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Preface

In: Pačesová, Jaroslava. *The development of vocabulary in the child*. Vyd. 1. Brno: Universita J.E. Purkyně, 1968, pp. 7-9

Stable URL (handle): <https://hdl.handle.net/11222.digilib/119972>

Access Date: 05. 12. 2024

Version: 20220831

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PREFACE

When in 1939 Adolf Buseman reviewed Grégoire's study *L'apprentissage du langage*, he characterized it as the "renaissance" of pedolinguistics. This renaissance is hoped for by Grégoire too, as shown in the Introduction to the quoted study. The appearance of new contributions of language developments in children of various nationalities in the most recent decades proved that he was not mistaken in his belief.

JAKOBSON'S pioneering work on language functions and his own monograph on child language, "*Kindersprache, Aphasie und allgemeine Lautgesetze*" (Uppsala 1942) has become classic in the field. This valuable study, republished in *Selected Writings I, Phonological Studies* (The Hague 1962), is an outstanding specimen of how general laws of language might be deduced from the concrete materials of child speech. In suitably selected examples the coherence of the acquisition of speech in children and its gradual loss in aphasics is illustrated. In *Selected Writings*, two other of Jakobson's articles are devoted to pedolinguistics. These are "*Why Mamma and Papa*" and "*Les lois phoniques du langage enfantin et leur place dans la phonologie générale*", and both represent an important contribution to the question of the gradual acquirement of the phonemes in child speech.

In 1948, GVOZDEV'S "*Usvoenie rebenkom zvukovoy storony russkogo jazyka*" appeared. Once again we meet this work in the collected publication of all the pedolinguistic studies of the author under the common heading "*Voprosy izucheniya detskoy reči*" (Moscow 1961). Thus the richest and most extensive work, which either solves or suggests a solution for perhaps all the problems facing the investigators in this field, has reached its public. Logopedists too find here many data which could be essential in applying the theory to practice.

In the same year, two of OHNESORG'S monographs which are valuable contributions to the knowledge of speech development in Czech-speaking children were published, viz. "*Fonetická studie o dětské řeči*" and "*O mluvním vývoji dítěte*" (Praha, 1948). The former finds its sequel in "*Druhá fonetická studie o dětské řeči*" (Brno, 1959). These monographs, as well as a sequence of more or less extensive studies of infant articulations based on rich and carefully gathered material represent the initiation proper of pedophonetics in Czechoslovakia, though the questions relating to speech development in children have had a very long tradition and go back to J. A. Komenský. Of the Czech investigators in this field at least the names of L. Bartoš, F. Brohm, F. Čada, M. Damborská, A. Frinta, B. Hála, G. Janáček, J. Janko, J. Kapras, J. Kořínek, E. Kovář, E. Kratochvíl, J. Liška, M. Petříková, M. Seemann, M. Sovák, F. Trávníček should be mentioned.

In the year 1953 another book, „*Kształtowanie się mowy u dziecka*“ appeared in Poland. The author, Leon KACZMAREK, presents here a detailed analysis of the speech development of his four children. In his conclusions, the observations of other researchers, based on analyses of speech development in children of different nationalities, are once again confirmed.

A number of interesting findings are contained in the publication of another Polish linguist, O. SMOZYŃSKI, viz. „*Przyswajanie przez dziecko podstaw systemu językowego*“, which appeared in Łódź, 1955.

Valuable contributions to pedolinguistics are made by two works of T. SLAMA CAZACU, „*Relațiile dintre gândire și limbaj în ontogeneză*“ (București, 1957) and „*Dialogul la copii*“ (București, 1961). Though the author has made herself known in scientific circles above all as a psychologist, many subtle observations on generally linguistic and phonetic phenomena can be found throughout her studies.

The analysis of the successive additions of distinctive features in the idiolect of an American child exposed to the influence of a native governess and American parents in the Garo Hills in India is presented by the father of the child, the American linguist R. BURLING. As the title „*Language Development of a Garo and English speaking child*“ indicates, the work is a contribution towards the study of bilingualism in children, taking up the problems which were formulated as early as 1913 by J. RONJAT in his book „*Le développement du langage observé chez un enfant bilingue*“. Of the more recent studies in these problematics, let us mention at least W. F. LEOPOLD, „*Speech Development of a Bilingual Child 1*“ (Evanston 1939), „*Speech Development of a Bilingual Child 2*“ (Evanston 1947) and „*Patterning in Children's Language Learning*“ (1954). Cf. also the most recent contribution of A. Tabouret-Keller, see below.

Another paper dealing with pedolinguistic problems was published in *Phonetica* under the title „*How do Children Acquire the Use of Language?*“ The study deals with the child's gradual mastery of language in general, not merely with the development of articulation. The author, F. GREWEL, appreciates that the child's acquisition of language has been studied for many years. But though our knowledge of the development of children's articulation, of retardations, of developmental dyslalias, of children's vocabulary etc. has grown in recent years, our knowledge of language behaviour in children and of influences related to its development still contains considerable gaps. And it is just these influences that call—in the author's opinion—for systematic research. Comparative studies in different languages and cultures would have to provide sufficient material and to determine the extent to which biological, sociological and educational factors affect the child's acquisition of language.

The eminent French linguist M. COHEN, the author of „*Sur l'étude du langage enfantin*“ (Paris 1952), edited in 1962 a collective publication with the same problematics, viz. „*Études sur le langage enfantin*“. In the opening article, M. Cohen draws attention above all to methodical proceeding in the analysis of child language. Alongside a comprehensive knowledge of phonetics he stresses the necessity of paying due attention to the linguistic environment to which the child is exposed.—The question of how the environment may influence the speech development is dealt with in I. LEZINE'S contribution. The retardation of language development in children in nurseries is the core of her study.—Similar question is further elaborated in A. BRAUNER and L. LENTINE, especially in regard to negative influence of picture serials, broadcasting and television on young children.—A clear and instructive commentary

on speech defects as well as the keys to their remedy can be found in another section of this book. Its author is a French logopedist, F. KOCHER.—The collection is concluded with a study on bilingualism in which the author A. TABOURET—KELLER, basing her statements on fairly comprehensive data, rejects the common opinion that bilingualism produces a negative effect on children. The possible retardation which might show in the mental development of a bilingual child, is accounted for by the economical and social factors.—Besides the numerous bibliographical references contained in each of the studies, this collective work is equipped with a *Survey of Bibliography* which suitably supplements the well-known *Bibliography of W. F. LEOPOLD*, published in Evanston in 1952.

In spite of a wealth of material on sound production in small children, analyses in terms of phonemic contrasts and more particularly those of constituting phonemic features have so far been neglected. In her monograph, "*Language in the Crib*" (The Hague 1962), R. HIRSCH WEIR of Stanford University is the first to undertake such an analysis, studying the pre-sleep monologues of her son. The title itself suggests the theme of the study; the soliloquies of a two-and-a-half-year-old boy lying in the crib before going to sleep at night are tape-recorded, transcribed and minutely analysed. Reference is made to the stability of certain structures, since their degree of acquisition varies greatly. A number of frequency counts and proportionate analyses are included as further support for the conclusions on stability. Rather than considering the phoneme as the smallest unit, R. Weir thought it more revealing to analyse the phonemic system from the view point of articulatory features, thus gaining additional insight into what the child had learned perfectly, what he was in progress of learning, and what he had not yet acquired in comparison with Standard English. Being the first thorough study of pre-sleep monologues, which represent a small segment of language learning, it is definitely of great interest. It is not only a valuable contribution to the investigation of child language but also to linguistic theory and research into inner speech. The advantage is the manageable size of the corpus (5.500 running words). Some doubts, however, may be raised as to whether the half-dream soliloquies are sufficiently representative.

The analysis of the speech development in Latvian children can be found in the study of V. RUKĒ DRĀVINA, "*Zur Sprachentwicklung bei Kleinkindern*", published in Lund 1963. Of her conclusions let us mention here at least her belief that in his idiolect a child at the age of two approximates to the speech of his environment to a higher degree in regard to syntax but not so in regard to phonetics. Many of her observations coincide with the findings of other investigators, e.g. the postpositional use of the negative particle, the priority of parataxis as compared to hypotaxis, the development of questions, the preponderance of substantives and interjections in the early words of children, to mention at least a few.

Though comment has been made only on the most outstanding and accessible literature dealing with speech development, it is clearly shown what an inviting and hitherto unexplored province child language is. Every newly published analysis not only contributes in its own specific way to knowledge of language development in children in general, but also detects new and valuable clues to further investigation. The present work tries to be another contribution in this field.

