

Poor and normal readers in second and sixth grade were compared on tests of code acquisition, following training either in phonemic segmentation or verbal response learning. Subjects were also compared on tests of phonologic coding and phonemic segmentation ability. Segmentation training groups were exposed to activities designed to explicate the internal structures of spoken and written words, while response training groups were given practice in learning the verbal response components of the visual-verbal paired associates used in code acquisition. Poor readers were found to be less proficient than normal readers on all measures and tests of phonologic coding and phonemic segmentation ability were significantly correlated with code acquisition subtests. Training in either segmentation analysis or verbal response learning had a salutary effect on code acquisition in both reader groups, but training in both produced better performance than training in one or the other. Results are discussed in terms of their theoretical and practical significance.

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Gloria S. Waters and Donald G. Doehring, McGill University

The Relationship Between Reading Achievement and Several Language, Reading, and Memory Skills in Orally-Trained Deaf Children

Forty-two orally-trained deaf children were assessed on a battery of 17 standardized tests and experimental tasks that measured various factors were most predictive of their reading achievement. The measures included language production (phonetic- and phonological-level skills), lexical and syntactic knowledge, word recognition and decoding skills, reading vocabulary, sentence reading, as well as memory span and working memory span for material presented both visually and orally. Of the language measures, lexical and syntactic knowledge and phonological-level skills were more predictive than phonetic-level skills. Of the reading measures, sentence reading and vocabulary knowledge were more predictive than word recognition and decoding skills. In addition, memory span and working memory span for visually presented material was more predictive of reading than was memory for orally presented stimuli.

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Bob Wilson and Ann M. Peters, University of Hawaii

What Are You Cookin' on a Hot?: A Blind Child's "Violation" of Universal Movement Constraints

At 38-40 months Seth, a blind child, produced sentences which seemed to violate universally accepted movement constraints: he appeared to move an NP out of an NP to form a WH- question (the answer to the question in title is Stove!). An explanation is sought in a combination of three usually unrelated areas: 1) Interaction routines including scaffolding and role-reversal, 2) modeling of specific patterns in the input, and 3) effects of blindness on interaction patterns.

In a didactic routine Seth's dad elicited known information with "three-dot" frames: "this is a funny..." In attempting role-reversal Seth had to resort to WH- questions to get Dad to answer. Typical of blind children, he took verbatim chunks of care-giver input and used them as SD for his WH- rule (which is not a movement rule after all): "What is this a funny?".

Moral: Sentence-based grammar is sometimes inadequate to explain even "hard syntactic" data.

Maryanne Wolf, Tufts University

115 Children in Search of a Name: A Five-year Longitudinal Investigation of Reading and Retrieval Processes in Average and Impaired Readers

In research in the neurosciences, a co-occurrence between naming and reading disorders has been found in children, aphasic, and alexic adults. An ongoing, five-year longitudinal study will be presented to suggest that factors disrupting specific subprocesses of the word retrieval or naming process can impede the development of children's reading in particular, predictive ways.

Based on the components of a neurolinguistic model of word-retrieval and reading, a battery of 12 naming and reading tests was administered to a sample of 115 children, followed before, during, and after reading acquisition from Kindergarten through Grade 4. Results indicate that impaired readers are significantly different ($p < .001$) from average readers on all naming tests in Kindergarten and on different aspects of retrieval over time. Tests that measure receptive vocabulary, visual perception, or number retrieval do not differentiate older impaired readers. Rate-related naming tasks are highly predictive at every age.

Trends in the results will be presented with emphases on the development of automaticity in underlying retrieval processes and on patterns of naming errors that characterize specific dyslexic subgroups and different ages in children.

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ERRATA

The abstract for "The Social Origins of Event Knowledge: Its Roots in Narrative Language" by Amy Kyratzis, Joan Lucariello, & Katherine Nelson should read as follows:

While recent research has indicated that young children form representations of the events in which they participate, little attention has been given to how this event knowledge is acquired. One possible way, suggested by the work of Wertsch and Wood, based on Vygotsky, is that this knowledge is transmitted in dialogic interaction. The present study investigates maternal discourse to the child in a novel situation to determine whether this discourse enables child acquisition of event knowledge. Six mother-child dyads, children aged between 28 and 33 months, were followed over time in a novel, "playing circus", situation. Two types of conceptualization of the activity were achieved by children, one constituting event knowledge and one not. These patterns corresponded to presence or absence of use of the narrative form in mothers' discourse to the child. Cultural transmission of event knowledge through use of the narrative form may be an important means of its acquisition.

We regret any inconveniences this causes.

The title for Loriana Novoa, Loraine Obler, & Deborah Fein's paper to be presented in the session on Second Language Acquisition should read "A Neuropsychological Approach to Talented Second Language Acquisition".

David Dickinson, Tufts University, will chair the symposium on Reading (2pm, Sat.)

Withdrawn from the Conference:

Rachel Mayberry, University of Chicago, "Lexical Reconstruction in Sign Language Recall: Some Experiential Effects" (Session on Sign Language and Deafness)

Change in Affiliation:

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Back Street Pub, George Sherman Union
Kristo's Submarines, 714 Commonwealth Ave.
4 Brothers/Pizza & Grinders, 712 Commonwealth Ave.
Mal's Delicatessen, 708 Commonwealth Ave.
Nikki's Syrian Pockets, 700 Commonwealth Ave.
Rumples, 700 Commonwealth Ave.
Burger King, 645 Commonwealth Ave.
Charlie's Cafeteria, Kenmore Square
Aegean Fare, Kenmore Square
Souper Salad, Kenmore Square
Mississippi's/Sandwiches, Soups, Salads, Kenmore Square
Deli Haus, Kenmore Square
Charles Cafe, B.U. Bookstore, Kenmore Square