

EXAMPLE Paragraph #1

Pragmatic Language Development and Conversation Skills

Lastly, Child H was observed to determine the development of her conversation skills. Child H initiated conversations with others by saying phrases such as “look at this,” “hey let’s do this.” By initiating conversation, Child H took a lead role in most group play activities. When engaged in conversations with other children or the instructor, Child H continued with the same topic always letting her conversation partners have a turn speaking before she responded. Most of the conversations that occurred between Child H and other children flowed smoothly for 2 or 3 responses each, followed by a change in topic without repairing the initial topic. For example:

Child H: “I like rainbows, do you?”

Classmate: “I love them, my mom doesn’t though.”

Child H: “Your mom doesn’t like rainbows?”

Classmate: “Bears are scary.”

Child H: “I hate bears.”

Brown's 14 Grammatical Morphemes

S's utterances were further examined to see if she correctly used one or more of Brown's fourteen grammatical morphemes. For each morpheme, an obligatory context number was found and a use number was found. By dividing the use number by the obligatory context number, a percentage use was found. S had a 100% usage on the following morphemes: -ing, plural-s, in, on, regular past tense -ed, contractible copula, and contractible auxiliary. In each case, S applied these morphemes in two or more utterances. S had a 91% usage with articles. S displayed eleven obligatory contexts with ten uses. Instead of saying, "Put the chicken up", she said, "Put chicken up". S did however use "the" correctly in seven other utterances. In the context of this observation, S's language was driven by pretend play and therefore did not yield a sample for the following morphemes: possessive -s, irregular past tense, regular third person singular -s, uncontractible copula, uncontractible auxiliary, and irregular third person singular. S did not show any utterances with use of overregularization errors. Again, only a small utterance sample was taken from S.

EXAMPLE paragraph #3

One of the unique features about the human race is our ability to communicate with each other. Through communication, humans are capable of conveying thoughts and feelings to one another. An important part of communication involves using language to our utmost advantage. This aspect of communication requires practice and skill. My observation was of one child trying to acquire just such a skill.

Background Info:

My observation took place on November 11, 1999 at the Pensacola Junior College Childcare and Development Center. I observed a female, age 3.5. The child in question smiled often and laughed frequently. She had a lot of energy and was eager to talk to me, as well as her friends. The observation itself took place on the playground around other children, where I could hear and see the subject in question converse and play with her peers. The total observation time was one hour.

EXAMPLE paragraph #4

Overall, T's sentences are developing as they should for her age. She is in Brown's Stage V for morphological development as well as negative and question modality development. Her mean length of utterance fell within Brown's Stage V+. The short sample of utterances could account for the slight discrepancy in stage placement. If a longer sample were taken T may produce more uses of the morphemes, and more complex negative and question sentence modalities. However, T's sentences seem to be normally developing for her age.