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JAROSLAVA PAČESOVÁ

STUDIES OF CHILD LANGUAGE DEVELOPMENT

published by Holt, Rinehart and Winston, Inc. USA, 1973 represent selected papers of various researchers in child speech. In editing this volume (amounting to 645 pages) Ch. A. Ferguson of Stanford University and D. I. Slobin of the University of California did not try to be completely up-to-date in theory or comprehensive in bibliography. Nor did they limit themselves to the reprinting of "careful studies" with "clean data". They tried, on the other hand, to select and introduce to the public those papers which present provocative data in order to stimulate the reader to improve upon the understanding of child language development.

Part One, Phonology, contains the following chapters: "Early Stages", "Development of the Phonemic System" and "Special Cases". Most of the phonological studies, aptly commented on by Ch. A. Ferguson, are based on careful observations of a single child under natural conditions and use methods of linguistic analysis that focus on acquisition of phonological competence. In the chapter "Early Stages" we find two papers: *Playing with Distinctive Features in the Babbling of Infants*" by S. Gruber and *"The Development from Sound to Phoneme in Child Language"* by Walburga von Raffler Engel.

Gruber's report is based on the babbling of one child, aged 403 days, during one day. It makes no attempt at full description or analysis and suggests no generalization to other children's behaviour. Its value lies in the attempt to find regularities in the child's babbling behaviour which can be expressed in formal rules employing distinctive features. Gruber's rule structure may not be completely convincing, but it is certainly suggestive of a line of research in a field which has been so far ignored, i.e. the study of distinctive features in babbling.

W. von Raffler Engel's article *"The Development from Sound to a Phoneme in Child Language"* is known to the public in the German version which appeared in the Proceedings of the Fifth International Congress of Phonetic Sciences (Basel, New York 1965). According to her the stages of speech development are as follows: the first, still non-expressive, purely phonetic attempt at language is the bilabial. Next comes sentence intonation, the meaning of which is difficult to make out. This is followed by the melodic-articulatory word or sentence word. Engel's paper provides no information on the procedures of obtaining the data

and seems to generalize too widely on limited evidence. Reliable documentation, however, is offered for one case where Engel's son had contrasting intonation contours before he had productive control of any vocalic or consonantal contrasts. (A similar case is reported in Leopold's Speech Development of a Bilingual Child, cf. vol. 1, p. 82.)

The second chapter "Development of the Phonemic System" presents selected papers to show how children of different nations come to acquire the phonology of their mother tongue. In the first, *"An Analysis of the Chinese Spoken by a Twenty-eight-month-old Child"* the author J u e n   R e n   C h a o provides a full structural analysis of his grand-daughter's phonology during a particular one-month period. It is based on the traditional Chinese unit, the spoken syllable corresponding to a single Chinese character. However different Chinese is compared to European languages we may find here some universals which are cited in most children, cf. e.g. the stable character of the plosives, the palatalization of the dentals, the substitution of the fricatives by means of the plosives, the later stability of the fricatives (shown in bilabial and labiodental allophones of the phoneme /f/) or the monophthongization of the diphthongs, to mention at least the most typical of them.

Following the Chinese contribution are the three reports dealing with the phonology of English. The first, *"Syllabic and Phonetic Structure of Infant's Early Words"* by H. W i n i t z and O. C. I r w i n is concerned with three aspects of infant speech, namely, the syllabic structure, the phonetic structure and the vowel and consonant composition of early words, studied at three age levels (13—14, 15—16, 17—18 months). Their results closely correspond to those found by most workers in this field, cf. e.g. monosyllables and disyllables are the most frequently used words; the vowel sounds vary in relative use at the different age levels with the exception of the vowel /a/ which is outstanding at each age level; the labial and post-dental sounds constitute more than 80 % of the consonant sounds at each age level; approximately 95 % of the words are composed of both vowels and consonants.

Next to come is *"The Role of Distinctive Features in Children's Acquisition of Phonology"* by P. M e n y u k. The purpose of this paper is to analyze, in terms of its distinctive feature content, available data concerning the correct usage of consonants during the morpheme construction period, the data obtained on the consonant substitutions made by children during the developmental period and those made by children with articulatory problems, and the available data on the confusion of adults. The features investigated were gravity, diffuseness, stridency, nasality, continuancy and voicing in American and Japanese children. The author's findings indicate that the distinctive features of sounds play a different role in the perception and production of these sounds: one can observe the same order in acquisition and relative degree of mastery or correct usage of sounds containing the various features by groups of children from two different linguistic environments, indicating thus that a hierarchy of feature distinction may be a linguistic universal, dependent on the developing perceptive and productive capacities of the child. As for the order, the first mastered are + *nasal*, + *grave*, + *voice*, i.e. the features which represent the maximum degree of difference. The sounds which are mastered last are + *continuant* and — *grave* (i.e. /θ/ and /ð/). In her study the author made the attempt to examine several pieces of evidence to determine the role that distinctive features play in the child's acquisition of the

sound system and to relate the results of this examination to some hypotheses about the child's developing perceptual and productive capacities. The evidence for a more thorough and meaningful analysis is still to be obtained. The major shortcoming, at present, is that no data are available on the perceptual distinctions children make during the developmental period of morpheme construction and on their use of phonological rules during the same period.

Arlene I. Moskowitz in her article *"The Two-Year-Old Stage in the Acquisition of English Phonology"* attempt to find the phonological structure of three children at the age of two. Just as the theory based only on segmental units cannot explain what happens when a child learns to pronounce his language correctly, so also a theory based only on distinctive features cannot in isolation explain the process adequately. The data given in Moskowitz's paper exemplify some instances of the learning of features, e.g. within the stop consonant system those features which distinguish places of articulation have been learned. The same data also exemplify the mastering of individual phonemes, e.g. the fricatives. In addition we find that the child learns some phonemic or feature contrasts in a differential way which may be related to the universal constraints described by marking conventions like those of Chomsky and Halle, cf. e.g. one child has clearly mastered the unmarked value of the feature but is still acquiring the marked value. Such a situation cannot be explained logically with a theory which describes the acquisition process as one of successive splits, implying that the minus and plus values of a feature are learned concurrently. Others examples are offered to show that the child does not adopt one integrated strategy for coping with several unique facets of the same situation. Despite the stability of a relevant feature in other parts of his vocal system, the child may have difficulty in transferring that feature to a new segment. The roots of this problem may lie in articulation, as the motor control necessary for speech is far more exacting than that required for any other activity of a two-year-old child. As Jakobson has emphasized, the learning of phonology is an extremely creative process; thus a theory describing the process must allow for creativity, must be able to account for such diverse facts as the early acquisition of the most voiced fricatives or the relatively early stability of the incredibly complex system of vocalic segments in English. A new theory of phonology acquisition must deal with a fact so far ignored: the child is faced with two different tasks; while learning the pronunciation, a phonetic representation, he is also learning the system, or phonological representation. The assumption that the phonetic level is acquired in a uniform way by all children has been disproved. There must, however, be a set of sufficient constraints in the order of acquisition with respect to the level of phonological representation; this is obscured by the interferences of phonetics. With our current techniques for the study of child phonology, inquiry breaks down where total phonetic identity dissolves the surface representation of phonological appositions which the child may possess, and here is the demand of A. Moskowitz: the future investigation must find ways of differentiating these two types of learning.

Robbins Burling's *"Language Development of a Garo and English-speaking Child"* is one of the most interesting studies in the tradition of the linguist parent observing his own child, being valuable especially on two points: first, the description of mastering the non-European language (Garo, i.e. a language belonging to the Bodo group of Tibeto-Baruman); second, the author's profound handling of the bilingual aspects of the language development and his thoughtful references

to Jakobson, Leopold and Velten. Some of his ideas deserve attention in any
attempt to formulate a general theory of phonological development, e.g. the use
of whispering throughout the word corresponding to the voiceless consonants
in the model (a similar observation may be found in Leopold, cf. Speech Develop-
ment of a Bilingual Child, vol. 2, p. 359—360), or an ephemeral use of a phonemic
distinction not present in adult speech, or vowel contrasts as the first stable
distinctions in the second-language phonology. (For further details, see the review
of Burling's study in SPFFBU A 8, 1960, p. 136—142.)

Following is the Russian contribution written by N. Kh. Schvachkin "*The
Development of Phonemic Speech Perception in Early Childhood*" (originally pub-
lished in Izvestiya akademii pedagogicheskikh nauk RSFSR 1948 13, 101—132).
In a highly informative experimental study the author demostrates certain
regularities in discriminating the phonemes and, though he apparently carried
out his study without reference to Jakobson's *Kindersprache*, his conclusions are
in general agreement with those of Jakobson. As for the phonetic perception,
Shvachkin maintains that this emerges in connection with the development of
semantics in child speech, which reorganizes both the perception of speech sounds
and their articulation. The development of hearing and articulation, in turn,
influences the order of development of perception of the various phonemes of the
language. On the whole, his investigation points to two main periods of phonemic
development: the period of vowel discrimination and the period of consonant
discrimination; the former represents the first phonemic stage and is further
subdivided into three substages[1]): discrimination of /a/ and *non* /a/; 2) discrimina-
tion of /i—u/, /e—o/, /i—o/, /e—u/; 3) discrimination of /i—e/, /u—o/. The period
of consonant discrimination is complex and multilevel. The perception of the
presence of consonants represents the second phonemic stage. Hence follows the
third, in which the child discriminates the sonorants from articulated obstruents.
Following the separation of consonants into sonorants and obstruents, there
comes the fourth phonemic stage, i.e. the distinction between palatalized and
non-palatalized consonants. The distinction of sonorants takes place on the fifth
level of phonemic development and is subdivided into three following substages,
cf. 1) distinction between nasals and liquids + /j/; intranasal distinction; 3) intrali-
quid distinction. The distinction of obstruents occurs at the sixth phonemic level
and constitutes the following stages: seventh phonemic stage — distinction of
labials and linguals; eight phonemic stage — distinction of stops and spirants;
ninth phonemic stage — distinction of pre- and post-linguals; tenth phonemic
stage — distinction of voiced vs. voiceless; eleventh phonemic stage — distinction
of hushing and hissing sibilants. Afterwards comes the twelfth phonemic stage,
the distinction between liquids and /j/. In spite of the fact that some of Shvachkin's
conclusions should be limited but to the Russian phonological system without
generalization to other languages and that his references to language universals
and phylogenesis of language may raise some doubts, the results show the same
concern that Jakobson expressed in Kindersprache and are indications of how
investigation of child phonology development in one language may be related
to a general theory of language.

In the chapter "Special Cases" we find the following articles: R. V. Tonkova—
Yampolskaya "*Development of Speech Intonation in Infants during the First
Two Years of Life*", C. Hj. Börgström, "*Language Analysis as a Child's Game*",
L. Ye. Zhurova, "*The Development of Analysis of Words into their Sounds by*

Preschool Children", W. von Raffler Engel, "*An Example of Linguistic Consciousness in the Child*" and V. Ruke Dravina, "*The Process of Acquisition of Apical /r/ and Uvular /R/ in the Speech of Children*".

Very few systematic investigation have been made of the development of sentence intonation in children. Lieberman ("*Intonation, Perception and Language*", Mass. M. I. T. Press 1967) devotes one chapter to child development but offers no generalization beyond the very first stage, where he presupposes an innate physiological basis for his breath-group which segments speech into sentences in many languages. He also observes that the intonation of the breath group takes on a linguistic function before the child has acquired many of the distinctive features of the language around him. The Russian study by R. V. Tonkova—Yampolskaya (originally published under the title "*Razvitiye rechevoy intonatsii u detey pervykh dvukh let zhizni*" in Voprosy psikhologii 1968, 14 (3), p. 94—101) offers better evidence than any other previously available, on the development of intonation, but unfortunately makes no attempt at linguistic analysis. Applying the modern experimental methods in Artemov's Laboratory of Experimental Phonetics and Speech Psychology, she concentrated on three basic questions: 1. does the cry of a new-born infant have any intonational structure? 2. what are the intonations in the cooing and babbling of infants during the first year of life? Can they be shown to have a communicative value? 3. what are the characteristics of the intonational repertory of infants during the second year? — Her report, based on the investigation of 170 infants, including 30 new-born infants (one to six months old) and 140 children up to two years of age, may be summarized in the following points: 1. speech development in children begins with the development of intonations. 2. a definite intonational pattern is observable even in the cry of a new-born infant. In this pattern the intensity of the articulative movements is not differentiated from their vibrational frequency. Hence, the primary intonation of a new-born infant's cry is devoid of linguistic meaning; 3. in contact with adults, a child acquires new forms of intonation on the basis of intonations employed by adults; 4. intonations of placid cooing appear from the second month, the third month marks the appearance of intonation of happiness. During the sixth month, the happiness intonation is differentiated into happy exclamations and contented noises. From the seventh month an intonation of request appears; at the beginning of the second year the intonation of interrogation is added; 5. the aforementioned forms of intonation of speech sounds are not identical in structure to the corresponding intonemes of adults but are similar to them. In observing the development of intonations it is also possible to evaluate the participation of cortical activity in speech development on the basis of the law of integrative proportions. It is conceivable that the development of intonations, together with the perfection of sound pronunciation, promotes the evolution and the peripheral analyzers during the first year of life to the level necessary for articulation of phonemes.

Studies of linguistic consciousness in little children are rare. The observations recorded in the brief note by the prominent Norwegian linguist Börgström (cf. "*Language Analysis as a Child's Game*", originally published under the title "*Sprakanalyse som barnelek*" in Norsk Tidschrift for Sprogvidenskap, 1964, 17, 484—485) show that his preschool child (aged 7 and a half) in some sense knew where syllable bounderies fell and that the word bounderies took precedence.

The experiment by the Soviet psychologist Zhurova gives very interesting

data on children's ability to isolate initial phonemes. As has been demonstrated by many studies, the child at the age of about two, is readily able to distinguish words differing by but a single phoneme, can grasp the difference between voiced and voiceless, soft and hard, etc. On the other hand, the child of preschool age is incapable of distinguishing individual sounds in a word. Zhurova presents this question: are these two abilities characteristics of the same process? Is the inability of the child to differentiate a sound in the word something that may be explained by the fact that he does not hear the sound? On the basis of her experiments she demonstrated that: the recognition and reproduction of speech by a child of early preschool age differs fundamentally from the isolation of individual sounds in a word, which is necessary in teaching children to read and write. For one thing, the difference lies in the fact that, in the former situation, it is impossible to speak of any conscious analysis whatever of the sounds of a word. — The ability to isolate a particular sound in a word is not a simple single-stage act manifested spontaneously. In order for the preschool child to learn to resolve a word into its component sounds, he has to be given a mode of operation with this word. He must be taught how to differentiate sounds without violating the structure. The segregation of sounds in a word by means of intoning constitutes such a method. Using it, children of preschool age are able to deal readily with the task of sound analysis of words.

Of the various elements in the sound system of child language r-like sounds are perhaps the most frequently quoted, possibly because they are usually mastered among the last consonants in the developmental row and possibly because they often have defective pronunciations. In the present selected papers we find two studies dealing with /r/. The first "*An Example of Linguistic Consciousness in the Child*" (translated from Italian "*Un esempio di 'linguistic consciousness' nel bambino piccolo*", Orientamenti pedagoghici, 1965 12, 631—633) comes from W. von Raffler Engel. The second is *Ruke Dravina's* "*The Process of Acquisition of Apical /r/ and Uvular IRI in the Speech of Children*". Both the papers, the one by Engel based on her son's speech and the other by Dravina based on the speech of two Czech (the data are taken from K. Ohnesorg's "Prvni — and Druhá fonetická studie o dětské řeči") and of two Latvian children, have many common points, e.g. all five children 1. first acquired an /l/ corresponding in part to adult /l/ and /r/, then mastered the /l—r/ opposition and finally, any further r-like sounds (e.g. Czech /ř/ or Latvian /r̨/); 2. the phoneme /r/ first appeared in the combination with the stop /t/; 3. postvocalic /r/ was at one stage omitted or replaced by length or a vocalic glide.

Part Two, Grammar. As the editors rightly point out, the headings in this volume serve organizational rather than theoretical purposes. The clean breaks between phonology, syntax and semantics have no correspondingly clear reality in linguistic theory or practice. The material on grammar may be found in the first section of the book, matters of phonology reappear in the remainder of the volume. And the line between syntax and semantics can barely be drawn at all. Broadly speaking, the papers in the second part deal with the ways in which the child constructs and combines words to express meaning. There are numerous recent works dealing with questions of grammar as e.g. D. L. Bolinger's "*Aspects of Language*," (New York 1968), F. B. Deneen's "*An Introduction to General linguistics*" (New York 1967), R. Jacobs and P. S. Rosebaum's, eds., "*Readings in English Transformational Grammar*" (Ginn 1970), N. W. Lan-

gacker's *"Language and its Structure: Some Fundamental Concepts"* (New York 1968) and J. Lyons *"Introduction to theoretical Linguistics"* (London New York, 1968), *"New Horizons in Linguistics"* (Baltimore 1970).

The first part of the paper by R. Brown, C. Gazden and U. Bellugi *"The Child's Grammar from I to III"* provides a useful orientation to transformational grammar and its application to analysis of child language while the paper by P. Antinucci and D. Parisi *"Early Language Acquisition; A model and Some Data"* an introduction to generative semantics.

In his paper *"Cognitive Prerequisities for the Development of Grammar,"* D. I. Slobin attempts to integrate the growing literature on grammatical development into a theoretical framework combining psychology and linguistics. Available material on the acquisition of 40 different native languages lead him to the formulation of operating principles and of suggested universals in the ontogenesis of grammar which any researcher in this field can check with the papers in this volume and with the future research (for a detailed review of this study cf. SPFFBU A 20, 1972, p. 215—225).

Slobin's paper provides a well-informed theoretical and bibliographical background to the second part of the antology. The remaining papers represent a broad range of issues, spanning the time range from children born before World War I to Children born during the Vietnam War. Following is the list of the authors and their papers. The first seven of them are contributions to English, French, Latvian and Russian Inflections, cf. M. Anisfeld—G. R. Tucker's *"English Pluralization Rules of Six-year-old Children"*, G. B. Gazden's *"The Acquisition of Noun and Verb Inflections"*, P. Guillaume's *"The Development of Formal Elements in the Child's Speech"*, V. Ruke Dravina's *"On the Emergence of Inflection in Child Language"*, M. I. Popova's *"Grammatical Elements of Language in the Speech of Pre-preschool Children"*, A. V. Zakharová's *"Acquisition of Forms of Grammatical Case by Preschool Children"*, D. N. Bogoyavlenskiy's *"The Acquisition of Russian Inflections"*.

As for Syntax, the papers come from English, French, German, Japanese and Russian linguistic environments, cf. R. Brown—C. Gazden—U. Bellugi's *"The Child's Grammar from I to III"*, E. S. Klima—U. Bellugi's *"Syntactic Regularities in the Speech of Children"*, W. R. Miller—S. M. Ervin Tripp's *"The Development of Grammar in Child Language"*, W. R. Miller's, *"The Acquisition of Grammatical Rules by Children"*, S. M. Ervin Tripp's *"Imitation and Structural Change in Children's Language"*, M. D. S. Braine's *"The Ontogeny of English Phrase Structure: The First Phase"*, M. D. S. Braine's *"Three Suggestions Regarding Grammatical Analyses of Children's Language"*, L. Bloom's *"Why Not Pivot Grammar?,"* J. S. Gruber's *"Correlations between the Syntactic Constructions of the Child and of the Adult"*, R. Brown's *"The First Sentences of Child and Chimpanzee,"* C. Fraser—U. Bellugi—R. Brown's *"Control of Grammar in Imitation, Comprehension, and Production"*, D. I. Slobin—Ch. A. Welsh's *"Elicited Imitation as a Research Tool in Developmental Psycholinguistics"*, C. S. Smith's *"An Experimental Approach to Children's Linguistic Competence"*; P. Guillaume's *"First Stages of Sentence Formation in Children's Speech"*, T. Roeper's *"Theoretical Implications of Word Order, Topicalization, and Inflections in German Language Acquisition"*, D. McNeill's *"The Creation of Language by Children"*, D. B. Elkonin's *"General Course of Development in the Child of the Grammatical Structure of the Russian Language"*

Semantics is represented by the studies dealing with speech development in English, Italian and Japanese speaking children, cf. E. V. Clark's *"How Children describe Time and Order"*, F. Antinucci—D. Parisi's *"Early Language Acquisition: A model and Some Data"*, D. Mc. Neill—N. B. Mc. Neill's *"What does a Child Mean When He Says 'No'?"*

Lack of space prevents us from dealing with each of the papers separately, however interesting and provoking any of them may be. Several major themes, as D. I. Slobin has excellently pointed out in introducing the grammatical part of the book, can nevertheless, be traced through all of them. The investigators are committed to the position that child speech reflects underlying mental structures of some sort. Klima and Bellugi have realised the following statement: "It seems that the language of children has its own systemacity and that the sentences of children are not just an imperfect copy of those of an adult." The central problem is how to characterize this systemacity and how to account for its development and eventual convergence with the structures of adult language. If one were to arrange the presented papers chronologically by date of writing, one would have a fair summary of the development of linguistics in the twentieth century. The early diarists (as e.g. P. Guillaume and A. N. Gvozdev) are just concerned with what the child is trying to say as how he is saying it. Though unsystematic in their semantics and their psychology, they are concerned with linking linguistic development to mental development in the child and with relating the processes of language change. These questions of semantic intent, cognitive development and language change are here again, illuminated by new developments in current psychology and linguistics. Between them lies the period of emergence and development of the systematic psycholinguistic study of child language in the late fifties and early and mid-sixties — a period in which there was far more attention paid to the form of child speech than to its content and function.

Around 1960, three similar projects were launched, studying the beginning stages of grammatical development in American children. One at Harvard (the investigators being R. Brown, C. Fraser and U. Bellugi, the second at Berkeley (S. Ervin and Wick Miller), the third in Maryland (M. D. S. Braine at Walter Reed). Key papers from these projects are included in the section on English syntax. All three projects independently arrived at very similar descriptions of the structure of two-word utterances. The description, arising from the practices of taxonomic grammar, were based on patterns of word distribution in recorded utterances. Word classes were distinguished and rules of combination proposed. The same type of classes and rules emerged, bringing a definite advance from earlier child language description in that the classes and rules were based on independent analysis of child speech samples rather than simply transferred from adult grammar. The child as a linguist came into his own and has been growing and changing ever since with the growth and changes in linguistic theory. A central question to be answered is the question of what is learned by the child. Braine, in terms of psychological learning theory has proposed that the child learns the position of words in sentence frames. This led to a controversy with the proponents of transformational grammar, e.g. Bever, Fodor and Wechsel, but this controversy seems to have died away as the developmental psycholinguists have become more involved with developments in transformational grammar. The studies moved from surface structure descriptions and simple phrase structure rules to considerations of transformation — first from the vantage point of Chomsky's Syntactic

structures (as shown in the papers by Klima and Bellugi, Miller and Ervin Tripp) and then from the vantage point of Chomsky's Aspects (as shown in Brown, Gazden and Bellugi). The concern shifted to the child's knowledge of transformational rules and it became clear that the course of syntactic development could be explained in part in terms of increasing complexity of the rules underlying child speech. As the characterization of what is learned changed, the debate about how it is learned changed as well. Since transformation rules cannot be immediately perceived in the speech the child hears, the problem of explaining the mastering of grammar became more complex. A debate on "ativism" vs. "empiricism" began in the mid-sixties and continued on subtly shifted ground, becoming more and more concerned with acquisition models and processing strategies. By the end of the decade, however, transformational grammar itself was changing rapidly, as linguists became troubled with the place of semantics in their theories. Developmental psycholinguists began to feel that much had been omitted from their description of child speech and they began once again to pose questions of meaning and semantic intent. The new attention to semantic intent, unlike the early diary studies, does not pass over the complexities of grammatical structure. Attention is devoted both to surface structures and to underlying semantic structures. A problem of structural analysis which has barely been faced, however, is the feasibility of using linguistic theory as a model for the mental structures underlying child speech. In addition to the concern with structure, another major problem runs through the papers, the theme of process. How does the child come to know his language? The processes which have been most commonly cited — imitation and reinforcement — receive ample attention and turn out to be of marginal significance. Along with the development of theoretical questions in developmental psycholinguistics, the present book reveals also an impressive development of research methods. The increasing attention to meaning has brought techniques for recording and assessing situational variables and the child's comprehension of speech. Ingenious means have been deviced for eliciting speech from children and for determining what aspects of linguistic messages are attended to.

Thanks to the valuable work of the two editors, Ch. A. Ferguson and D. I. Slobin, who not only had a happy hand in selecting the extremely interesting papers but supplied them with highly instructive introductory words, the reader is faced with a work which not only shows what has been done in studies on child language, but also what remains to be done in this field. With a bibliography of 335 books, articles and reports carefully integrated into textual discussion, this book is certain to become the standard reference work in matters pertaining to child speech. And it surely will stimulate many a researcher to try to improve upon the understanding of child language development, as is hoped for in the Preface of the book.

STUDIE O MLUVNÍM VÝVOJI DÍTĚTE

Publikace ,,Studies of Child Language Development", vydaná v USA v roce 1973, jsou sebrané spisy různých badatelů, zabývajících se mluvním vývojem dítěte nejrůznějších jazyků.

Kromě Úvodu, v němž editoři Ch. A. Ferguson z university stanfordské a D. I. Slobin z university kalifornské vyzdvihují zájem o studium dětské řeči od nejstarších dob do dneška, obsahuje

toto rozsáhlé dílo 13 závažných studií s tématikou foneticko-fonologickou, 28 studií s tématikou gramatickou, syntaktickou i sémantickou a konečně výstižnou bibliografii, čítající 335 monografií, článků a referátů, odkazy na niž jsou vhodným způsobem integrovány do jednotlivých statí.

Jde bezesporu o dílo, které s povděkem přivítá každý pedolingvista. Dostává se mu do rukou soubor hodnotných prací, které doposud byly roztříštěny po nejrůznějších časopisech, mnohdy těžko dostupných. Vydavatelé měli šťastnou ruku při výběru a s uspořádání jednotlivých studií, navíc pak prokázali hlubokou erudici při fundovaných komentářích u každé z nich. Jejich cílem nebylo, jak sami uvádějí v předmluvě, předložit čtenáři soubor nejnovějších nebo nejzávažnějších příspěvků k vývoji děké řeči. Volili naopak ty, které jsou třeba méně známy, ale svým obsahem provokují k dalšímu rozpracování údajů, týkajících se postupného osvojování jazykového systému ve všech jeho rovinách, a to u dětí různých národností.

Jest si přáti, aby jejich — jistě záslužný — záměr měl náležitý ohlas a aby badatelé věnovali této velmi závažné a přínosné problematice maximální pozornost.