Chapter II

Review of Related Literature
CHAPTER – II

Review of Related Literature

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2.0.0 Introduction:

It is clearly evident from chapter I that the present study was an attempt to enhance the skills of components of spoken English of prelearners and also to study the effect and contributions of some variables like sex, grade, locale, parental education and socio-economic-status on development of spoken English. Keeping this in view, the research studies were reviewed and rationale of the study was given in separate caption.

This chapter represents a brief review of background literature related to the present study. The problems of bilinguals taken one by one and have been examined. Research studies pertaining to preschool children under different titles of language development have also been discussed. Conclusions from the past researches have been listed in order to get a deeper insight into the present study.

Some of the efforts have been made abroad to investigate the problems of language development of prelearners. Preceeding studies have been done not only in English but in many languages of the world and in many countries as China, Japan, Netherland, France, Sweden, Spain, Lafayette, Orono, Australia, Scotland, England, Canada, America etc. Though not much work has been done related to the present topic, it has significant bearing on the present study. The investigator could not find any study related to the present study in India, specially in last decade. In order to understand the relationships of the variables of the present study with other variables, it was thought essential to group and classify the studies into suitable categories so that intensive and exhaustive scrutiny of the relationship among variables is made.

Classification of studies:

I. Studies Abroad
   (i) Far related
   (ii) Near related

II. Studies in India

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Studies Abroad:

(i) 'Far related':

'Far related' literature includes those studies, which are done in languages other than English. The age group of sample is also different from the present study. The studies are done on infants, children including parents, methods and use of different models.

(ii) 'Near related':

From 'Near related' literature the investigator means the studies related to language development of prelearners. The studies were conducted on different components of language such as phonology, morphology, semantics/vocabulary, and syntax/sentences – rhyming and non-rhyming.

As there is not a single study conducted similar to the present topic, according to convenience of conclusions drawn related to this study, all studies can be classified into the categories given as under:

(i) Study related to receptive and expressive language

(ii) Studies related to phonology

(iii) Study related to morphology

(iv) Studies related to semantic/vocabulary

(v) Studies related to syntax

(vi) Studies related to rhyme and metrical effects

(vii) Studies related to bilingual.

(viii) Study related to errors of short term memory

(ix) Studies related to impairment and disorders

(x) Study related to Language & S.E.S. (Socio-Economics-Status)

Actually, all the literature available is not exactly related to the present study, as the prelearners of inner city Raipur on whom the test was administered. These prelearners speak Hindi or other language at home and at school. But these Hindi speaking prelearners are taught English in preschools which would be the medium of instruction and examination in future for them.

The studies are many and on different topics, for convenience of 'at a glance' can be shown in the tabular form given on the next page.
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**II Indian Studies**

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30 Social class & linguistic skills
31 Educational qualification of parents and competence of children
2.1.0 Review of Related Literature

Near Related

Receptive & Expressive Skills of Spoken Language:

Sigafoos, Jeff (1995) et. al studied on: "Parent and teacher assessment of receptive and expression language in preschool children with developmental disabilities." The objective was to assess developmental disabilities on the Receptive Expressive Emergent Language Scale to assess receptive and expressive language use. The findings were: Paired-t-tests indicated no significant difference between parent and teacher rating of expressive language but a significant difference on the receptive language subscale. Pearson's correlations showed significant and positive relationships between parent and teacher ratings. Results suggest that the device could be used in research to document language delay and perhaps for classification purposes. However reliability appears to be too low for instructional planning. Interrater agreement was only 31.25% for receptive language age and 56.25% for expressive language age.

Phonology:

Adams, Anne-Marie (1996) et. al. examined critically on: "Phonological working memory and spoken language development in young children". The objective was to explore the relationship between phonological working memory and spoken language development. The sample taken was 89 children aged 4 to 5 years. Assessment was made of the language produced by Ss on the Bus Story by C.E. Renfrew (1969) a standard test of continuous speech. Ss listened to the story that they recount with the aid of visual clues. The amount of information recalled and the average length of the 5 longest utterances were taken as indicator of Ss expressive language abilities. Memory span and the ability to receive non-words indexed phonological working memory skills. The results obtained were that ability to repeat non-words made a significant contribution to the variance in the Ss independently of age, vocabulary knowledge and non verbal cognitive skills. The possible mechanisms by which skills assessed by phonological memory tasks may be linked to the development of speech production abilities are considered.

David, Katharine (1995) studied on: "Phonetic and phonological contrasts in the acquisition of voicing: Voice onset time production in Hindi and English." The objective of the study was to investigate the age of acquisition of the phonemic voice
contrast by examining word initial voice onset time productions in English and Hindi. A sample of 20 adults and 40 children aged 1 to 6 years was taken for study. The findings were that cross-linguistic difference in patterns of acquisition were found but these need not be traced to the different phonological systems. An examination of the data indicates that the best predictor of age of voice contrast as acquisition across languages is one, which rests on the actual acoustic differences between members of phonologically contrastive pairs. In general it was found that the larger the post release voice onset time differences between pair members in the adult model, the earlier the contrast is reliably produced by child language learners.

Avons, S.E. (1998) et. al. studied critically: "Measures of phonological short-term memory and their relationship to vocabulary development." The sample taken was a group of 30 preschool children of 4.8 to 5.6 years of age. The procedure that vocabulary scores, words span, non-word repetition, rhyme detection and articulation rate measures were obtained. The best predictors of vocabulary were memory span, rhyme detection and non-word repetition accounting for 19%, 15% and 13% of variance respectively. 28 children were tested again on the same measures 13 months later. The Findings were that at a later stage, memory span and rhyme scores again predicted vocabulary to a significant extent, but non-word repetition score did not. Of the measures taken initially, memory span and rhyme detection significantly predicted later vocabulary scores, where as non-word repetition just failed to reach significance. Cross-lagged correlations showed that memory span and rhyme detection on the first test predicted later vocabulary after partialing out initial vocabulary scores. Initial vocabulary scores did not predict later memory span (or rhyme detection) after partially out the initial span rhyming scores.

Imaizumi, Satoshi (1999) et. al. studied on: "Development of adaptive phonetic gestures in children: Evidence from vowel devoicing in two different dialects of Japanese." The objective was to test whether it is possible to predict developmental changes in vowel devoicing based on the natural improvement in a dialect-specific organization of laryngeal gestures. The sample was 4 to 5 year olds & adults speaking Osaka & Tokyo dialects. The process was that the Osaka and Tokyo dialects of Japanese were compared. The findings obtained were that tokyo adults and 5 year olds showed a significantly higher devoicing rate than 4-year-old Tokyo Ss and Osaka speaker groups tested. The length of utterance, moras and voice segments
decreased with age in both dialects. The devoicing rate of Osaka speakers remained lower than the adults and 5 year old speakers of the Tokyo dialect irrespective of age. The results suggest that children growing up with the Tokyo dialect acquire the articulatory gestures, which do not inhibit the voicing of vowels by age 5 years, whereas children growing up with the Osaka dialect do.

Olofsson, Ake (1999) et. al. studied on: "Early language development and kindergarten phonological awareness as predictors of reading problems." The sample taken was 3 to 11 years of age. 481 children on the Danish Island of Bornholm Grade 4 were screened using group tests for sentence reading. 205 out of 481 at age 3; their speech data from the speech therapist screening were available. Kindergarten year (age 6) language comprehension and linguistic awareness data were available. Grade 2 and Grade 3 word decoding was available. The findings were that a path analysis revealed significant paths from early language abilities at age 3 through expressive and receptive language in kindergarten via language awareness in kindergarten and word decoding in Grade 2 to sentence reading in Grade 3 and Grade 4. The subgroup of children (Ss) with parents who had reported a history of reading problems at school entry scored significantly below average on sentence reading in Grade 4. The subgroup of children (Ss) that were reported to show a very low interest in books and story reading before age 5 also scored low on sentence reading in Grade 4. Statistically significant but weak relationships were also found between parent’s educational background, parents library visits, and number of books at home and the (Ss) Children reading ability in Grade 4.

Morphology:
Marcus Gary F. (1996) studied on: "Why do children say "breaked". The investigator discusses a specific error in language learning: Past tense over regularization (i.e. cases in which the past tense is formed incorrectly by adding the suffix -ed, such as "breaked"). The study revealed that over regularization errors demonstrate that language learning involves more than mere imitation. Children must possess mechanisms that detect and extend linguistic generalization. A rule-and-memory model of over regularization is described and observation is presented to support the model.
Semantics:

Pena, Elizabeth, (2003) et. al. studied on: "Comparison of Spanish, English and Bilingual Children's Performance across Semantic Tasks." The objectives were to investigate performance of predominantly Spanish speaking, predominantly English-speaking & Spanish-English bilingual children on a battery of six semantic tasks (association, characteristics, properties, categorization, functions, linguistic concepts, similarities and differences). The sample was that all children were between the age of 4 year 5 months to 7 years. The tools: semantic tasks were developed in Spanish and English. The tasks did not detect translations of each other. Each task consisted of expressive and receptive items. The findings were that all children in all 3 groups achieved similar average levels of performance on the assessment battery. There were differences in the patterns of performance for English and Spanish. There were differences as well as group performance when compared in the same language.

Fisher, Cynthia (1996) studied on: "Structural limits on verb mapping: The role of analogy in children's interpretation of sentences". The objective was to propose an alternative route from knowledge of sentence structure to verb meaning that requires only partial syntactic information. The sample of 108 children of 3 years old and 72 children of 5 years old learned novel verbs in different sentence contexts. The procedure was that using ambiguous pronouns (e.g. she and her) hid the identity of each sentence, subject and object. Only the number of arguments (transitive Vs intransitive sentences) and their marking by prepositions (to Vs from) gave cues to verb meaning. Asking Ss choices showed sensitivity to both number and marking of arguments assessed meanings. The findings were little explicit syntactic knowledge is needed to give children some structural cues to verb meaning. A sentence structure has an abstract, relational meaning of its own, independent of the identity of its arguments that can be applied by analogy to teach conceptual representation of an event.

Gathercole, Virginia, (1995) et. al studied on: "Ontological categories and function: Acquisition of new names". The study was conducted under Linguistics program of Florida International U, Miami. The objective of the study was to investigate whether knowledge of functional properties of a referent for a new name influences children's first guesses about whether that name refers to an object or a
The hypothesis was that children showed functional properties of referents will use that information to make their first guesses about the meaning of new words. A sample of 72 Ss (selected students) aged 3 years 4 months to 4 years 10 months. The procedure was children shown new items with new names and were tested on their extension of each new name either to a similarly shaped item made of a different material or to a differently shaped item made of the same material. Some Ss were shown a shape-linked function. Some a substance linked function. Some no function at all. Ss heard the new names presented with count, mass, or neutral syntax. The result suggested that children draw on various kinds of information in extending new names, including perceptual characteristics of the entities themselves and syntax of the input.

Marvin, Christine (1994) et. al studied critically on: “Vocabulary-use patterns in preschool children: Effect of context and time sampling.” A sample of 10 non-disabled preschool children aged 4 years to 5 years 2 months was selected. The procedure was that the effects of context and time sampling were examined. Communication samples were recorded while Ss engaged in routine activities at home and at preschool, and were analyzed for lexical diversity, frequently occurring words, and the pre portion of structure and content words used in each setting. Approximately one third of the different words were produced only at home, one third only at preschool and another one third were used across both contexts. The findings of the study were that commonality of word use across the two settings increased when recording in each setting was completed within the same day. Structure words comprised less than 2% of the vocabulary unique to the home or preschool setting but 21-22% of the shared vocabulary in both contexts.

Subramanyam, Kaveri, (1999) et. al. studied critically on: “Shape, material and Syntax: Interacting forces in children’s learning in novel words for objects and substances.” The objective was to examine the roles of ontological and syntactic information in children’s learning of words for physical entities, such as objects and substances. The sample taken in three experiments were done to (i) 3 year olds (ii) 4 to 5 year olds (iii) Adults. The process was that children first saw either an object or substance standard labelled with either a mass or a count noun. Transfer items varied in shape and/or material as compared to the standards. The findings were that the 3-year-olds attended to ontologically relevant information about the standard
i.e. its object/substance status. 4 to 5 year olds and adults the syntactic context that marked the label as a mass or count noun. The tendency for 4 to 5 year olds to use the syntactic context when they heard a label (mass or count) was less pronounced when the standards were more ambiguous (Experiment 2). In Experiment 3; 3 year olds that were shown the object or Substance Standard in a No-name similarity judgement task, attended to shape for both Standard types. This contrasts with the findings from experiment 1 and suggested that attention to information about the ontological status of a referent may only become relevant during labeling.

Syntax:

Bacchini, Sylvia; (1995) et. al studied on: “General ability of Spontaneous speech data: The effect of occasion and place on speech production of children”. The objective of study was to evaluate the effect of occasion and place on the generalizability of spontaneous speech of data. Sample of languages were obtained from 4 normally developing children aged 3 years 8 months or 3 year 9 months from Dutch-speaking professional homes. 4 samples of 100 utterances were gathered from each S. 2 samples at home and 2 in clinical settings. The procedure was that all samples were recorded under unstructured conversational conditions. GRAMAT a computer program for grammatical analysis of child language disorders was used for analysis at three levels: clause, phrase and morphological level. Data were analyzed using linear model fitting. Findings reveal a lack of generalizability at all 3 levels of morphosyntactic analysis.

Holdgrafer, Gary (1995) studied critically on: “Comparison of two methods for scoring syntactic complexity.” The objective was to compare developmental sentence scoring method and the index of Productive Syntax. A sample of pre term children aged 3.7 to 5 years were selected. They were provided 100-utterance language sample during 15 minutes of play. 10 Ss were considered to be neurological suspect and at greater risk for language delay. The findings were that results show that interrater reliability exceeded 90% for 20% of the transcripts that were compared word by word. There was a moderate correlation between the 2 measures of syntactic complexity. Only index of Productive Syntax scores distinguished the language ability of 19 neurological normal from 10 suspect children, indicating that it was more sensitive than the Departmental Sentence Scoring method.
Lawrence, Valerie W. (1996) et.al. critically studied: "Parental speech to middle and working class children from two racial groups in three settings.” The objective was to examine the speech of 9 middle class black, 9 middle-class white, 9 working-class black, and 9 working-class white parents. The sample taken was 3-5.9 year of children during picture identification, free play and a meal. The procedure was that the groups were found to be similar in the level and form of parental labeling. The groups differed in the information the parents supplied about objects in the various settings, in the parents direction of the child's behaviour and the parental sensitivity to the child's age. The findings were within the working class groups, the frequency of vernacular features in the parent's speech correlated with the quality of information they are provided. Distance from mainstream culture accounts for the class and race differences in parental speech and potential consequences of class differences in parental speech and consistencies in parental label use and children's strategies.

Rhyme/Metrical Effect:

Goffman, Lisa (1999) et. al. studied on: "Metrical effects on speech movements in children and adults." The objective was to investigate motor process underlying the production of iambic and trochaic metrical forms for children & adults. The sample was 16 children between the age of 3 to 4 years, 8 adults between the age of 19 to 28 years. The process was the lower-lip movement was recorded. Production of iambic and trochaic nonce words was recorded. For both children and adults, movement patterns for iambic and trochaic words are well differentiated but in qualitatively different ways. Most notably, children do not produce amplitude-modulated form for speech, perhaps reflecting a reliance on early developing rhythmic patterns such as those seen in canonical babbling. In contrast movements corresponding to iambs are well modulated and particularly stable for both groups of speaker, suggesting that they require increased movement specificity.

Hayes, Donald S. (1999) studied critically on: "Young children's exposure to rhyming and non rhyming stories". The objectives were to examine the influence of rhyme on preschoolers. To examine story recall in 2 experiments. The sample selected was 49.7 months old. The process was that the preschoolers in experiment I listened to either a rhyming or a prose version of a story and their recall were tested. Overall retention of content was higher in the prose condition than in the rhyme
condition. A story grammar analysis revealed that this difference secured because the children who heard the rhyming version of the story and then their recall was tested. In Experiment II preschoolers listened to a different story in a rhyming, rhythmical or prose version. The findings in Experiment I were retention of content was higher in prose condition than in the rhyme condition. A story grammar analysis revealed that this difference secured because the children who heard the rhyming version of the story recalled less information from the setting and outcome nodes. The findings in Experiment II were the children who heard the prose version showed the higher recall and rhymes reduced retention of settings, attempt and outcome information.

Bilingual:

Winster, Adam; (1999) et. al. investigated on: "When learning a second language does not mean losing the first: Bilingual development in low-income, Spanish speaking children attending bilingual pre school." The samples were 26 children who attended bilingual preschool, for 1 year. 20 control children who remained at home. The process study I replicate study by J.L. Rodriguez (1995) with a new sample of 26 children who attended bilingual preschool for 1 year and 20 control children who remained at home. Study II is a one-year follow-up of the Rodriguez et al sample of children after they spent another year at home or in preschool. In both investigations, standardized, objective measure of 3 components of children's languages proficiency (productive language, receptive language and language complexity) in English and Spanish were obtained at the beginning and end of the academic year. The findings & review results offered no evidence of Spanish proficiency loss for children attending bilingual preschool. Children who attended bilingual preschool, compared to those who remained at home showed significant and parallel gains in Spanish language development as well as significant and greater increases in English language proficiency over time.

Nicoladis, Elena; (1999) et. al. worked on: "Gesture and early bilingual development." The sample taken was 5 French-English bilingual boys with varying proficiency in their 2 languages aging 2 years to 3 years 6 months. The objectives were to investigate relationship between speech and gestural proficiency. To examine the relative contribution of language and cognitive development to gestural development. The process was that children were investigated at 6 months intervals. Children had different levels of proficiency in the 2 languages at the same age. These
children's data were used to examine the relative contribution of language and
cognitive development to gestural development. In terms of rate of gesture
production, rate of gesture production with speech, and meaning of gesture and
speech. The findings were that the children used gesture much like adults from 2
years on. In contrast, the use of iconic and beat gestures showed differential
development in the children's 2 languages as a function of mean length of utterance.
These data suggest that the development of these kinds of gestures may be more
closely linked to language development than other kinds.

Hernandez, Arturo E. (2002) et. al. studied on: "Within and between
language priming differ: Evidence from repetition of pictures in Spanish-English
Bilinguals." The Objective was that in the study the authors used an immediate
repetition paradigm with pictures to observe whether repetition enhances word
production in bilinguals. The procedure was that participants were asked to name
pictures that were named previously in the same language (spanish-spanish or
english-english) or in the opposite Language (spanish-english or english Spanish).
The findings were that results revealed a repetition effect both within languages and
between languages. There was an asymmetry within language, with repetition priming
being larger in Spanish than in English. Experiments 2 and 3 revealed that lag
interacted with language for both within-and-between-language priming. Repetition
priming are mediated by different mechanisms.

Short Term Memories:

Treiman, Rebecca (1995) studied on: "Errors in short term memory for
speech." The study was conducted on 2 samples. First in 1988 on adults. Second in
1995 on kindergartners. First in 1988, Adults were presented with lists of spoken
consonant-vowel-consonant (CVC) nonsense syllables. The findings were that
immediate recall produced many errors that combined the initial consonant onset of
one to-be-remembered syllable with the vowel consonant rime of another to-be-
remembered syllable. These onset-rime combination errors were more common than
serial position errors. Non words are remembered in terms of smaller phonological
units. Second, in 1995, to replicate the previous results and to determine whether
they generalize to children on, author tested on kindergartners. The sample of 3
graders, 6 graders and adults were taken on tests of nonsense CVCSs. The finding was
that onset-rime conjunction errors were the most frequent type of recombination
error, even among kindergartners suggesting that children code spoken syllables terms of onset and rime units from a young age.

**Impairment/Disorders:**

Battle, Dolores E. (1996) critically studied on: "Language learning and use by African American Children." The objective is to discuss recent investigation of the development of phonology, morphology, semantics and pragmatics in the learning and use of African American English by children. The normal development in African American children is discussed in relation to language disorders. The findings were that African American English is influenced by contextual and status variable such as age, geographic location, socioeconomic status, linguistic complexity as well as cultural variables such as family, interactions, structure, child rearing, role of family members, important family events, rules for interpersonal interaction decorum and discipline, definitions of health and illness and expectations of the family in rehabilitation and education. Clinical implications are examined and found to aid the distinction among normal language development the legitimate use of the features of African American English, and language disorders in African American children.

Thal, Donna J. (1999) et. al. studied on: "Validity of a parent report measure of vocabulary and syntax for Preschool children with language impairment." Various researches have documented the validity of parent report for measuring vocabulary and grammar in typically developing toddlers. The sample comprises of 20 children aged 39 to 49 months with language delay. The process was that in this project two studies examined the validity of parent report for measuring language in children with specific language delay who are older than the normative group but whom have language levels within the range measured by the instruments. In study I score on the McArthur Communicative Development inventory words and sentences were compared to behavioural measures of production of vocabulary and grammar. The findings were that results indicate moderately high to high concurrent validity correlation in both domains in study I. In study II scores on the McArthur Communicative Inventory: Words and gestures were compared to behavioural measures of vocabulary comprehension and production in 12 children aged 24 to 32 months with language delay. Results indicate a moderately high concurrent validity correlation for vocabulary production.
Anglin, Jeremy M. (1995) accounted for: "Classifying the world through language: Functional relevance, cultural significance and category name learning." The objective of the study is that language is accomplished through a process of cultural transmission in which parents and other members of the society in which the children are growing up interact and converse with them. They enable the children to learn how to talk and to understand speech. The findings were that children learn early to name objects that are functionally relevant and experientially salient for them. Because of the way, their parent’s name these object for them, they often initially learn terms that classify things in maximally useful ways. Cross-culture research on children learning different languages indicate that when a domain of experience is particularly culturally significant in a given society, children growing up in it acquire more specific terminology to classify that domain earlier than do children being reared in other societies in which that domain of experience is less culturally significant. (French and Spanish abstract).

Toppelberg, Claudio O. (1999) studied on: "Severe developmental disorders and bilingualism." This article reflects on the impact of these environments are becoming increasingly common in the use and around the world, this article reflects on the impact of these environment on children with developments delays. The authors address the importance of quality of language input in determining functional linguistic outcome in the child with developmental delays and the need to secure high-quality language input for the acquisition of a second language, and offer guidelines for child. Clinicians who consult with parents of children with developmental delays from a language minority background about choice of language at home and at school.

Far Related

Morphology:

Stromquist, Sven (1999) et. al. studied on: "Linguistic feedback, Input and analysis in early language development." The objective was to explore the development of feedback morphemes and feedback giving through other repetition in the early language development. The sample is 2 monolingual Swedish children aged 15 months. The findings were that the 2 children differ with respect to rate as well as preferred means of linguistic feedback giving. In both children there is a period of increase in partial other-repetitions starting roughly at the same time as the early spurt.
in inflectional morphemes. The shift to more feedback giving through other-repetition represents one aspect of a developmental change towards a greater analytic ability on the part of the children. The choice of feedback strategies, is not only important to the management of discourse, it also interacts with the child's processing strategies and different phases of his early language development.

Syntax:

Chang, Chien-ju (1998) studied on: "The development of autonomy in preschool Mandarin Chinese-speaking children's play narratives." The objective was to examine to what extent preschool children use temporal and referential devices to maintain story lines and mark shifts between types of talk in replica play. The sample participated was 24 children aged 4 or 6 years from a kindergarten in Taiwan. Procedure was that categories of analysis included types of talk (event narration, descriptive, evaluation, character speech, closing). Non narrative talks (real world knowledge, meta-narrative, off-task, and response task). Temporal devices (temporal and casual connectives, sequencers, aspectual expressions). Referential strategies and discourse contents. The findings were that developmental shifts were evident in the use of temporal and referential devices to build up a coherent play narrative. The 4-year-olds exhibited great difficulty sustaining narrative talk, making use of temporal devices and managing reference in replica play. The 6-year-olds used clearer reference and more temporal and casual connectives. But their ability to achieve autonomy in play narratives was limited. It is suggested that although the linguistic devices Mandarin Chinese-speaking children used vary from those used by children speaking other languages. Their developmental progression is similar.

Jisa Harriet (1984-85) "Studied French Preschoolers use of "et pis." The main objective was evaluating children's uses of sentence connectives. A sample of 22 monolingual was chosen. French children ranging in age from 3 to 5 years were selected. Tools: taxonomy was developed for evaluating children's use of sentence connectives. It was used to examine 'et pis'. Children participated in a class room-based, show-and-tell session. The main findings of the study were that the younger children encoded a wider variety of logico-semantic relations with 'et pis'. The older children narrowed down the range of logico-semantic relations encoded by 'et pis' and showed an increase in other structures that accomplished the same tasks. It is
concluded that the older children showed more evidence of cohesively and coherently organizing their monologue.

Others:

Logue, A.W. (1996) et. al. studied critically on: “Self control in children: Age, preference for reinforcer amount and delay and language ability.” The sample taken was 10 boys and 35 girls, grouped by age 3 years old, 5 years old and 7 years old. Process was that choices between larger, more delayed and smaller less delayed food reinforcers. Preferences for reinforcer amount and delay and language ability test scores were assessed. Findings were only 5 year olds showed statistically significant self-control. The 3-year-olds were indifferent alternating between the 2 response alternatives. The 7 year olds’ behaviour was quite similar to human adult behaviour. Only the 7-year-olds behaviour showed statistically significant preference for larger reinforcer amounts and for smaller reinforcer delays. Language ability was not related to self-control. No gender difference was observed.

Marcon, Rebecca A (1999) studied on: “Differential impact of preschool models on development and early learning of inner-city children: A three-cohort study.” The sample taken was 721. The process was that three different preschool models operating in an urban school district were identified through cluster analysis of teacher responses to the Pre-K survey of Beliefs and Practices. The language, self-help, social, motor and adaptive development along with mastery of basic skills of 4 year olds randomly selected from these models was compared. The findings were that children in the child-initiated model demonstrated greater mastery of basic skills than did children in programs in which academics were emphasized and skills were taught. Children in the combination model did significantly poorer on all measures except self-help and development of social coping skills compared with children in either the child-initiated or academically directed models. Girls outperformed boys in all areas except gross motor development and play and leisure skills.

Hyes, Linda J. (1996) studied critically on: “Listening with understanding and speaking with meaning.” The objective was to find out distinction between listening and speaking with and without comprehension. Comments on P.J. Horne and C.F. Lowes suggest that a more explicit discussion as to the distinction between listening and speaking with and without comprehension, and the implications of this
analysis for the definition of that which in verbal, would constitute a refinement of analysis.

Allwood, Jens (1999) et. al. studied on: “Learning how to manage communication, with special reference to the acquisition of linguistic feedback.” The objective was to provide a theoretical overview of what a child needs to learn in order to manage communication and examine such a situation through a longitudinal case study. The sample taken was 1 year 8 months to 3 years 3 months old children. The process was to use different means for interacting in order to make contextually relevant communicative contributions, such as aspects of the selected samples communication such as mean length of utterances. The findings were the use of onomatopoeia, communicative gestures and informative actions develop in interaction with each other.

Related Studies in India

Importance of development of language in preschool period:

Bevli, U.K. (1974) studied on: “Comparison of the Norms of Language Development in Indian Children of Ages 2½ To 5 years as obtained by the cross-sectional and longitudinal studies.” The objective of the study was to see how far the results of the cross-section urban study were in agreement with the results of the longitudinal study. The main finding of cross-sectional study in language development revealed urban children were faster and earlier than rural and industrial children, Bengali children showed faster development than the children of other region, when compared to Gesell’s norm, the Indian Children showed slower development. The main findings of longitudinal study was that the industrial children were more advanced than the rural and slower than the urban children. The tool was that the language tests were adapted from Gesells Scale. The original English test was translated into regional language. The sample was drawn from seven centres of Ahmadabad, Bombay, Calcutta, Delhi, Hyderabad and Madras. The findings revealed development of language is very important in preschool period. Language ability got gradually integrated with other fields of behaviour by the end of the pre school stage.
Social Class & Linguistic Skills:

Singh Anjali (1987) studied on: "Certain deprivation factors in language development in children." The study is concerned with the influence of social class on the development of linguistic skills among pre-school children. The objective was to investigate the effects of social class on the development of linguistic skills, with the linguistic environment of the family. The sample consisted of 84, 2-3-year-old children and their mothers. The tool used included social class scale, Linguistic Environment Inventory Grammar Comprehension Test, and Word Meaning Test and Expressive Skill Test. The statistical techniques used were analysis of variance and co-variance, correlation and multiple regression analysis.

The findings were that:

(i) Upper-class children scored higher followed by lower-class children in the word meaning test.
(ii) Upper-class children scored the highest in expressive skills.
(iii) The main effect of social class was highly significant on the linguistic environment. (GCU 1943).

Parents Qualification and Children's Competence:


The Objectives were:

(i) To examine the factors associated with child competence.
(ii) To compare the competence-profiles of children belonging to high and low interacting parents.
(iii) To investigate the causes associated with varying levels of parental interaction.
(iv) To study the differential profiles of parental behaviours of low and high competence children.
(v) To compare the profiles of cognitive competence due to different styles of classroom management.
(vi) To study the association of modes of classroom interaction and learner competence.
The sample consisted of 240 pre school children in age group 3-5 years drawn from 4 nursery schools of Bangalore, 12 Nursery school teachers, 60 parents (30 of high competence children and 30 parents of low competence children).

The tools used included, Child Competence Scale, Child Observation Schedule, Observation System for Preprimary Classroom Interaction, Interview schedule for parents of children as developed by the investigator, and also a Parent Interaction Scale was adapted.

Statistical Treatment was:
Mann Whitney’s ‘U’-test, chi-square test and ‘t’ test.

The Findings were that:

(i) Both educational qualifications and economic status of parents influenced the competence of children with high competence of children being related to the higher level of education of the parents and the personal academic guidance given by them.

(ii) Working Status of mothers did not seem to be related to competence of children.

(iii) Willingness to devote time, parental guidance, use of reward and verbal communication were some of the components of parental interaction which helped in the development of children.

(iv) High and low parental interaction greatly influenced the children in all developmental dimensions such as cognitive, motor, social and affective and also in integrated development.

(v) Education and economic status of parents were related to high and low parental interaction.

(vi) Parents serving in private or government organization were seen to have children of high competence, as compared to the ones having their own business.

(vii) Nuclear families were found to favour development of high competence among children.

(viii) The democratic loving and nurturing style of class management was found to be favourable for enhancing development of verbal communication, discriminating ability and early mathematical ability in the age group of 4-5 years, where as the age group of 3-4 years the two environment did not produce significant differences.
There appeared to be a greater amount of teacher-performance activity, non-verbal behaviour and use of rewards, prompts and encouragement in the behaviour of teachers in the high performing classes of both age groups, while in low performing classes of both age-groups, there was more of verbal talk by the teacher or didactic teaching.

Individual and group performance freeplay and mutual interaction (except the last two for the 4-5 years age group) were child activities that were found to be more frequent in the high-performing classes.

Resume of Review of Related Literature:

At the time of reviewing the findings of the past researches related to the variables of the present study it was observed that findings were inconsistent in respect of the correlates.

Therefore, it was difficult to generalize from the evidences so gathered. Even then some trends have been revealed by researches reviewed in this chapter, which have relevance to the present study.

The researcher has collected 'bits and pieces' from essence of previous studies.

Receptive and Expressive Language:

(i) Parent and teachers role in a child's language development is equally important.

Phonology

(ii) Speech production is possible because of phonological memory.

(iii) Phonological contrast in hindi and english is reliably produced by child language learners.

(iv) Age plays an important role in language learning.

(v) Relation between receptive and expressive language indicates that phonological store of working memory contributes to vocabulary development.

(vi) Significant path is revealed from early language abilities at age 3 through

(a) Expressive and receptive language in kindergarten via language awareness.

(b) Parent educational background is important in language development of a child.

Morphology

(vii) (a) Language learning is not mere imitation.

(b) Mechanisms present in children detect and extent linguistic generalization.
Semantic

(viii) Semantic differences were found in the performance for Spanish & English.

(ix) Knowledge of syntax is needed to give children structural cues to verb meaning.

(x) A sentence structure has an abstract, relational meaning of its arguments that can be applied by analogy to teach conceptual representation of an event.

(xi) Children draw on various kinds of information in extending new names, including perceptual characteristics of the entities themselves and syntax of the input.

(xii) If duration of gap is decreased while learning new words children use the words commonly.

(xiii) New words of vocabulary become common if duration of gap is decreased while children learn.

(xiv) A strong and changing developmental interaction observed for the use of ontologically relevant perceptual information, labels and syntax.

Syntax

(xv) Children lack general ability of spontaneous speech at three levels i.e. clause phrase and morphology.

(xvi) Productive (expressive) syntax proved to be sensitive.

(xvii) Class and Race difference is found in parental speech and children's use of strategies of language.

Rhyme/ Metrical Effect

(xviii) It appears that metrical forms are perceptually and linguistically established and that the child finds the means available within his or her existence motor repurture to produce adequately differentiated movements corresponding with iambic and trochaic.

(xix) Children did not retain information in the rhyming condition. Rhymes influence negatively on young children's retention of story content.

Bilingual

(xx) Children who attended bilingual preschool, compared to those who remained at home showed significant and parallel gains in mother tongue development as well as significant and greater increases in English language proficiency over time.

(xxi) Children had different levels of proficiency in two languages at the same age.
Repetition of picture effects (enhances) language production in bilinguals.

**Short Term Memory**

Non words are remembered in terms of smaller phonological units.

**Impairement / Disorders**

Language is influenced by contextual and status variables such as age, geographical location, socio-economic status, linguistic complexity as well as cultural variables such as family interaction, structure, child rearing role of family members, important family events.

Words and sentences were compared to be behavioural measures of production of vocabulary and grammar.

**Far Related**

**Morphology**

Feedback through repetition represents developmental change in early language ability of inflectional morphemes.

**Syntax**

Four-year-olds exhibited great difficulty sustaining narrative talks. Children used temporal but not six-year-olds.

The younger children use a wider variety of sentence connectives. The older children narrowed down the range and showed increase in other structures that accomplished the same task making their monologues coherent.

**Others**

Language ability is not related to self-control.

Children in the child-initiated model demonstrate greater mastery in basic skills.

Girls out performed boys.

Children learn early to name objects.

Culture of society is significant to acquire its terminology.

Verbal form refines listening with understanding and speaking with meaning.

Linguistic feedback is important to manage communication.

Quality of input decides the functional linguistic outcome in the child.

**Studies in India:**

Preschool period is important for development of language.

Development of linguistic skill is influenced by social class.
Educational qualification and economic status of parents influence competence of children.

Thus, the current study extends previous research by examining the contribution of socio economic status, locale and parental education on supra segmental structures i.e. phonology, morphology, semantic and syntax in development of language of prelearners.

2.3.0 Rationale for the Selection of the Present Topic:

The emergence of revolutionary advancement in information technology and communicative behaviour has enormously enhanced the scope of language learning and has rather challenged the existing status of language competence. There has been in recent years an alarming deterioration in student’s attainment in english, as is evident from the inability in communicating effectively in english as well as hitch and inhibition in speaking english fluently with english accent. This realization has led to the emergence of teaching of english from prechildhood stage. Preschooling right from the age of 3 to 5+ is therefore the consequence of such an emerging need and demand of more aspirant people, regardless of their caste, status and cultural differentiation. The recent movement gave emergence of teaching of english as a medium of instruction and examination.

The scope of child language, when the so called ‘telegraphic period’ by the productions of two-word utterances is over, need to be broadened to, not only phonology, morphology, semantic structures and syntax of utterances but also, the child’s role of social interaction about the world. (John Lyons 2002).

At the ‘critical age’, the child joins preschool having imperfect spoken skill of the first language, Hindi, the so called ‘direct method’ of language teaching i.e. “that’s the way you learned your native tongue” raise question of its validity. The child speaks the mother tongue at home and the regional language may or may not be the same, english a foreign language is simultaneously taught with hindi which is the regional language.
Further, the prelearner practices all four skills of language viz. listening, speaking, reading and writing, not only of one language, English but he also practises all the above skills of Hindi, which may cause serious consequences of 'parrot type' learning of English.

The most important difference between a child acquisition of first language (The mother tongue) and the formal learning of a second language is the assumption that in the acquisition of the first language the child has no access to negative evidence i.e. the children are ungrammatical.

The gravitational pull of the mother tongue is very prominent in the area of phonology in learning a second language which deteriorate the second language for example, Hindi does not have word-initial, consonant-clusters like sk, st that is why the child pronounces 'iskul' for school and 'istik' for stick. (N. Krishnaswamy, S.K. Verma and M. Nagarajan (1992).

Before coming to preschool, the child has learnt his mother tongue or native language by imitation and exposure to natural communication. He possesses a vocabulary. Natural exposure appears to be necessary ingredient in the language experience of prelearners, if they are to achieve fluency of speech. A natural language environment appears to enhance the development of communication skill in the target language as 'English' is, in our present study. Keeping in view these considerations, it has been thought to make a study of development of language.

This study is not only new, novel and unexplored, but it is very relevant from the point of view of the development of language of prelearners in particular and the reconstruction of national policy of language in general.

By designing such a study of prelearners of different locale, belonging to unequal socio-economic-status, brought up by parents of different qualification, the investigator would be able to clearly identify and diagnose the differential attributes which contribute as facilitative factors in the development of language as well as those inhibitory factors which are "hindering blocks" in the development process of language.
As language learning is a slow and gradual process, subject to refinement by reinforcement and awarding opportunity of listening and speaking and interaction in social environment would act as a catalyst for betterment of latent language abilities and talents.

The present study, therefore, constitutes a significant problem in the sphere of language development which has not only currency in research but a great relevance and a high social significance.

A perusal of research literature indicates that, by and large, researchers seem to have been concerned with language and less work has been done in the field of spoken language. On close examination it appears pertinent that a study of spoken language development is indispensable, for the same might ultimately prove to be of immense value for further explorations, in the field of spoken language development in general.

Spoken language in India is educator's stepchild, neglected, unrecognized, snubbed and uncared for. We are prone to arrogantly dismissing the preliminary stage of spoken language as indulge in chaotic, useless and unhealthy pursuits. Development of spoken language is not only development of language but it is the source of academic development as well. Children imitate the language specially the pronunciation they listen. Unless prelearners are allowed to listen and practice correct pronunciation, they will not be on the right track for future. But after reaching puberty, spoken language is suppressed due to losing the flexibility of speech organs, language environment and family background. In order to find out whether the social-economic-status, locale, parental education of prelearners has any relationship with spoken language development, this study is conducted.

It seems necessary to assess the broad dimension of development of spoken language, as English is in our present study, of prelearners.

The investigator has not come across any study of the development of spoken English of prelearners where prelearners' native tongue (mother tongue) is Hindi or other Indian Language. In preschools, English is taught by the method, which is adopted to teach mother tongue or first language.
This type of study is not found at least in the following sources of research.

(i) Indian Educational Research Journals.
(ii) The dissertation titles of doctoral level investigation of Indian Universities.
(iii) First and second surveys of research in education.
(iv) Third and fourth surveys of research in education.
(v) Fifth survey of research in education.
(vi) Psycholingua.

This indicates the present topic is based on recent movement in Chhattisgarh to send the prelearners to English medium preschools.

2.4.0 Statement of the Problem:

The problem of the present study was worded as:

“A STUDY OF DEVELOPMENT OF SPOKEN LANGUAGE OF PRELEARNERS IN CHHATTISGARH.”