



شبكة المعلومات الجامعية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





شبكة المعلومات الجامعية



شبكة المعلومات الجامعية

التوثيق الالكتروني والميكرو فيلم

جامعة عين شمس

التوثيق الالكتروني والميكروفيلم

قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
على هذه الأفلام قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأفلام بعيداً عن الغبار

في درجة حرارة من 15 – 20 مئوية ورطوبة نسبية من 20-40 %

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15 – 25c and relative humidity 20-40 %



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بعض الوثائق الأصلية تالفة



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بالرسالة صفحات

لم ترد بالأصل

Standardization, Translation and Modification of the Preschool Language Scale – 4

Thesis Submitted for the Partial Fulfillment of the
Doctoral Degree in Phoniatics

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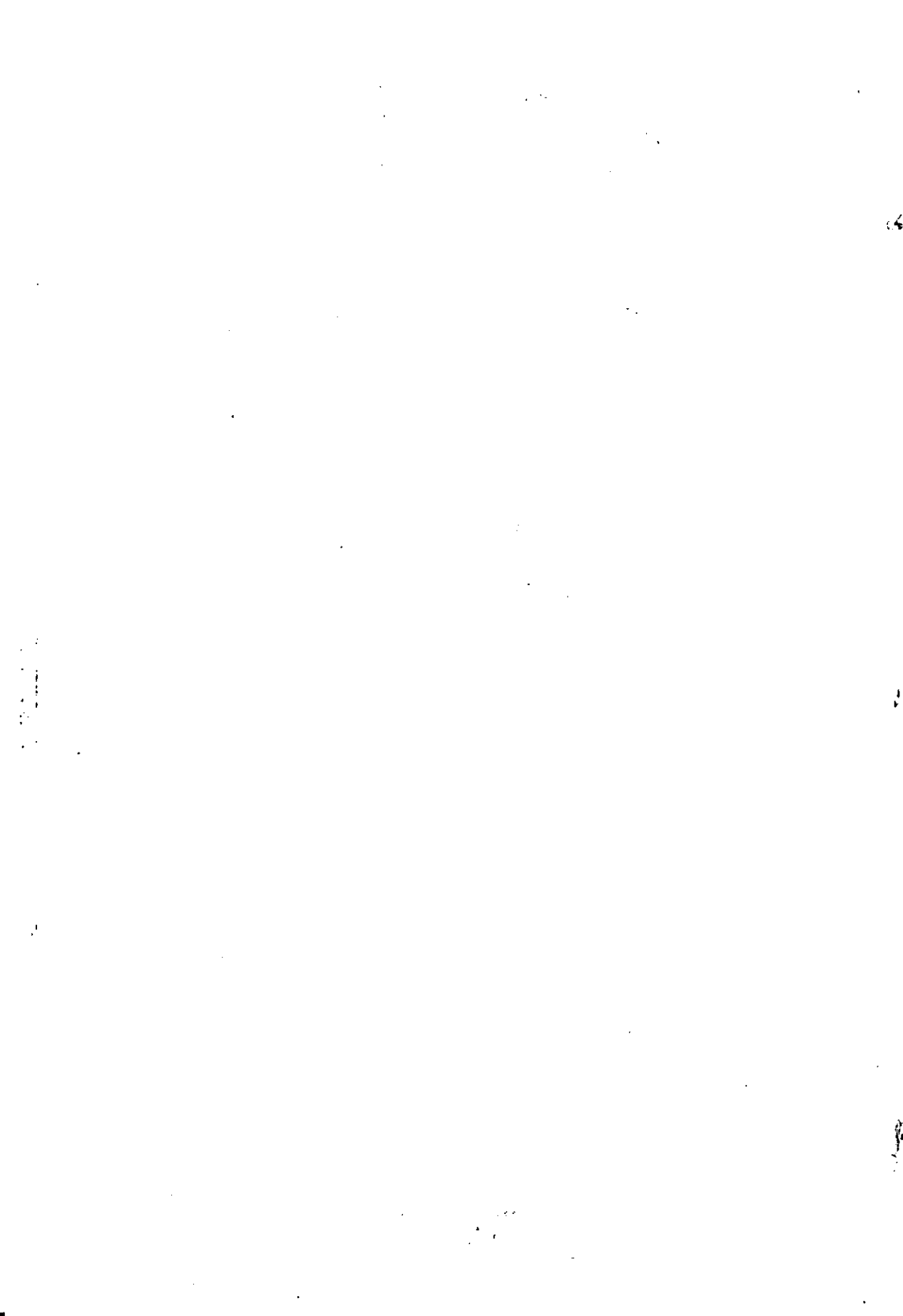
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Language is defined as an arbitrary symbolic system that pairs sounds and signs to meaning (*Kotby, 1980*). Language is also, a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rules-governed communications of these symbols (*Owens, 1984*).

Both *Bloom and Lahey (1978)* and *Lahey (1988)* discussed language as comprising the following three major aspects: Form, content and use or function. Form includes syntax, morphology and phonology. These are the components that connect sounds or symbols with meaning, this, as well as, Content includes meaning or semantics and lastly, use of language includes pragmatic that consists of the goals or functions of language. These five components- syntax, morphology, phonology, semantics and pragmatics are the basic role systems found in language. Each of the five components is distinct but interrelated: syntax is a rule system for the ordering of words in sentences. At the word level, words consist of one or more units called: "morphemes". A morpheme is the smallest unit of meaning and is indivisible without affecting the meaning or producing meaningless units. Phoneme is the smallest linguistic unit of sound that can signal a difference in meaning. Phonological rules govern the distribution and sequencing of phonemes within a language. Semantics is concerned with the relationship between language form and cognition. Semantics help language users to decide what is meaningful and what nonsense is. Lastly, pragmatics are a set of rules related to language use. These rules govern the manner in which one is able to state a thought, the way to enter and exit from a conversation, the adaptation of roles, the sequencing of sentences and the anticipation of listeners needs.

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Cognition has a primary and a vital role over language. The child has to reach certain level of cognition to start language symbols. *Vygotsky, (1962)* pointed out that language begins to help to structure thought, and thought is carried out primarily in the modality of language. One of the major accomplishments of normally developing children in the preschool period is the beginning of the integration of language and cognitive processes, each feeding off and growing out of the accomplishments of the other.

Tomasello, (2002) has suggested that such simple prerequisite relation between language and cognition are not typically found in normal development. Instead there is what researchers call local homologies. Local homologies are specific relationships that occur at certain points in development for example in the single word period; there is strong relationship between the use of words as labels and the ability to demonstrate functional play, such as putting a toy telephone up to the ear.

Casby, (2003) has suggested that certain behaviors that can be observed in a child's play and gestural behavior tend to go along with particular communicative development.

Prelinguistic children with developmental disabilities who used symbolic play behaviors were luckier than those who did not, to increase their rate of communication in an intervention program. If early symbolic behaviors are present, this suggests that the language skill that normally appears along with them should be within the child's zone of proximal development and that it should be teachable. If the play and gestural skills are absent, as well as the language, then we might attempt to elicit both the play and language skills in tandem, since their development seems to

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be parallel and they may complement each other. Play is the most natural context for language learning (*Brady et al., 2004*).

Knowing the level of play behavior that the child is able to use can help the clinician structure play sessions, which will maximize the child's opportunities for learning. Use of gestures is an additional aspect of symbolic behavior. Several studies have shown that gestures are highly related to language in early development (*Bates and Dick, 2002*)

Goldin-Meadow and Butcher, (2003) discussed the fact that young children often rely on gestures to express meanings when they are still very limited in their verbal abilities, and that word gesture combinations often lead the way to multiword speech.

Capone and McGregor, (2004) showed that for children with a variety of communication disorders, early use of gestures tends to predict language development. Gesture use, then may be an important prognostic indicator for children with delayed language.

Capone and McGregor, (2004) discussed the types of gestures and general sequence of gestural development "Deictic (showing, giving and pointing), symbolic (e.g. holding a toy telephone to the ear) and representational (e.g. flapping arms to represent a bird).

Receptive vocabulary size is always larger than the size of production lexicon. The child's comprehension of a first word is usually about three months ahead of the production of a first word (*Benedict, 1979*).

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Comprehension is usually acquired first before production of language. By the age of 12 months, the child uses first words for names of familiar people and objects. By reaching the age of 18 months, vocabulary size increases and semantic rules expand including agent, action, object, rejection, non existence and possession. By the age of 24 months, two word sentences appear and the majority of word combinations in spontaneous speech include: agent - action (e.g. daddy hit), action - object (e.g. hit ball), agent - object (e.g. daddy ball) and action - location (e.g. Throw chair) possessor-possession (e.g. mommy nose) and attribute entity (e.g. big shoe). Between 30 months and 36 months, the child could understand questions and basic spatial terms. Development of relations like additives, causal and contrastive occurs at about 42 months in addition to using and understanding based color words (*Chapman, 2000*).

As regard syntactic development, the majority of utterances are single words till age of 18 months. Children do not begin to combine words until vocabulary size reaches about 50 words by the age of 24 months (*Roulstone et al., 2002*).

By the age of two years, question pattern, command pattern and clause and phrase structure start to appear. By the age of three years, there are longer and more complex sentences. Also, conjunctions and comparatives are used. By the age of four years, development of verb phrases, various tense forms and passive voice occur. The children's first word combinations are used to talk about the semantic relations like possessor-possession, agent-action, action-object demonstrative entity and action-locative (*Crystal et al., 1976*).

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The most common sounds given by the newborn are discomfort and hunger cries. Babbling appears by the age of 4-6 months. A new stage called reduplicating babbling or repetitive syllable production appears at the age of 6-12 months; this stage is followed by jargon which is unintelligible speech at the age of 11-18 months (*Oller, 1978*).

Stoel - Gammon, (2002) talked about the close relationship between the development of words and sounds in very young children. The development of consonants specifically is closely related to the development of words. *Paul and Jennings, (1992)* found that normal 18-24 month olds produced an average of about 14 different consonants in a ten minute communication sample, whereas 24-36 month olds produced an average of 18. By the age of 18-24 months, the child produces most stop, nasal and glide consonants but few fricatives or liquids.

As regard pragmatic development and communicative functions, *Bates, (1976)* divided early communication into two basic functions: proto-imperatives and proto- declaratives. Proto-imperatives are used to get an adult to do or not do something; they include requests for objects, requests for action and rejection. Proto-declaratives are preverbal attempts to get an adult to focus on an object or event by such acts as showing off or pointing out objects as pictures for the purpose of establishing joint attention (illocutionary stage). The most frequent proto-declarative function seen in normally developing toddlers (8-18 months) is the comment (*Paul and Shiffer, 1991*).

Several new communicative functions appear at about 18-24 months in normally developing children. These functions include requests for information, acknowledgments and answers this stage is called

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(locutionary stage). More development in the pragmatic aspect of language by the age of 24-30 month, as frequency of topic continuations increase and new intents appear (e.g. symbolic play, talk about absent object and mispresenting reality [lies, teases]). By 36 months old topics are continued by adding new information and the use of language in play increases. At the age of 42 months the child becomes more flexible in requesting and indirect requests increase. By the age of 48 months new functions emerge as, reporting on past events, reasoning, predicting, expressing empathy and maintaining interactions. At the age of 60 months, hints that don't mention the intention in the request "e.g. those smell good" emerge and narratives become in the form of chains (Craig, 1991).

The American Speech-Language-Hearing Association, (ASHA, 2001) has defined language disorder as impairment in "comprehension and /or use of a spoken, written, and / or other symbol system. The disorder may involve (1) the form of language (phonological, morphologic and syntactic systems), (2) the content of language (semantic system, and /or (3) the function of language in communication (pragmatic system), in any combination.

On the other hand *Paul, (2007)* assumes that children can be described as having language disorders if they have a significant deficit in learning to talk, understand, or use any aspect of language appropriately, relative to both environmental and norm-referenced expectations for children of similar developmental level.

There are many risk factors related to delayed language development which is proved by study done by *Youssef et al., (1995)*

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