

WORD FREQUENCY COUNT IN SPONTANEOUS  
CONVERSATIONS OF FIVE - YEAR - OLD  
GUATEMALAN SPANISH SPEAKING  
CHILDREN

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OLGA M. GARCÍA - SALAS A.  
1977



This is to certify that the

thesis entitled

WORD FREQUENCY COUNT IN SPONTANEOUS  
CONVERSATIONS OF FIVE-YEAR-OLD  
GUATEMALAN SPANISH SPEAKING  
CHILDREN

presented by

Olga M. García-Salas A.

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Education

*Roy Weisselman*  
Major professor

Date May 16, 1977

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## ABSTRACT

### WORD FREQUENCY COUNT IN SPONTANEOUS CONVERSATIONS OF FIVE-YEAR-OLD GUATEMALAN SPANISH SPEAKING CHILDREN

By

Olga M. García-Salas A.

The problem included three objectives:

1. To identify the words most frequently used by the subjects when grouped by sex and socio-educational background level.
2. To discover the types of words most frequently used by the subjects when grouped by sex and by socio-educational background level.
3. To determine whether the production that typically represented one group of subjects was understood by the other subjects when grouped by sex and by socio-educational background level.

The 145 subjects ranged in age from four years eight months to five years four months. They were selected from 16 schools located in different zones of Guatemala City and grouped according to three different socio-educational background levels. Those levels were defined considering the educational preparation obtained by the parents and the professional activities that they held at the time of the investigation.

All the recordings included in the study comply with the following criteria: (1) represent spontaneous conversations of five-year-old Guatemalan children; (2) belong to subjects for whom Spanish



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is their mother tongue; (3) arrived at a minimum of three minutes in duration.

The results of this study were:

1. Children grouped according to socio-educational background levels differ in regard to the frequency of words used, although the differences were not significant in all cases. Factors contributing most to the differences were: articles, verboids and verbs for which the low group reported the lowest frequency of use.

2. Children belonging to the high socio-educational background ground contributed a larger number of individual words than did the other two groups. Nouns, verbs, adjectives and adverbs constituted the word categories which obtained the greatest number of individual words used and the highest total frequency scores.

3. Differences were noted in the conversation themes preferred by the subjects integrating each of the three socio-educational background groups.

4. No significant differences were found when analyzing the speech produced by boys and by girls, although girls tended to use a greater number of individual words and to obtain higher means on frequency scores.

5. A significant difference was found in relation to oral comprehension of selected portions of the subject's speech production. Higher scores were obtained by subjects constituting the high and the middle socio-educational background groups and lower by the subjects in the low group.

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6. When comprehension of stories typically representing each group was explored, the subjects in each one of the three groups behaved differently. Female subjects belonging to the high socio-educational background group obtained in general higher means than boys in the same sample. Girls in the middle group, on the other hand, obtained higher scores than boys did in those stories that represented female production and lower than boys in those stories that represented male production. Girls in the low socio-educational group obtained consistently lower means in all stories than did the boys in the same group.

It was of particular significance that previous evidence for spontaneous vocabulary studies realized with pre-school children were further validated in part for word frequency and lexical diversity and for differences in oral comprehension of speech resulting from environmental influences.

It was concluded that speech production and responses to oral comprehension questions were influenced by environmental factors. The analysis of vocabulary and speech comprehension variations resulting from sex differences did not reveal anything which could be considered conclusive.

11-11-11

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CONVERSATIONS OF FIVE-YEAR-OLD  
GUATEMALAN SPANISH SPEAKING  
CHILDREN

By

Olga M. García-Salas A.

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF EDUCATION

College of Education

1977

DEDICATION

To the children who contributed

To my parents and to Nora whose loving  
support and patience made my education possible

To Zoila and her family

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Dr. George Sherman whose professional advice and practical examples provided the help the author needed to redefine a philosophy of education.

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Dr. Daniel Beasley who willingly served as cognate advisor and always provided the guidance that helped so much to make this research study possible.

Finally, to the teachers and administrators of the Guatemalan Kindergartens for their cooperation and assistance in the initial stages of the study.

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## CHAPTER I

### THE PROBLEM

#### Introduction

The literature specific to word counts is not new. For the most part the emphasis has been on written rather than spoken language. In the last three decades, however, a number of studies in regard to the speaking vocabulary of children has appeared evidencing an increased interest and concern in speech production.

Examination of the literature may give the impression that there are enough word counts in existence and that no additional ones are needed. However, the great majority of these counts have been published in languages other than Spanish. In addition, no study has been made to record and estimate spontaneous oral vocabulary of Guatemalan Spanish speakers entering kindergarten.

The child who is in kindergarten shows a great curiosity about the things that surround him. He tends to investigate, examine, and ask questions. In most cases, the child when entering kindergarten can manipulate the structure of the language about as well as the adults in his own family. Therefore, the idea of investigating the vocabulary of the child who will begin to learn to use his language with other people and to listen while others are speaking as well as to voice his own ideas freely (Stickland, 1950), seemed of foremost importance to the present study.

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A number of possible models were considered before conducting the study. The author could have decided to make an in depth study of the language of one child, or to survey the oral expressions of a number of children. This study could also have been based on free speech, a selection of specific linguistic forms, or a test to find the level of comprehension of those forms. Considering the absence of informative material on the quantitative word usage characteristic of Spanish speaking children at the kindergarten level, it was finally decided to base this first investigation on a corpus of words produced by five-year-old children in a spontaneous speech activity.

#### Statement of Purpose

The purpose of this study was threefold: first, to identify the words most frequently used by five-year-old Spanish speaking Guatemalan children in their oral communication. Second, to determine the types of words most frequently used by the subjects in each of the groups; and lastly to determine whether the production that typically represented one group of subjects was understood by the subjects in the other groups when children were grouped by sex and by socio-educational background.

The following questions were posed to guide the study:

1. What are the Spanish words most frequently used by five-year-old Guatemalan children?
2. Are there any differences between the number of words used by the children when grouped according to their sex and their socio-educational background?
3. Are there any lexical differences in the speech of the children when grouped by socio-educational background?

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4. Do children in the middle and low socio-educational background groups understand the expression of children in the high socio-educational background group?
5. Do children in the high socio-educational background group understand the expression of children in the low and middle socio-educational background groups?

#### Justification of the Study

According to Jones, Lyle and Wepman (1966), word frequency lists could be used in many ways other than that of research on verbal behavior. These authors state that "the lists have contributed to the choice of language for children's texts, the equating of 'familiarity' of words (assumed from equal frequency of use) in the preparation of multiple-choice items for psychological tests." Other major uses of word counts have been those of establishing the children's interests as shown by their vocabulary, indication of parameters of lexical organization as a characteristic of the speaker's structure, and the study of grammatical development. Word lists also seem to be useful in the selection of basic vocabulary when teaching a second language and when selecting words of supposedly equal difficulty for spelling tests.

Oral expression constitutes one of the vehicles that the teacher could use to discover the child's relative command of the language. This study provides the classroom teacher with information regarding differences among children and the environmental influences which could be determining factors in those differences. However, the most immediate use of the study seems to be the help to teachers in determining what can be expected as far as the spoken vocabulary of

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kindergarten children is concerned. Furthermore, the findings of this study could be of some use to teachers at other levels of instruction throughout the elementary grades.

### Hypotheses

This study concerns itself with the oral vocabulary production of five-year-old Guatemalan children. Factors selected for study were: socio-educational background, sex, and sector, private or public, of schools attended by the subjects. The following hypotheses were formulated:

- 1: Frequency of occurrence will not be significantly different when analyzing the commonest three hundred words found in the speech production of five-year-old Guatemalan children when grouped according to socio-educational background level.
- 2: The mean measure of vocabulary diversity for three distinct socio-educational background groups will not be significantly different.
- 3: The mean measure of vocabulary diversity will not be significantly different for females when compared with males in the same sample.
- 4: There will be no significant difference in the values obtained when three distinct socio-educational background groups are compared for oral comprehension of stories.
- 5: There will be no significant differences in the values obtained when three distinct socio-educational background groups are compared for variation from story to story within groups.

### Limitations of the Study

Findings of this study should be considered within certain limitations. The first limiting factor concerns the population selected. Subjects were drawn from private and public kindergartens exclusively in Guatemala City. Only those children whose ages ranged

between four years and eight months to five years and four months were included in the study.

The second limiting factor refers to the procedure used. Much depends on the conversations themselves. The sample was collected by recording dialogs between the researcher and groups of five or six five-year-old Guatemalan children where the children waited for their turn to talk. The "Show and Tell" period, with some modifications, was used for this purpose. It was during that time that the children talked about their experiences and answered questions asked by others. It seems necessary to keep in mind that the speech production may not have displayed the full power of the individual's command of the language. Furthermore, that speech production may reflect inhibitions of certain subjects when facing other people.

Another limitation may be the fact that the presence of a word could be evidence of the child's knowledge, but it's absence does not necessarily mean that such word is unknown to the child. It must be noted then that the lists will not in any way be exhaustive. Inherent in this is the limitation of topics covered during the recording sessions. There are a number of domains that have not been sampled. The suspicion that the recordings may reflect the researcher's beliefs about the children's interests cannot be avoided.

#### Definition of Terms

The reader may better understand this study if certain terms are initially clarified.

Frequency: Refers to the number of actual occurrences of the same word.

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Individual words: Designates the total of different words occurring at least once.

Running words: Refers to the grand total of every occurrence of each word tabulated in the study.

Private Sector: Involves schools owned by individuals or groups of individuals. A monthly fee is charged per child in order to cover the expenses of the institution.

Public Sector: Involves schools supported by the government. No fees are required.

Socio-educational background level: For the purpose of this study, defines the educational level reached by both parents and the professional activities they were engaged in at the time of the investigation.

Spontaneous vocabulary: Represents that vocabulary elicited during the "Show and Tell" period without specific stimulation from outside factors other than the child's desire to answer his interlocutors' questions.

### Summary

In this chapter the problem, the purpose, significance and limitations of the study were presented. Several questions were posed and a list of terms given. In Chapter II, literature related to the study as well as pertinent research will be reviewed. Chapter III comprises a description of the methodology used in the study. The design will also be discussed. Chapter IV presents the organization, analyses, and findings of the study; and in Chapter V, major results, implications for future research and conclusions will be presented.



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## CHAPTER II

### RELATED LITERATURE

#### Introduction

Presently the study of linguistic skill development in children is the object of great controversy. The debate encompasses basically three groups. In one of the groups Piaget and his followers represent the cognitive theory. They hold that the child takes an active role in learning and that his cognitive thinking activity is somewhat reduced to the processing of information (Savage, 1973).

Another group, the nativists represented by Chomsky, Lenneberg, McNeill and others, sustain that language mechanisms are innate in the child. They hold that language development is related to the growth of the human brain, and that maturation in language runs parallel to maturation in motor and thinking skills. The child's acquisition of language is described as a kind of theory construction. The actual speech to which the child is exposed activates the set of rules that matches what the child hears and the child begins to speak his native tongue.

The child discovers the theory of his language with only small amounts of data from that language. Not only does his 'theory of language' have an enormous predictive scope, but it also enables the child to reject a great deal of the very data on which the theory has been constructed. (Chomsky, 1968)

The third group, the behaviorists headed by Skinner, support the importance of reinforcement in language learning. They propose

that language has no special character, that it is learned through the selective reinforcement of sound and sound combinations rather than sentence construction and meaning. The sounds were thought to be uttered either spontaneously, at random, or by imitation. Following this view, language acquisition is based on rewarding the child when he imitates or tries to imitate models of adult language.

A fundamental role is given to the social environment in the theories of the behaviorists; however, Chomsky and followers minimize its contribution. Those whose emphasis is upon the role of social environment have drawn most of their evidence from the studies of vocabulary development some of which will be discussed further ahead.

Studies based on the development of oral language and their outcomes, therefore, constitute the center of interest for this part of the study. Two discoveries were made while reviewing the literature. The first was that most of the studies have been written in languages other than Spanish. The second, that the majority of the studies were performed using children in either upper elementary grades, in high school, or with adults. Despite the number of word counts compiled up to date, little has been done in relation to the child who is of school age or already in kindergarten.

The research literature reviewed in this chapter considers the following:

1. Methodology and use made of studies relating to vocabulary development with groups of pre-school and kindergarten children in languages other than Spanish.

2. Studies relating to vocabulary development using groups of kindergarten children which consider sex and environmental influences.
3. Studies relating to vocabulary development using groups of kindergarten Spanish speaking children.

Methodology and Use Made of Studies  
Relating to Vocabulary Development  
with Groups of Pre-School and  
Kindergarten Children in  
Languages Other than  
Spanish

It is known that the vocabulary of children ready to enter school varies widely. Most children's social use of language is well developed and some have started to discover intellectual functions of language by the time they reach five years of age. (Marckwardt, 1970). It is for this reason that investigators of verbal expression seem to have felt the need for word counts of the spoken language of children entering school, especially during the last five decades. The classical work by the Horns (E. Horn, 1925; M.D. Horn, 1928) based on verbatim conversation records of kindergarten children is out of date. Needless to say, after 50 years the vocabulary of children who are in this age group has changed. Some other studies have been published on British children using interview techniques (Burroughs, 1957) and on Australian children in free play (Haywood, 1959), but these data are neither extensive nor easily available.

Some studies encouraged conversations using a variety of conditions including pictures, films, and play periods at school and at home (Battit, et al., 1954; Corcoran et al., 1955; and Kolson, 1960). Still, data for other studies was collected under conditions in which

children responded to tests or with associations in sentence form to frequently occurring words (Wepman and Haas, 1969; Spolsky, 1971); but very few have based their studies in recordings of spontaneous speech production (Hodgkins, 1947; Wever, 1955).

Word counts have been used in many different ways in the past. The major use has probably been to provide an index of what words might be included in readers and classroom teaching. This utilization has been based on the belief that if a word occurs spontaneously in a child's speech, it seems to be an obvious candidate for inclusion in his reading vocabulary (Horn, 1928; Newman et al., 1971). Some persons (Chomsky, 1959), however, contend that when a child speaks he gives us evidence of various aspects of his internalized grammar leaving many other aspects of his language unclear since they are not evidence from his spontaneous speech.

Another popular use of word counts has been to find out about the children's interests (Zyve, 1927; Nice, 1932). In these cases, the researchers examined mostly words which have a referential function. Specific content categories can be focused upon as was done somewhat informally with pre-school children in a series of studies (Ames, 1946; Ames and Learned, 1948; Ames, 1952).

Other studies use quite a different approach. They tend to view word usage as an indicator of certain types of lexical organization, or as a structural characteristic of the speaker's language. In these cases the focus is on properties of the vocabulary distribution as a whole rather than in the specific words being used.

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It seems quite evident that the relation between words and their placement in sentences is not simple as has been implied in some classical studies (Buseman, 1925; Davis, 1938). Nevertheless, the author has come to agree with those who believe that investigation of the different aspects of word usage could throw some light on the lexical processes the children's speech goes through (Wepman, 1969).

Studies Relating to Vocabulary Development  
Using Groups of Kindergarten Children:  
Sex and Environmental Influences

It was stated earlier that works whose emphasis is upon the role of social environment have drawn most of their empirical evidence from studies of vocabulary development. They have been impressed with the findings of studies performed with children raised in institutions, with investigations of birth-order differences, and with research on children raised in poverty. All of them show significant differences in verbal skills among children of varying environments.

A review of literature on children's language reveals that the social implications of language development have, somewhat, been neglected or misinterpreted because of the peculiar problems connected with the collection and the analysis of the material. Some of the evidence show that English speaking children from the upper socio-economic groups are more advanced in all phases of language development (Van Alstyne, 1929; Day, 1932; McCarthy, 1952; and Weaver, 1955). Support for this idea comes from another study where the researcher reported that enlargement of children's vocabulary is almost always related with travel and other environmental experiences (Bean, 1932). From another perspective recorded conversations of preschool children, in both

controlled and spontaneous situations, showed that children found in special institutions lacked development in their language skills (Milner, 1951; McCarthy, 1954; Verplank, 1955; Pringle and Tanner, 1958).

Though the special features of the young child's verbal world have hardly been studied, most authors ascribe an important role to parent-child dialogue in the development of language. In one of the studies reviewed, even though limited to the study of word frequency, the author (Smith, 1935) concluded that association with adults tends to improve speech more than association with other children, and that children in the higher social classes advance at a more rapid rate in language development than those of lower classes. In another study (Hopkins, 1967), the effect of a parent education program on the language development of underprivileged kindergarten children was determined. This study was designed to measure the frequency and quality of mother-child interaction. The significant differences found in language development favoring children whose mothers attended the program over those whose mothers did not, confirm the behaviorists viewpoint. The results of this study also support the conclusions of a previous one (McCarthy, 1953) where the author emphasized the importance of early mother-child relation and the fact that learning of mother's speech is achieved through a process of identification. Another viewpoint that seems necessary to consider is that of Weaver (1955). He concluded that age and economic background of the child's playmates also make a difference in his vocabulary development. Weaver stated that, though children learn at first to talk precisely in the style of their parents, as they move out into the peer group they then begin to use the style



of talking of their peers. Furthermore, he added that as children grow older, they are exposed to still other linguistic influences and their language is further modified.

Another aspect which has been the object of attention is the influence that sex may have on language development. In one study (Davis, 1937), it was concluded that while there was much overlapping, when comparisons were made on sex and social status, the group differences were clear cut, and gave a slight superiority to girls over boys and to the upper socio-economic groups over the lower socio-economic ones. There is another study (Olson and Koetzle, 1936) which points to sex differences in speech production. The amount and rate of talking of young children were investigated. The authors concluded that boys tend to speak less than girls during a given period of time, but that when speaking boys tend to do it at a more rapid rate. Furthermore, the authors sustained that the child that talks the most does not necessarily speak at the most rapid rate.

Studies Relating to Vocabulary Development  
Using Groups of Kindergarten Spanish  
Speaking Children

Complications are magnified if word count production in Spanish is considered. Studies concerning language development have not been as prolific in the Spanish speaking world as they have been in other places. In the survey of the literature, the author of the present study could find several studies that will be mentioned, even though they are not concerned with groups of kindergarten children.

The first group of studies concern the lexicon of adults (Rodríguez Bou, 1952). Through the use of oral vocabulary, free

association exercises, written vocabulary, examination of previous word counts, newspapers, texts and similar materials, Rodríguez Bou determined the most frequently used Spanish words. On the other hand, a survey on the language of twelve-year-old Spanish children was found. Lazcano and Sala (1969), tried to determine not only the vocabulary but also the interests of Spanish children aged 12. Only a transcript of the dialogs was reported.

A second group of studies which will be summarized further ahead was found. Even though the authors were not especially interested in the study of spontaneous word production, they did include kindergarten children as part of their population. The first in this group is another study conducted by Rodríguez Bou (1966). The author attempted to produce a list of the words most frequently used by pre-school children. He selected children four-to-seven years of age, who were entering the first grade in schools of urban as well as rural zones. From recordings of vocabulary elicited using 55 pictures, two lists were made. One with the 105 most common words used by the 746 subjects participating in the study. The other list contained the next 3000 words in order of frequency of use.

A second study (González de Guzmán, 1972) represents an investigation of the vocabulary of children when they enter school in three areas of Puerto Rico. The purpose of this study was to determine whether there were any differences in the vocabulary used and understood by children of mountainous, coastal, and metropolitan areas of Puerto Rico. Furthermore, the author tried to discover if sex was a determinant factor in the use or understanding of vocabulary. The

sample was obtained through the application of the verbal form of the test "Prueba Colectiva Puertorriqueña de Capacidad Mental, Nivel Primario, Grados, 1, 2, 3, Formas A y B" and by eliciting conversations from children through 19 colored pictures that were shown to them. The analysis performed on the data gathered revealed that: (1) there were significant differences in the scores of the tests applied to determine the use of vocabulary. Subjects from the metropolitan areas used more words and more different words than those of other areas; (2) there were no significant differences in the total number of words and in the number of different words used by boys and girls; (3) there was no difference in diversity of vocabulary between boys and girls.

The last study in this group concerns itself with the psycholinguistic development of children six to eight years of age in rural and urban areas of Guatemala (Fernández de Barrios Castillo, 1973). The purpose of this study was to find the syntactic development of children of several age groups. Picture tests (Prueba Pictórica de Lenguaje Nacional, PPLN) were used to elicit the speech production of 240 subjects drawn from rural and urban areas, involving children six to eight years of age, and including low and high socio-economic levels. Results of this study seem to confirm the conclusions of previous ones with respect to the following: (1) females showed a slightly larger lexicon than males; (2) development of meaningful expression evolved in direct relation with age increment; (3) higher socio-economic groups seemed to have better opportunities to reach wider maturational range, semantically speaking, than those belonging to low socio-economic levels. Furthermore, the author noted that the results suggest that adult-child interaction was an important factor in vocabulary development.

Summary

A review of the literature on word counts performed with groups of preschool and kindergarten children was presented in this chapter. There were three aspects of this literature covered. First, methodology used when performing studies dealing with groups of kindergarten children was considered important and therefore included at the beginning. Second, studies considering sex and environmental influences on language development were the theme of the following section. No consensus of opinion could be reached when analyzing findings. Finally, even though studies of vocabulary development in Spanish have been limited in number, the three studies produced dealing with groups of children, including five-year-olds, were reviewed in the last section of the chapter.

This survey of the literature revealed a paucity of studies related to the oral vocabulary of preschool and kindergarten children. No definite overreaching theoretical conclusions could be drawn. While the authors of a number of the studies conclude that their data supports a behavioristic view of vocabulary development, their procedures allow for other interpretations. A common denominator was observed. Most of the studies seemed to indicate that all the words a child uses are in some sense imitations of words he has heard. Nonetheless, one has to keep in mind that simple imitation do not suffice to explain the whole process of language acquisition.

The importance which has been attached in the past to the study of verbal expression cannot be ignored, since the issues are still open for further study. Living in an ever-changing world presupposes that

the vocabulary has to undergo constant change to meet new and challenging demands "Therefore, no word list can be considered as being final" (Weaver, 1955).

## CHAPTER III

### METHODOLOGY OF THE STUDY

#### Introduction

The purpose of this chapter was to describe the methods used to analyze the speech production of five-year-old Guatemalan children. The analysis included social implications and individual differences as well as the speech production characteristic of the age under study.

Recordings of spontaneous conversations of kindergarten children were used for the purposes of this study. These conversations were collected by the author under specified conditions. The population interviewed and the selection of the sample are identified and defined, and the data gathering procedure is outlined. It was considered important to stress the fact that the study was conducted in two distinct phases which required somewhat different research techniques and subsequent treatment. The instruments and techniques used for the analysis of the data will be explained in the appropriate sections.

#### Selection of Population

The recorded conversations of 145 Guatemalan Spanish speaking children were selected for the study. This population represented both sexes (86 males and 59 females), an age range from four years, eight months to five years, four months, and a socio-educational background in which their parents ranged from illiterates, persons without any

schooling, and university graduates. It was intended to draw half of the population from the private sector, involving schools owned by individuals or groups of individuals which charge a monthly fee in order to support the expenses of the institution. The other half would have come from the public sector, schools supported by the government where no fees are required. Actually, 75, 51.7 percent, of the recordings were of children attending private institutions. The remaining 70, 48.3 percent, were of children going to public schools. Eighty six, 69.3 percent, of the recordings belonged to boys and 59 were of girls.

The first step for the analysis presupposed a subdivision of the selected population into groups that would indicate differences among the individuals. This subdivision was planned considering social and economic factors. Several problems were confronted by the author in this process. To begin, the necessary information for the subdivision into socio-economic levels was not readily available. According to Gillin (1956) Guatemala does not have a uniform or homogeneous national culture in which all its members participation can be noted. Contrary to expectations, the author found that even though Guatemala is geographically subdivided into zones, which could be taken in part as an index to socio-economical status definition, schools located in those zones do not necessarily match the socio-economic level of the families living in those zones. In other words, a school could be located in the center of a zone where most of the professional or business people live but it does not draw its population from those families. Rather, children of those families are bused to private institutions located in other zones and chosen according to their preferences. Those who



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attend the school, then, would be the children of low income persons who work for the previously mentioned professionals. The following was found to be true in any given zone.

1. Private kindergarten where, due to the fees charged, only the children of persons who hold a high or upper middle economic condition attend.
2. Private kindergarten, attended by children of low income families.
3. Private schools, especially parochial schools, where, due to the funding of scholarship programs, both kinds of population described in one and two above, attend.
4. Public kindergarten where, for several reasons, both children of professionals as well as children of low income workers attend.

A second problem encountered stemmed from the fact that none of the 16 schools, with which contact was made, required from the parents an income declaration. Despite the author's effort to obtain this information, it was impossible to convince the administrators to authorize such a request. Another factor influencing the author to make the decision adopted, was that according to Gillin (1956) education and attitudes toward professional endeavors seem to be the basis for the differentiation of social groups in Guatemala (see Figure 1). Two factors were then left to be considered for grouping: educational level reached by both parents and professional activities they were engaged in at the time of the investigation. Children of manual workers, artisans, mechanics, professional people, and artists were all included

LOW	MIDDLE	HIGH
Dedicates its time to manual labor.	Rejects manual labor.	
Educational level almost non-existent or reduced to a very elementary stage. Does not have an easy access to mass communication media.	Is literate and has access to mass communication media and to ideas imported from other places.	
Is culturally incapable to participate in worldwide cultural endeavors.	Is the one expected to promote social change.	Claims prestige and power automatically inferred to them by material gains. Has shown a high degree of conservatism and pronounce itself in favor of the status quo.

FIGURE 1: Factors that differentiate among the social classes in Guatemala (Gillin, 1956)

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in the study and depending on the educational level reached by their parents formed the different groups.

In conclusion, instead of a division according to socio-economic levels, the author grouped the subjects according to family socio-educational background defined by the educational level of the parents and the profession they held at the time of the investigation. Forty-five, or 31 percent of all recordings, were of children of low socio-educational background, children whose parents did not have any education or that reached only the elementary school level. Sixty two or 42.8 percent belonged to children coming from a middle socio-educational background situation, and 38 were of children from a high socio-educational background. The groups studied represent all classes of society. A larger proportion of the upper social classes, 26.2 percent, than that found in the general population, 25 percent (Ruddle and Barrows, 1972), was included. Thus, the final sample consisted of 145 subjects, 86 boys and 59 girls, as shown in Table I.

TABLE I  
SUBJECTS INCLUDED IN THE POPULATION

Sector	Socio-Educational Background Level								Total
	High		Middle		Low		Sub-Total		
	M	F	M	F	M	F	M	F	
Private	19	8	21	11	8	8	48	27	75
Public	6	5	16	13	16	14	38	32	70
Sub-totals	25	13	37	24	24	22	86	59	145
TOTAL	38		61		46		145		145

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The children ranged in age from 56 to 64 months as of January 15, 1975. The range, mean and standard deviation of the chronological age for each group are shown in Table II. All those children come from homes where Spanish is the only language spoken. Information on the occupation and educational background of parents as well as the zone of Guatemala city where their residence is located can be found in the charts appearing as part of Appendix A.

### Procedure

The study was conducted in two separate phases. Phase I dealt with the acquisition of the verbal sample which involved spontaneous conversations of five-year-old Guatemalan children. Phase II was designed to measure the children's oral comprehension of stories considered to be typically representative of each of the three groups that formed the chosen population. Those stories were drawn from the recorded conversations.

#### Phase I: Verbal Sample

The schools in Guatemala open toward the end of January which made it imperative that the data be collected soon thereafter, otherwise the children's vocabulary could have been affected by the school environment.

During the last two weeks in January and the complete month of February, 1975, the author visited 16 schools located in seven of the various zones that form Guatemala City. (See map included in Appendix A.) The objective was to record the spontaneous conversations of as many five-year-old children attending those institutions as

TABLE II  
RANGE, MEAN, AND STANDARD DEVIATION OF THE SUBJECTS' CHRONOLOGICAL AGE

Groups	Cases		Range*		Mean		Variance					
	Private Public Combined		Private Public Combined		Private Public Combined		Private Public Combined					
High	27	11	38	9	10	10	5-2	5-0	5-1	3.04	3.54	3.19
Middle	32	29	61	10	10	10	5-2	5-1	5-1	3.04	2.61	2.75
Low	16	30	46	7	10	10	5-3	5-2	5-2	2.22	2.48	2.51
Total	145			10		5-1		2.97				

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could be found in a given opportunity. During the 45 days that the visitation period lasted, a total of 500 children were interviewed.

An effort was made to visit at least one public and one private school in the same zone to obtain a representative number of subjects from each sector. Children interviewed in each of those schools were, in turn, to form the three socio-educational background levels included in the study. The selection of subjects for the study was done on the spot depending on situation, setting, and availability. As a general rule, the administrative officials in the different institutions allowed the author to examine the cumulative record folders thus making it easier to obtain the information necessary to decide about the formation of the socio-educational background levels which the children were to constitute. Furthermore, special rooms and help from either the principal or some of the teachers was made available at all times. The only restrictions considered when making the selection were that the children should be four to 4-8 to 5-4 years of age and that Spanish be the only means of communication in the home.

The Corpus.--The "Show and Tell" period was used for the recordings of the speech samples considering that it is during this time that children bring objects or share experiences with their classmates and other adults. Even though the subjects were taken away from their usual setting, the author succeeded in keeping the general atmosphere as relaxed as possible under the circumstances. To insure fidelity of the recordings, arrangements were made for the conversations to take place in rooms far from noisy areas. Usually groups of five or six children were chosen to be recorded at one time. They were

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asked to sit around the tape recorder; in this way the microphone was moved around only when necessary. Special care was taken to establish rapport with the subjects and to keep the motivation intrinsic rather than extrinsic. The children were told that the purpose of the activity was to obtain a sample of their speech and that anything they wanted to talk about would be accepted. Nevertheless, when the author considered necessary, some suggestions relative to the topics they could talk about were offered. Children were told that they could chose to speak about pets, family members, toys, or to tell other stories they considered appropriate. It was interesting to notice that while the great majority chose themes about family and pets, some children opted for stories like "Little Red Ridinghood," "The Three Little Pigs," and "Pinnocchio," and still other children offered to sing songs. Anything they wanted to contribute was accepted.

In general, the children seemed hesitant at the beginning and many of them refused to talk when confronted with the microphone. It was decided then to start them off by asking very general questions. Once the children began to talk freely, the author would not intervene at all. If the subject's conversation seemed to lose strength, the author would inject a new topic with a leading question. Specific questions calling for specific answers were avoided as much as possible.

A situation where every member of a group of children uses an exactly proportionate amount of time is not possible to provide. The objective was to keep the subject talking for at least five minutes. The rationale behind this five-minute sample was to arrive at a standard measure for all subjects. Only the intermediate three minutes of speech

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production would be used for the study, deleting the excess conversation time equally at the beginning and at the end. Thus the initial hesitation of insecure children as well as the senseless repetitions of those who did not know how to end a conversation would be accounted for. This deletion would give the same opportunity to all subjects.

To maintain a five-year-old talking for several minutes without extraneous interferences was not possible. Some children talked over five minutes, others did not reach three, and still others did not speak at all. Thus, the initial five-minute conversation goal could not be kept in every single instance. The reader should refer to Appendix B to examine the samples of conversations and the questioning technique.

After careful scrutiny of all the conversations obtained, 145 recordings which ranged from three to six minutes in duration were selected by the researcher. The rest, those that did not reach three minutes of speech production were deleted out of this pool. All of the recordings included in the study comply with the following criteria: (1) represent spontaneous conversations of five-year-old children; (2) belong to subjects for whom Spanish is their mother tongue; (3) arrived at a minimum of three minutes in duration. The reader should refer to Table III to see the duration of stories distributed according to sex and to sector within socio-educational background level.

Preparation of Typescripts.--A verbatim transcription in conventional orthography was prepared from each tape-recorded session. In this case as in a study by Wepman and Haas (1969) dialectical variations in pronunciation were ignored and vowels or consonants omitted in pronunciation were replaced in transcription. (Thus, "verda"

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TABLE III

## DURATION OF SPEECH PRODUCTIONS - background level

SOCIO-EDUCATIONAL LEVELS	SECTOR	3'-00" to 3'-34"		3'-35" to 3'-59"		4'-00" to 4'-34"		4'-35" to 4'-59"		5'-00" on ...		Sub- total		TOTAL
		M	F	M	F	M	F	M	F	M	F	M	F	
HIGH	Private Public	7	3	5	3	3	0	0	0	3	2	18	8	26
		4	1	1	1	0	0	1	1	0	2	6	5	11
		11	4	6	4	3	0	1	1	3	4	24	13	37
		15		10		3		2		7		37		
MIDDLE	Private Public	8	4	4	3	4	1	0	2	6	1	22	11	33
		4	3	5	1	5	2	0	3	2	5	16	14	30
		12	7	9	4	9	3	0	5	8	6	38	25	63
		19		13		12		5		14		63		
LOW	Private Public	1	3	4	3	2	1	0	1	1	0	8	8	16
		5	6	2	1	3	2	2	1	4	3	16	13	29
		6	9	6	4	5	3	2	2	5	3	24	21	45
		15		10		8		4		8		45		
		29	20	21	12	17	6	3	8	16	13	86	59	145
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became "verdad," and "aruña" became "araña"). Extraneous speech sounds and vocal gestures such as "Hmm," "ah," "eh," also were transcribed in conventional notation. Certain notations peculiar to the Spanish language were adapted to be compatible with characters on the keyboard of an IBM 026 card punch (ñ became + and the orthographic accent became an \* inserted after the accented vowel).

Punctuation was added to typescripts on the basis of subjective judgment. It was limited to periods, questions and exclamation marks, and ellipses. When a short pause occurred within a sentence-like sequence, a comma was inserted. A pause following a closed completed word sequence was marked by a period. Use of question and exclamation marks was determined mainly by intonation and context. Ellipses were used to represent long pauses, either within or between organized word sequences. A special problem was posed by repetitions of a word in speech. In the utterances, "Mi mamá me regaló un... un... un perrito." it seemed desirable to suppress from the word count all but the first occurrence of the word "un."

Accuracy in the transcription was established previously with a pilot study that the author conducted where conversations of 25 children were recorded and transcribed with 100 percent accuracy. Another person, a first grade teacher who also teaches English to adults, was asked to make a second transcription of several randomly selected recording sessions. Then a comparison was made to establish the degree of agreement existing between the transcription of both persons. When the transcriptions were compared, the words were found to be exactly the same in each transcription. There were some disagreements in relation

to punctuation used, but they were considered irrelevant for the purposes of this study.

Each transcript was thoroughly edited at least once by the researcher and read while listening to the recorded speech. Corrections were made whenever required.

Grammatical Classification.--To determine the number of words used according to the part of speech it was necessary to classify the words appearing in each transcript. Each of the typescripts was carefully analyzed to determine the different parts of speech. One work (Alarcos Llorach, 1970) was used to clarify grammatical concepts. In some instances, though, words were classified according to their most common use. The results of this system indicate that a method of classification can be used reliably by anyone who is willing to review the rules of grammar and to work carefully.

The system used, sought to portray in some way the structure of five-year-old speech. The effort to find an easy way of classification was another motivation for the system adopted. It's design was taken from the one discussed in detail in Jones, Goodman, and Wepman (1963). In conclusion, the children's production was examined from two different perspectives. The first one, a lexical analysis per se was used as an indicator of the most frequent words used by children included in this study. The second was a grammatical classification of the speech production. The system recognizes nine categories: noun (1), verb (2), adjective (3), adverb (4), article (5), pronoun (6), verboid (7), relators (8), and interjection (9). Its goals can best be

illustrated by examining it in some detail. The classes are defined and briefly discussed below.

(1) Noun: Found in its two categories, the proper and the common noun.

(2) Verb: This class differs somewhat from the conventional classification in as far as the structural correlations, which make the Spanish verb different, were considered. (a) Forms that belong to the representative function of speech and those that belong to the apelative function--imperative; (b) Undelimited--simple--and delimited--compound--forms; (c) General forms--indicative--and those forms that carry modal characteristics--subjunctive; (d) Forms that indicate retrospective correlation and those that indicate prospective correlation; (e) Forms that indicate number and personal correlation. All the nominal forms, verboids, are included under a different classification.

(3) Adjective: This class comprises all those syntagmes characterized by functioning autonomously as attributes.

(4) Adverb: In relation to semantic substance, the adverb refers to the ideas of situation--time and place--and motion--mode, quantity, conformity or non-conformity to that said about certain reality. This class comprises all minimal forms that fulfill the following criteria: (a) invariability, indifference to number and gender; (b) autonomous function as aditament; (c) adjacent to the adjective.

(5) Article: This class differs slightly from the conventional classification in that it does not include the "indefinite article"--un, una, unas, unos--considered for the purposes of this study as an adjective. There are several significant features concerning the

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article in Spanish. In addition to its base forms, there are others usually associated with gender--el, la--and number--los, las--and still another when it is necessary to indicate neutrality--lo.

(6) Pronoun: Only personal pronouns were classified under this category. Both groups were included, the pronouns that presuppose the verb presence and are therefore never found in isolation--me, te, se, le, la, lo, los, las, nos, os--and the pronouns which are completely autonomous, some of which carry orthographic accent--yo, mí, tú, ti, él, ella, sí, nosotros, nosotras, vosotros, vosotras, ellos, ellas--which function either as subject, implement, or complement in the sentence.

(7) Verboid: This class includes all those verb forms different from the ones discussed under number two because they do not indicate person or tense and because they have the capacity to act as nouns.

(8) Relators: This category comprises all those syntagmes that transpose others to the aditament function. In other words, they are functional indeces that in principle only point out that the segments which they accompany are not subjects in a sentence (traditionally considered prepositions). Also, included here are those elements which connect equifunctional sequences or adverbs (traditionally, conjunctions).

(9) Interjections: In this classification, an interjection is considered from the point of view that it represents a sentence which has been reduced to its minimal expression. It is usually stressed by a special tone quality in the emission of the voice. Most of its value is generally obtained by context alone. It may express doubt, affirmation, or negation of something happening.

It was not possible to recheck all the speech production analyzed for this study. In five records that were re-examined by the author, after an interval of several weeks, the intrajudge reliability was of 96.5 percent. Most of the discrepancies were in the classification of interjections and in allocating certain syntagmes to the same category. This last aspect was the least objective step of the method of analysis.

Data Processing.--All data processing of word samples was performed at the Michigan State University Computer Center. The typescripts, described above, were delivered to MSU Computer Center in October 1975. Every sample included was given an identification number specifying the different variables considered for the study (see Appendix B).

The typescripts, previously coded, were keypunched into IBM cards using IBM 026 keypunch equipment. Four words were printed on each card in addition to the identification number. One or more spaces (blank card columns) were used to separate successive words. The cards were then printed in a continuous listing for visual verification. This verification was performed for all cards and consisted of a purposeful reading for errors against the original samples. Errors found in the visual verification were corrected on the sample cards, and the entire verification was repeated as before.

The samples were transferred from cards to magnetic tape in 80-character "card image" form. All subsequent processing was performed on the tape records. The equipment used included a CDC 6500 system with two central processing units (CPU), ten peripheral processing units (PPU), two disk storage systems and four 800-bpi magnetic tape drives.

The cards in turn were input to a special program. The objectives set for this program read: (1) to determine all unique vocabulary words used; (2) to create a usable data base from the coded transcripts; (3) to present the new data base in an understandable format; (4) to use the BREAKDOWN program (Nie, 1970-1975) to obtain the specified statistics; (5) to rank-order the vocabulary words within the various sub-populations.

The program was conducted in three different phases. The first one consisted of a sort-merge program which produced an alphabetized list of the different words used by all the subjects. There were 2380 individual words found, of which 1341 occurred only once, in the sample collected. Then a file per child was compiled where both the different words and their frequency appear. The subdivision of the 2380 words into subgroups of 97 was realized. A BREAKDOWN (Nie, 1970-1975) program was run in order to obtain the statistical analysis per word. The last phase consisted of a ranking routine. Each child's production was read, the words were ordered according to frequency of occurrence, and then, the different listings of words were derived: by grammatical type within socio-educational level and within sex.

The program produced as output: (1) an alphabetized list of all different words including the code for grammatical class; (2) a printout of the coded transcripts, including the words in each category used by the subjects in the different groups; (3) a list of words alphabetically arranged within each coded grammatical class together with absolute and relative frequency for each class and of each word within that class. All this information was analyzed in order to obtain the means,

standard deviation, and variances reported in the different lists. The reader is referred to Appendix C to examine the different lists of words. Lists A, C and D in this study are taken from output 2; list B comes from output 3. The computer output is kept by the author but could be studied by anyone that so desires.

(1) List A: In this list all words used by at least five speakers appear. It includes 350 word entries presented by rank order of frequency according to socio-educational groups. The rate of occurrence of a word was determined separately for each speaker and then averaged over the speakers to yield the reported mean frequency of occurrence. Part-of-speech codes are cited for each word, using the numerical coding convention given earlier.

(2) List B: This list is organized by Part-of-speech with words arranged alphabetically within each class. All words listed were used at least once by five or more of the 145 speakers. If a given word was used by at least five speakers in each of several grammatical classes, it appears listed several times, once under each grammatical class. Thus, "Juego" occurred both as a noun and verb, and is listed both in the noun and in the verb sections. "Cuarto" occurred as a noun and as an adjective, and it appears in the two lists. Each word is followed by three numbers. The number in the first column to the right of the word represents the number of speakers who used the word at least once in the specified grammatical class. The next column presents the mean frequency of occurrence. The final column gives the variance from the mean. As in Wepman and Haas (1969), the variance was used to serve "as an index of the magnitude of individual differences in frequency of



use of a word." Two words with approximately the same mean but different variances were thought to be marked by different distributions of usage over individuals. Consider two words used as nouns ABUELITO and AMIGOS. Both have mean frequencies of .0414. The larger variance for ABUELITO (.0538) suggests that fewer speakers used it with rather high frequencies. The lower variance of AMIGOS (.0399) indicates relatively more uniform frequencies of usage. Another example, the adjectives CADA and GRANDES have precisely the same mean frequency of occurrence .0897 but different variances (.1516 and .0822). This suggests that the word CADA comes from the protocols of a smaller number of speakers but that each speaker used the word relatively often. The variance was defined then, over the relative frequencies obtained from the 145 speakers.

(3) List C: This list presents, alphabetically arranged, all words used by at least five speakers. Grammatical class codes, as defined earlier, are included. The three numbers associated with each entry are the number of users, the mean frequency of occurrence averaged over the 145 speakers, and the variance from the mean as defined over the distribution of relative frequencies obtained from all the speakers included in the study.

(4) List D: This list presents, alphabetically arranged within grammatical class, all words used by four speakers or less. No statistical analysis was performed with them.

Treatment of the Data.--A multivariate analysis of variance using the Finn program, was utilized to determine significant differences between sexes, between and within socio-educational background groups

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on the number of words the children use, and the frequency with which they use certain kinds of words. Differences among variables were accepted as significant if the probability was .05. Results will be discussed in Chapter IV.

#### Phase II: Oral Comprehension Check

The purpose of Phase II was to determine the extent to which children comprehend oral speech production of sexually and socio-educationally different children. In other words, the main objective was to determine if the speech production of children that belonged to one socio-educational background group was understood by children in the other groups. In order to produce an instrument to check for oral comprehension, all speech productions collected for Phase I of the study were analyzed. Sections of the conversations which could be considered stories representative of each socio-educational background group were chosen. The result of this analysis was the compilation of a test where six stories, one representing each sex within the different groups, were included.

The Test.--The test designed for the measurement of Oral Comprehension consisted of six stories. There were two stories taken from the speech production pertaining to each socio-educational background group and representing both sexes. This selection was made according to the procedures explained in the following paragraphs.

The first step taken involved the careful reading of all typescripts. The selection was made taking sections from the speech production of children participating in the study. Each story was

supposed to represent themes and words that could be considered characteristic of a given group. Therefore, this first activity consisted of the search for fractions of speech productions that constituted short stories within the general conversation. In some conversations the author found up to three series of sentences forming some kind of story, while in others none were found. Once the "stories" were identified, a separate copy of each was made.

The second step consisted of the identification of themes within the stories. This allowed the author to discover the interests of each individual within the group and consequently to learn about activities that were possibly characteristic of that group. A list of these themes and their frequency is shown in Table IV. As was observed, there were some equally popular themes in all three groups (family--brothers and sisters) and there were others chosen only by certain socio-educational background groups. This is the case of "Animals" which is definitely distinctive of the high socio-educational group as evidenced by the frequency, ten children chose it, with which this theme appears in conversations of children integrating it. "Animals" was not the chosen theme for conversations of children in the other two groups. Only four children in the middle group and three from the low group chose this theme in their respective speech productions.

Another aspect considered was the number of words contained in the stories, indicated in Table IV by the number in parentheses. A list of the words contained in each story was made and later incorporated into a general list. The words in this general list were drawn from all the stories chosen from the speech production of children belonging

TABLE IV  
CONVERSATION THEMES MOST FREQUENTLY USED BY SUBJECTS IN THE DIFFERENT GROUPS

THEMES	HIGH	MIDDLE	LOW
<b>Animals</b> - Birds - Cats - Chicken - Dogs  - General - Horses - Rabbits	15(136); 18(31); 26(52); 2(48); 5(44); 7(55); 11(39); 14(117); 21(103);  2(97); 15(77);	2(114); 9(99); 26(48); 27(87);  4	9(71);  2(60);  15(39);  3
<b>Family</b> - Brothers/Sisters  - Father  - General - Mother - Cousins - Aunts/Uncles	11(48); 17(86); 21(75); 24(122); 29(34); 11(34); 19(37); 21(72); 27(38); 16(72);  10	11(93); 25(71); 25(78); 26(33); 4(71); 5(63); 30(65);  14(94); 30(33); 17(35);  10	16(58); 20(55); 23(37); 29(39); 14(73); 26(45);  13(129);  12(42);  8
<b>Toys</b> - Bicycles - Cars - Dolls	30(85);	16(26);	22(39); 27(73); 17(43); 3(36); 10(46); (cont.)

CONVERSATION THEMES MOST FREQUENTLY USED BY SUBJECTS IN THE DIFFERENT GROUPS (cont.)

40

THEMES	HIGH	MIDDLE	LOW
<b>Toys</b> - General - Planes/Helicopters	1	10(47); 13(66); 19(57); 21(44); 29(55); 1(63);	8(31); 19(49); 20(62); 28(48);
<b>Trips</b> - Accidents - Anecdotes - Water/Sea	19(89); 20(107); 28(41);	24(84); 24(63); 24(76);	7(100); 27(88); 27(82);
<b>Persons</b> - I - He - She	13(50); 16(76); 27(85); 8(100);	8(89); 10(37); 15(30); 10(84);	5(45);
<b>Amusements</b> - Movies - Parties - Play-time - Story-time - Trips	7(69); 25(61); 23(111);	6(284); 23(90);	21(91);

(Case and number of words used are indicated by the symbols outside and inside the parenthesis respectively)

to a given group. A careful count of frequencies for each word was kept. Once the list of words with their respective frequencies was compiled, it was used as a guide to choose the stories that contained not only the most frequently appearing words but also those used by the largest number of subjects within the group they were supposed to represent (see Table V). In conclusion, the test included six stories, two for each group, representing the most commonly recurring theme for a group, the most frequent words found in all stories belonging to that group, and the number of words that most closely represented the mean and median number of words for such group.

Once the decision about the materials to be included in the test was made, the author decided to formulate several questions for each story with the idea of determining whether the children understood what was the thesis of each story. The children were expected to listen to the story which was read orally by the author and then answer, one by one, the different questions. The examiner was supposed to write, on a sheet previously prepared, every single word that the child emitted when formulating his answers. The reader should refer to Appendix D for further examination of the materials included in the test kit.

Application.--The test was applied basically to the same population that was interviewed for the first phase of the study. For this part, however, the population was reduced to 90 cases, 30 children in each socio-educational background group, with the idea of ending with three comparable groups. Once the number of cases which were to integrate each socio-educational background group was decided, the rest of the children were randomly deleted. A close observation to Table VI

TABLE V

## SELECTION OF STORIES ACCORDING TO NUMBER OF WORDS USED

TOTAL			HIGH		MIDDLE		LOW	
Words	F	Cases	Words	Cases	Words	Cases	Words	Cases
136-284	2							
122-129	2							
114-117	2							
107-111	2							
100-103	3							
97- 99	2							
93- 94	2							
90- 91	2		136					
88- 89	3		122					
86- 87	2		117		284			
84- 85	4		111		114			
78- 82	2		107		99			
77	1		103		94			
76	2		100		93			
75	1		97		90			
73	2		89		89		129	
72	2		86		87		100	
71	3		85		84		91	
69	1		85		84		88	
66	1	(II-13)	77	(15)*	78		82	
65 *	1	(II-30)	76	( 4) *	76		73	
63 *	3	(II-5) (1+24)	75	(21) *	71	(25)**	73	
62 *	1	(III-20)	72	(21) *	71	( 4) *	71	
61	1	(I-25)	72	(16)	66	(13)**	62	
60	1	(III-2)	69	( 7)*	65	(30)**	60	
58	1		61		63	( 5) *	58	
57	1		55		63	( 1)	55	(20)**
55	3		52		63	(24)	49	(19) *
52	1		50		57		49	(28)**
50	1		48		55		46	(10)*
49	2		48		48		45	(26)*
48	3		44		47		45	( 5)
47	1		41		44		43	
46	1		39		37		42	
45	2		38		35		39	
43- 44	3		37		33		39	
41- 42	2		34		33		39	
38- 39	5		34		30		37	
36- 37	4		31		26		36	
34- 35	3						31	
31- 33	4							
26- 30	2							
N = 87	$\bar{X}$ = 68		N=32	$\bar{X}$ =68	N=30	$\bar{X}$ =63	N=25	$\bar{X}$ =59
Median = 63			Median = 72		Median = 66		Median = 49	

\*means female case; \*points to most frequent theme containing that number of words within the group.



**TABLE VI**  
**CASES SELECTED FROM EACH SCHOOL FOR ORAL COMPREHENSION TEST**

PRIVATE										PUBLIC									
No.	High		Middle		Low		Sub-Totals		TOTAL	No.	High		Middle		Low		Sub-Totals		TOTAL
	M	F	M	F	M	F	M	F			M	F	M	F	M	F	M	F	
1	4	4	1	1	-	-	5	5	10	1	3	2	-	2	-	-	3	4	7
2	2	1	-	1	-	-	2	2	4	2	1	2	-	-	1	-	2	2	4
3	2	-	2	-	1	-	5	0	5	3	1	1	1	-	1	-	3	1	4
4	-	2	-	1	-	-	0	3	3	4	1	-	2	1	1	2	4	3	7
5	1	1	1	1	-	-	2	2	4	5	-	-	1	3	1	2	2	5	7
6	1	-	1	2	2	2	4	4	8	6	-	-	2	1	1	2	3	3	6
7	1	-	1	-	3	-	5	0	5	7	-	-	1	2	1	2	2	4	6
8	-	-	-	1	-	5	0	6	6	8	-	-	1	-	2	1	3	1	4
11		8	6	7	6	7	23	22	45	6		5	8	9	8	9	22	23	45
19		13		13		45		11		17		17		45					

indicates that a complete equality within the levels, sectors, and sexes was not possible; nevertheless, it was judged to be close enough to be considered satisfactory for the purposes of this study.

All 16 schools were visited again during the month of July. Randomly selected individuals, from among those included in Phase I of the study, were interviewed. Again, the individuals were removed from the classroom, one at a time in this opportunity, for the application of the test. The author found that it was easier to establish rapport this time than it was when the conversations were recorded. One hundred percent of the subjects remembered the recording sessions, making it easier therefore to explain the purpose of this second visit with them. All the cases were told about the activity, carefully read the directions of the test, and read the stories. After each story was finished, questions measuring the level of comprehension were asked and their responses written verbatim on the answer sheet.

Method of Reporting Results.--After the subjects were all interviewed, answers for each question were examined and analyzed. Those that revealed remembrance of important details and the ability to grasp the main idea of the story were scored as correct. A study was made to correct answers per story. A total of correct answers for all stories is reported on Table VII. Results in these tables are presented as percent correct answers and percent of cases by sex and by socio-educational background, choosing those answers. A multivariate analysis of variance was used to determine differences between and within groups. A detailed discussion of this analysis will be presented in Chapter IV.

TABLE VII  
CORRECT RESPONSES TO ORAL COMPREHENSION TEST\*

SOCIO EDUCATIONAL LEVEL	STORY	M A L E						F E M A L E						C O M B I N E D								
		0	20	40	60	80	100	Med.	0	20	40	60	80	100	Med.	0	20	40	60	80	100	Med.
HIGH  M = 17 F = 13	1	18	6	11	59	6	---	60	8	---	23	38	31	---	60	13	3	17	50	17	---	60
	2	12	---	6	41	35	6	60	---	8	15	31	38	8	60	7	4	10	36	36	7	60
	3	6	17	24	24	17	11	60	8	15	39	15	23	---	40	7	17	29	20	20	7	40
	4	18	24	30	11	6	11	40	8	15	47	15	15	---	40	13	20	37	13	10	7	40
	5	---	17	17	30	30	6	60	---	---	15	39	31	15	60	---	10	17	33	30	10	60
	6	6	12	12	58	12	---	60	---	15	23	39	8	15	60	3	13	17	50	10	7	60
	Avg. Z	10	13	17	37	17	6	60	4	8	27	31	24	6	60	7	11	21	34	21	6	60
MIDDLE  M = 14 F = 16	1	14	21	29	29	7	---	40	6	31	25	19	6	13	40	6	31	25	19	6	13	40
	2	---	21	14	29	36	---	60	---	31	31	31	---	7	40	---	27	24	30	16	3	60
	3	---	36	28	36	---	---	40	6	6	25	44	19	---	60	3	20	27	40	10	---	60
	4	15	21	36	21	7	---	40	25	25	31	6	6	6	30	20	23	33	13	8	3	40
	5	---	7	43	29	31	---	50	---	13	43	25	6	13	40	---	10	43	26	13	8	40
	6	7	14	44	14	14	7	40	---	25	31	38	6	---	40	3	20	38	26	10	8	40
	Avg. Z	6	20	32	27	14	1	40	6	22	31	28	7	6	40	6	21	32	27	10	4	40
LOW  M = 14 F = 16	1	14	14	29	36	7	---	40	25	31	19	25	---	---	20	20	23	23	30	3	---	40
	2	15	21	21	15	21	7	40	6	25	25	31	13	---	40	10	23	23	23	17	4	40
	3	21	15	21	36	7	---	40	25	25	25	19	6	---	30	23	20	23	27	7	---	40
	4	21	36	29	14	---	---	20	19	25	43	13	---	---	40	20	30	37	13	---	40	
	5	14	7	36	29	7	7	40	---	31	31	31	7	---	40	7	20	33	30	7	3	40
	6	21	21	43	---	15	---	40	38	6	13	30	13	---	40	30	13	26	18	13	---	40
	Avg. Z	18	19	30	22	9	2	40	19	24	26	24	7	---	40	18	22	27	24	8	1	40

\*expressed in per cent of both correct responses and per cent of cases.

### Summary

This chapter offered a description of the methodology involved in conducting the study. The population was selected from 16 institutions belonging to both private and public sectors.

For Phase I, recordings were made of the spontaneous conversations of 500 children. One hundred and forty five of them were chosen for the study. After typescripts of the conversations were made, three minute selections were put into IBM punch cards to be computer processed. A special program was designed and a BREAKDOWN program (Nie, 1970-1975) was used to obtain information regarding the most frequent Spanish words used by five-year-old Guatemalan children. Socio-educational background and sex were the variables considered.

An Oral Comprehension Test was designed with selected portions of the recorded conversations. It was applied to 90 subjects randomly deleting the rest. Fifty five children were not included in the Phase II of the study.

The statistical procedures were designed in conjunction with the Research Consultants at Michigan State University. The data is organized, presented and analyzed in Chapter IV.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this study was to identify the words most frequently used by five-year-old Spanish speaking Guatemalan children, and to determine if there were differences in the use they make of the language when grouping those children according to socio-educational background and according to sex. The data was also used to discover the types of words most frequently recurring in children's conversations and to investigate whether oral production which typically represented one of the three socio-educational background groups was understood by children in the other two groups.

Procedures for collection and classification of data were described in the previous chapter. In this chapter the statistical analyses, as they relate to the hypotheses, will be presented. Lists of the 350 words used by at least five speakers are included in Appendix C. It was decided to include a list of those words that were used by less than five speakers but no statistical analysis was performed with the data. As it was mentioned before, the complete records which constitute the computer's output are kept on file by the author.

#### Hypotheses and Statistical Data

A Multivariate Analysis of Variance was performed on the data obtained for the first part of the study which comprises hypotheses

one, two and three. The Finn Program--version four, was used at the Michigan State University Computer Center to effect the MANOVA design.

A total of the running words and the individual words used by the subjects, was arranged by sex within socio-educational level (see Table VIII and Table IX). Results of the statistical analyses concerning the variables under consideration and the hypotheses formulated will be explained further ahead.

Two aspects, size and diversity of the vocabulary, were considered to determine whether there were any differences in vocabulary used by children in the various groups. Gonzalez de Guzman (1972) appears to be the only author who has made a study on children's vocabulary when they enter school with results comparable to the present one. Those results will be considered whenever comparisons with the data under study appear relevant and necessary.

#### Hypothesis 1

Frequency of occurrence will not be significantly different when analyzing the commonest three hundred words found in the speech production of five-year-old Guatemalan children when grouped according to socio-educational background level.

Data examined and analyzed to accept or reject this hypothesis came from the listings that constituted the computer's output as explained in Chapter III. The first step taken was to choose the commonest words used by at least five speakers. Then a list of those words, 350, was compiled indicating the rank that each word occupies in each of the three different socio-educational background groups.

As in other investigations (Rinsland, 1945) where data was arranged from a high to a low frequency, a bunching of cases occurred

TABLE VIII  
RUNNING WORDS USED BY SUBJECTS - BY SEX WITHIN LEVEL

LEVEL	SEX	No.	1	2	3	4	5	6	7	8	9	TOTAL
HIGH	BOYS	25	652	627	424	429	176	397	108	740	47	3100
	GIRLS	13	380	405	271	238	128	250	76	483	20	2251
	TOTAL	38	1032	1032	695	667	304	647	184	1223	67	5851
MIDDLE	BOYS	37	873	969	639	577	235	572	148	1167	52	5332
	GIRLS	24	691	672	439	351	221	435	121	840	36	3806
	TOTAL	61	1564	1641	1078	928	456	1007	269	2007	88	9038
LOW	BOYS	24	555	433	399	265	120	268	69	590	39	2738
	GIRLS	22	508	524	340	359	134	349	52	603	21	2880
	TOTAL	46	1063	957	739	624	254	617	121	1193	60	5637
TOTAL	BOYS	86	2080	2029	1462	1271	472	1237	325	2497	138	11170
	GIRLS	59	1579	1601	1050	948	483	1034	249	1926	117	8937
	TOTAL	145	3659	3630	2512	2219	1014	2271	574	4423	215	20517

**TABLE IX**  
**INDIVIDUAL WORDS USED BY SUBJECTS - BY SEX WITHIN LEVEL**

LEVEL	SEX	No.	1	2	3	4	5	6	7	8	9	TOTAL
HIGH	BOYS	25	253	212	70	33	3	15	58	17	9	670
	GIRLS	13	183	174	58	29	3	15	45	17	6	530
	TOTAL	38	436	386	128	62	6	30	103	34	15	1200
MIDDLE	BOYS	37	341	260	86	39	3	13	69	18	10	839
	GIRLS	24	247	213	70	33	3	12	55	17	7	657
	TOTAL	61	588	473	156	72	6	25	124	35	17	1496
LOW	BOYS	24	255	147	56	24	3	16	33	12	5	541
	GIRLS	22	117	120	46	20	2	16	26	12	3	422
	TOTAL	46	422	267	102	44	5	32	59	24	8	963
TOTAL	BOYS	86	839	619	212	96	9	44	160	47	24	2050
	GIRLS	59	607	507	174	82	8	43	126	46	16	1609
	TOTAL	145	1446	1126	386	178	17	87	286	93	40	3659



in this study. As the less frequent words are approached, the number of words of a given frequency increases. That is, several words occur within the same frequency range.

In order to use comparable data about the word frequency within groups, and to avoid the variations thrown in by the use of raw data, a unit of "occurrence of a word per 10,000 running words" was used. The 350 most frequent words used by the speakers groups according to frequencies appear in Table X. The comparable unit per 10,000 running words is given for both, the highest and lowest frequency within each group in Table XI.

Ten measures were examined, total number of words used and a total of words in each of the following categories: nouns, verbs, adjectives, adverbs, articles, pronouns, verboids, relators, and interjections. The means on all ten measures were generally greater for the groups (boys, girls and total group) belonging to the high socio-educational level than the means for the other two groups as shown on Table XII.

When the data were subjected to a multivariate analysis of variance, no significant differences were found. At the confidence level of 0.05 it can be said that the main effect of socio-educational level is the only one that could be considered near the statistical significance level ( $p < .1111$ ). Nevertheless, it can be observed in Table XIII that the interaction of sector and sex seems to be also very low in the significance scale ( $p < .1925$ ).

TABLE X  
RANGE OF FREQUENCIES AND NUMBER OF WORDS IN EACH GROUP

GROUPS* Freq. Range From - To	TOTAL GROUP			HIGH			MIDDLE			LOW		
	Frequency Range From - To	No. of Words	Frequency Range From - To	Frequency Range From - To	No. of Words	Frequency Range From - To	Frequency Range From - To	No. of Words	Frequency Range From - To	Frequency Range From - To	No. of Words	No. of Words
1000 - 1449	558 - 1357	1	---	---	0	---	---	0	---	---	0	0
500 - 999	558 - 683	5	---	---	0	---	643 -	1	---	---	0	0
450 - 499	---	0	---	---	0	---	---	0	---	---	0	0
400 - 449	423 -	1	---	---	0	---	---	0	---	---	0	0
350 - 399	365 - 383	2	---	---	0	---	---	0	---	---	1	1
300 - 349	300 - 311	2	---	---	1	---	334 -	1	---	---	0	0
250 - 299	262 - 286	5	---	---	0	---	278 - 283	2	---	---	0	0
200 - 249	203 - 225	4	---	---	0	---	---	2	---	---	0	0
150 - 199	151 - 181	9	158 - 187	---	5	---	175 - 178	2	168 - 189	---	3	3
100 - 149	100 - 145	6	101 - 119	---	4	---	103 - 149	9	112 - 157	---	4	4
50 - 99	50 - 99	30	50 - 94	---	13	---	54 - 95	19	56 - 86	---	12	12
1 - 49	5 - 48	285	5 - 48	---	294	---	5 - 49	306	5 - 49	---	298	298
0 -	0 -	0	0 -	---	33	---	0 -	8	0 -	---	32	32

\*As words appear in List A - Appendix C

TABLE XI  
FREQUENCY PER THOUSAND RUNNING WORDS OF DATA SHOWN IN TABLE X

GROUPS*		TOTAL GROUP		HIGH		MIDDLE		LOW	
From	To	From	To	From	To	From	To	From	To
1000	- 1449	---	- 66.14	---	-	---	-	---	-
500	- 599	27.20	- 33.29	---	-	31.34	-	---	-
450	- 499	---	-	---	-	---	-	---	-
400	- 449	20.62	-	---	-	---	-	---	-
350	- 399	11.79	- 18.67	---	-	---	-	---	- 19.25
300	- 349	14.62	- 15.16	---	- 15.55	16.28	-	---	-
250	- 299	12.77	- 13.94	---	-	13.55	- 13.79	---	-
200	- 249	9.89	- 10.97	---	-	---	- 11.60	---	-
150	- 199	7.36	- 8.82	7.70	- 9.11	8.53	- 8.68	8.19	- 9.21
100	- 149	4.87	- 7.07	4.92	- 5.80	5.02	- 7.26	5.46	- 7.65
50	- 99	2.44	- 4.83	2.44	- 4.58	2.63	- 4.63	2.73	- 4.19
1	- 49	0.24	- 2.34	0.24	- 2.34	0.24	- 2.39	0.24	- 2.39

\*As words appear in List A - Appendix C

**TABLE XII**  
**MEANS AND STANDARD DEVIATION OF RUNNING WORDS USED**

		HIGH GROUP		MIDDLE GROUP		LOW GROUP		TOTAL GROUP	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
NOUNS	Boys	26.08	12.67	23.59	12.18	23.12	13.45	24.19	12.74
	Girls	29.23	11.13	28.79	14.12	23.09	12.87	26.76	13.60
	Total	27.16	12.01	25.64	13.08	23.11	13.07	25.23	12.88
VERBS	Boys	25.08	14.38	26.19	14.42	18.04	10.30	23.59	13.83
	Girls	31.15	14.91	28.00	17.01	23.82	15.53	27.14	16.29
	Total	27.16	14.36	26.90	15.35	20.80	12.77	25.03	14.63
ADJECTIVES	Boys	16.96	8.36	17.27	11.17	16.62	9.66	17.00	10.01
	Girls	19.38	6.04	18.29	9.73	15.45	9.32	17.80	8.91
	Total	18.29	7.56	17.67	10.54	16.07	9.39	17.32	9.49
ADVERBS	Boys	17.16	11.14	15.59	9.66	11.04	8.17	14.78	10.11
	Girls	18.31	7.63	14.62	9.56	16.32	15.04	16.07	11.66
	Total	17.55	9.97	15.21	9.54	13.57	11.82	15.30	10.54
ARTICLES	Boys	7.04	4.79	6.35	4.21	5.00	3.16	6.17	4.13
	Girls	9.85	6.22	9.21	7.35	6.09	4.75	8.19	6.36
	Total	8.00	5.23	7.48	5.60	5.52	3.86	6.99	5.00
PRONOUNS	Boys	15.88	10.20	15.46	9.72	11.17	8.23	13.22	9.85
	Girls	19.23	9.91	18.12	12.59	15.86	11.76	17.53	11.77
	Total	17.03	9.96	16.51	10.84	13.41	9.95	14.97	10.49
VERBOIDS	Boys	4.32	3.94	4.00	2.90	2.88	1.98	3.78	3.25
	Girls	5.85	4.26	5.04	4.47	2.36	1.60	4.22	4.19
	Total	4.84	4.00	4.41	2.56	2.63	1.79	3.96	3.52
RELATORS	Boys	29.60	17.14	31.54	20.49	24.58	20.89	29.03	19.96
	Girls	37.15	15.26	35.00	21.42	27.41	20.12	32.64	19.73
	Total	32.18	16.32	32.90	20.69	25.93	20.53	30.50	19.76
INTER- JECTIONS	Boys	1.88	1.58	1.40	1.42	1.62	2.33	1.60	1.77
	Girls	1.54	2.28	1.50	1.38	0.96	0.89	1.31	1.57
	Total	1.76	1.82	1.44	1.39	1.30	1.78	1.48	1.65
TOTAL WORDS	Boys	144.00	74.09	141.41	73.47	114.08	65.36	134.53	72.97
	Girls	173.15	70.57	158.58	86.65	131.36	84.23	151.64	83.71
	Total	153.97	71.94	148.16	78.21	122.35	74.12	141.50	76.43

TABLE XIII  
MULTIVARIATE ANALYSIS OF VARIANCE OF THE RATIO OF WORD FREQUENCY

Source of Variance	D.F.	F	P less than
Sector	9 and 125	.6901	.7168
Level	18 and 250	1.4451	.1111
Sex	9 and 125	1.2132	.2928
Sector - Level	18 and 250	1.2155	.2486
Sector - Sex	9 and 125	1.4060	.1925
Sex - Level	18 and 250	1.2349	.2335
Sector - Sex - Level	18 and 250	1.0381	.4176

### Hypothesis 2

The mean measure of vocabulary diversity for three distinct socio-educational background groups will not be significantly different.

The same ten measures that were considered for hypothesis one, were studied when analyzing diversity of vocabulary. The reader is advised to turn to Table XIV at this point. It is easily seen that means were higher for subjects in the high and middle socio-educational background groups than for subjects in the low group. When the data were subjected to the MANOVA study, the F ratio of 1.4451 (18 and 250 df) for the total number of individual words and for the words used in seven out of nine categories was not statistically significant ( $p < .1111$ ). However, there was a significant main effect of level for two of the word categories, namely Articles ( $p < .0411$ ) and Verboids ( $p < .0080$ ) as can be seen in Table XV where the main effects of level, sex and their interaction is depicted.

TABLE XIV

MEANS AND STANDARD DEVIATIONS OF INDIVIDUAL WORDS USED

		HIGH GROUP		MIDDLE GROUP		LOW GROUP		TOTAL GROUP	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
NOUNS	Boys	10.12	3.77	9.22	5.79	10.21	3.96	9.76	4.61
	Girls	14.08	3.36	10.29	3.01	8.05	2.73	10.29	3.23
	Total	11.47	3.96	9.64	4.86	9.17	3.39	9.97	4.09
VERBS	Boys	8.48	3.61	7.03	2.87	6.13	4.32	7.20	3.49
	Girls	13.38	3.38	8.88	4.43	5.45	2.18	8.59	3.44
	Total	10.16	3.48	7.75	3.53	5.80	3.43	7.77	3.46
ADJECTIVES	Boys	2.80	1.94	2.32	1.92	2.33	2.20	2.47	1.98
	Girls	4.46	2.76	2.92	2.69	2.09	1.38	2.95	2.26
	Total	3.37	2.21	2.56	2.23	2.22	1.83	2.66	2.09
ADVERBS	Boys	1.32	1.43	1.05	0.78	1.00	0.78	1.12	1.00
	Girls	2.23	1.17	1.38	1.13	0.91	0.53	1.39	0.94
	Total	1.63	1.33	1.18	0.93	0.96	0.66	1.23	0.98
ARTICLES	Boys	0.12	0.44	0.08	0.28	0.13	0.60	0.10	0.43
	Girls	0.23	0.83	0.13	0.45	0.09	0.29	0.14	0.50
	Total	0.46	0.59	0.10	0.35	0.11	0.47	0.12	0.46
PRONOUNS	Boys	0.60	1.22	0.35	0.63	0.61	0.76	0.51	0.87
	Girls	1.15	1.14	0.50	0.36	0.73	1.24	0.73	0.97
	Total	0.79	1.18	0.41	0.58	0.70	1.01	0.60	0.90
VERBOIDS	Boys	2.32	2.29	1.86	2.37	1.38	0.92	1.86	2.02
	Girls	3.46	4.20	2.29	2.16	1.18	1.13	2.14	2.44
	Total	2.71	3.02	2.03	2.27	1.28	1.01	1.97	2.19
RELATORS	Boys	0.68	1.09	0.49	0.61	0.50	0.59	0.55	0.76
	Girls	1.31	1.03	0.71	0.55	0.55	1.10	0.78	0.88
	Total	0.89	1.06	0.57	0.58	0.52	0.86	0.64	0.81
INTER- JECTIONS	Boys	0.36	0.76	0.27	0.77	0.21	0.59	0.28	0.71
	Girls	0.46	1.20	0.29	1.04	0.14	0.64	0.27	0.94
	Total	0.39	0.92	0.28	0.58	0.17	0.86	0.28	0.81
TOTAL WORDS	Boys	2.98	2.19	2.52	2.34	2.51	2.15	2.65	2.22
	Girls	4.53	2.84	3.09	2.16	2.13	1.06	3.03	1.99
	Total	3.54	2.42	2.79	2.30	2.37	1.68	2.80	2.15

TABLE XV

## MULTIVARIATE ANALYSIS OF VARIANCE OF THE DIVERSITY OF VOCABULARY USED

Variable	Source of Variance	df	Mean Sq.	Univariate F	P less than
NOUNS	Level	18 and 250	199.5956	1.1803	.3104
	Sex	9 and 125	287.3921	1.6995	.1947
	Interaction	18 and 250	119.0503	.7040	.4965
VERBS	Level	18 and 250	584.9885	2.7608	.0669
	Sex	9 and 125	601.0248	2.8365	.0945
	Interaction	18 and 250	78.3207	.3696	.6917
ADJECTIVES	Level	18 and 250	39.2697	.4293	.6519
	Sex	9 and 125	40.1477	.4389	.5089
	Interaction	18 and 250	69.1557	.7561	.4716
ADVERBS	Level	18 and 250	134.7679	1.2921	.2782
	Sex	9 and 125	97.7311	.9370	.3348
	Interaction	18 and 250	95.5122	.9158	.4028
ARTICLES	Level	18 and 250	93.7417	3.2705	.0411
	Sex	9 and 125	164.2857	5.7317	.0180
	Interaction	18 and 250	19.2548	.6718	.5126
PRONOUNS	Level	18 and 250	195.9298	1.9092	.1678
	Sex	9 and 125	407.2396	3.7604	.0546
	Interaction	18 and 250	4.2128	.0390	.9618
VERBOIDS	Level	18 and 250	64.8871	5.0211	.0080
	Sex	9 and 125	13.1130	1.0147	.3157
	Interaction	18 and 250	14.5111	1.1229	.3284
RELATORS	Level	18 and 250	660.9268	1.7117	.1846
	Sex	9 and 125	638.6545	1.6540	.2007
	Interaction	18 and 250	151.2555	.3917	.6767
INTERJECTIONS	Level	18 and 250	2.5765	.7024	.4973
	Sex	9 and 125	2.6694	.7277	.3952
	Interaction	18 and 250	1.4397	.3925	.6762

### Hypothesis 3

The mean measure of vocabulary diversity will not be significantly different for females when compared with males in the same sample.

The same ten measures mentioned before were again considered in this case. As it can be observed in Table XVI the coefficient of variation shows that the data tended to be more variable for boys than for girls in the high socio-educational background group, while it tended to be more variable for girls than for boys in the middle and low socio-educational background groups.

When the data were subjected to a multivariate analysis of variance, it was found that over all, the main effect of sex was not significant ( $p < .2928$ ), although there were some differences that could be considered significant for three variables, namely Verbs ( $p = .0945$ ), Articles ( $p < .0181$ ) and Pronouns ( $p < .0546$ ). This can be observed again in Table XV.

A closer examination to Table XIV shows that the means for girls are higher than the means for boys in two of the three socio-educational groups mentioned, the high and the middle. González de Guzmán's study (1972) also indicated that in the data gathered in Puerto Rico more variability appeared for girls than for boys, although the main effect of sex was not significant. As in Guzmán's study, in the present on variability for girls was observed mainly in the middle and in the low socio-educational background groups.

Another study that seems interestingly related to the present one is the study performed by Smith (1926). Her findings led her to conclude that "girls begin the acquisition of vocabulary earlier than



TABLE XVI  
COEFFICIENTS OF VARIATION ON MEASURES OF VOCABULARY

Total No. of Words	HIGH GROUP		MIDDLE GROUP		LOW GROUP		TOTAL GROUP	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Nouns	48.58	38.08	51.63	49.04	58.17	55.74	52.67	50.82
Verbs	57.34	47.87	56.06	60.75	57.10	65.20	58.63	60.02
Adjectives	49.29	31.17	64.68	53.20	58.12	60.32	58.88	50.06
Adverbs	64.92	41.67	61.96	65.39	74.00	92.16	68.40	72.56
Articles	68.04	63.15	66.30	79.80	63.20	78.00	66.94	77.66
Pronouns	64.23	51.53	62.87	69.48	73.68	74.15	74.51	67.14
Verboids	91.20	72.82	72.50	88.69	68.75	67.80	85.98	99.29
Relators	57.91	41.08	64.97	61.20	84.99	73.40	68.76	60.45
Interjections	84.04	148.05	101.43	92.00	143.83	92.71	110.63	119.85
Total	51.45	40.76	51.96	54.64	57.29	64.12	54.24	55.20

Total No. of Different								
Nouns	37.25	31.68	62.80	29.25	38.79	33.91	47.23	31.39
Verbs	42.57	25.26	40.83	49.89	70.47	40.00	48.47	40.05
Adjectives	69.29	61.88	82.76	92.12	94.42	66.03	80.16	76.61
Adverbs	108.33	52.47	74.29	81.88	78.00	58.00	89.29	67.63
Articles	366.67	360.87	350.00	346.15	461.54	322.22	430.00	357.14
Pronouns	203.33	99.13	180.00	72.00	113.43	169.86	170.59	132.88
Verboids	98.71	121.39	127.00	94.32	66.67	95.76	108.60	114.02
Relators	160.29	78.63	124.49	77.46	118.00	200.00	138.18	112.82
Interjections	211.11	260.87	285.19	358.62	280.95	457.14	253.57	348.15
Total	73.49	62.69	92.86	69.90	85.66	49.77	83.77	65.68

boys, but that sex differences tend to disappear after the third year." The MANOVA results of the present study seem to agree with part of the Smith's findings since the sex differences found in the group of children under investigation were not significant.

Interrelationships among variables were explored. According to the results reported in Table XVII, the F ratio of 1.0381 (18 and 150 df) showed no significant differences ( $p < .4176$ ) among the various groups considered in the present study. This fact has led the author to assume that if there are any differences, in the number of words and in the types of words used by the subjects, the statistical analysis performed on the data obtained does not reveal them.

Contributions of the first 100, the first 500, or the first 1000 most frequently used words in a vocabulary list have been questioned greatly. The findings of the present study show that the first 300

TABLE XVII

MULTIVARIATE ANALYSIS OF VARIANCE - INTERACTION OF SECTOR,  
SEX, AND LEVEL ON VOCABULARY DIVERSITY

Variable	Mean Sq.	Univariate F	P less than
Nouns	46.3402	.5697	.5671
Verbs	105.6040	.4984	.6087
Adjectives	53.9553	.5299	.5559
Adverbs	12.5745	.1206	.8866
Articles	10.4312	.3639	.6957
Pronouns	158.6155	1.4646	.2349
Verboids	4.9626	.3940	.6819
Relators	347.3712	.8996	.4092
Interjections	3.8343	1.0453	.3545

most frequently used words in the high group contributed to a total of 4600 running words or 79 percent of a total of 5851 running words; in the middle group the first 300 most frequently used words contributed to a total of 7330 running words, or 81 percent of 9038 running words, and in the low group the first 300 most frequently used words contributed to a total of 4634 running words, or 82 percent of 5637 running words.

After all the counts mentioned in the previous paragraph were finished, the author found that there were 2012 different words with a frequency of four or less in the total group. It was remembered then, that in one of the studies reviewed the author (Rinsland, 1945) hinted that "the fact that a word occurs only once in a given count is of certain value." He added later, "Unpublished words of low frequency might become important upon further count." As a result, a list of low frequency words was added, List D, to Appendix C.

As a final comparison, a list of the words appearing in the 300 most frequently used words and that were not used by at least one of the groups is offered in Table XVIII. Both a total of the words not used by each group and a percent of individual words not used from the total individual words apportioned by the respective group to the grand total is given. In addition, the number of running words which those 300 most frequently used words contributed to the total of running words and also the total of running words apportioned by each group is included. It is interesting to note that only two words, *vive* and *Bobby*, were absent in the vocabulary apportioned by two of the groups, the high and the low socio-educational background groups.

TABLE XVIII

WORDS FROM THE THREE HUNDRED MOST FREQUENTLY USED THAT HAVE  
A FREQUENCY OF 0 IN AT LEAST ONE SOCIO-EDUCATIONAL BACKGROUND GROUP

No.	Words	Type	High	Middle	Low	Total
1.	Gusta	2			x	1
2.	Ay	9			x	1
3.	Muteca	1	x			1
4.	Cada	3			x	1
5.	Queri*a	2			x	1
6.	Corriendo	7			x	1
7.	Bus	1			x	1
8.	Mari*a	1			x	1
9.	Doy	2	x			1
10.	Ropa	1	x			1
11.	Llego*	2			x	1
12.	Llega	2			x	1
13.	Vengo	2	x			1
14.	Podi*an	2			x	1
15.	Puerta	1			x	1
16.	Lava	2	x			1
17.	Dar	7			x	1
18.	Dieron	2			x	1
19.	Juguete	1	x			1
20.	Deci*a	2			x	1
21.	Trastecitos	1	x			1
22.	Ellas	6	x			1
23.	Llevar	7			x	1
24.	Oficio	1	x			1
25.	Vive	2	x		x	2
26.	Adentro	4			x	1
27.	Camio*n	1		x		1
28.	Hizo	2		x		1
29.	Mercado	1	x			1
30.	Tamato	1	x			1
31.	Gata	1		x		1
32.	Mire	2			x	1
33.	Salio*	2			x	1
34.	Carrito	1		x		1
35.	Estar	7	x			1
36.	Oso	1			x	1
37.	Regalaron	2	x			1
38.	Bobby	1	x	x		2
39.	Buscar	7		x		1
40.	Caldo	1	x			1
41.	Compraron	2	x			1
42.	Juan	1			x	1
43.	Soy	2			x	1
TOTAL			17	6	22	45
Per cent of individual words not used						
			6	2	8	18
Individual words used by each group, appearing in the 300 most commonly used words						
			283	294	278	255
Running words reported by each group with the 300 most commonly used individual words						
			4600	7330	4634	16564
Total Running words reported by each group						
			5851	9038	5637	20526

Hypothesis 4

There will be no significant differences in the values obtained when three distinct socio-educational background groups are compared for oral comprehension of stories.

Scores obtained in the Listening Comprehension Test were used as a measure of vocabulary understood. As it was explained in Chapter III, this test was formed by the compilation of six stories which were parts of the subjects' conversations found in the protocols. There were two stories typically representing each socio-educational group. The stories were read orally to each subject and then five questions were asked. The oral responses were transcribed literally by the examiner and then scored. The means and standard deviations of the scores obtained by the subjects in each group are presented in Table XIX.

An examination to such table shows that there were differences among the three groups. Means were definitely higher for the subjects (boys, girls, total) in the high socio-educational background level than for the other two socio-educational background groups. An

TABLE XIX  
MEANS AND STANDARD DEVIATIONS OF THE ORAL COMPREHENSION  
SCORES OBTAINED

	Socio-educational Groups						Total Gr.	
	High Mean	SD	Middle Mean	SD	Low Mean	SD	Mean	SD
Boys	16.47	5.80	13.57	4.80	13.76	7.08	14.60	6.05
Girls	17.08	5.02	13.94	4.96	11.00	4.09	13.82	5.35
Total	16.73	5.39	13.67	4.80	12.10	5.75	14.20	5.65

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Hypothesis 5

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interesting detail can be observed. Means for the girls were higher than those for the boys in the high and the middle socio-educational groups, whereas in the low level the mean for the boys was higher than that for the girls. Figure 2 shows graphically those details.

When the data were subjected to a multivariate analysis of variance, it was found that the main effect of level was highly significant ( $p < .0049$ ). The main effect of sex was not significant ( $p < .6940$ ) nor was there a significant interaction between level and sex ( $p < .4376$ ). All this can be observed in Table XX.

TABLE XX  
MULTIVARIATE ANALYSIS OF VARIANCE OF ORAL COMPREHENSION  
SCORES OBTAINED

Source of Variance	Mean Sq	df	F	P less than
Level	161.5444	2 and 84	5.6918	.0049
Sex	4.9247	1 and 84	.1559	.6940
Level - Sex	23.6942	2 and 84	.8348	.4376

#### Hypothesis 5

There will be no significant differences in the values obtained when three distinct socio-educational background groups are compared for variation from story to story within groups.

The author was interested here in how the subjects responded to the stories that typically represented each sex within the socio-educational background levels. It was thought that the means obtained

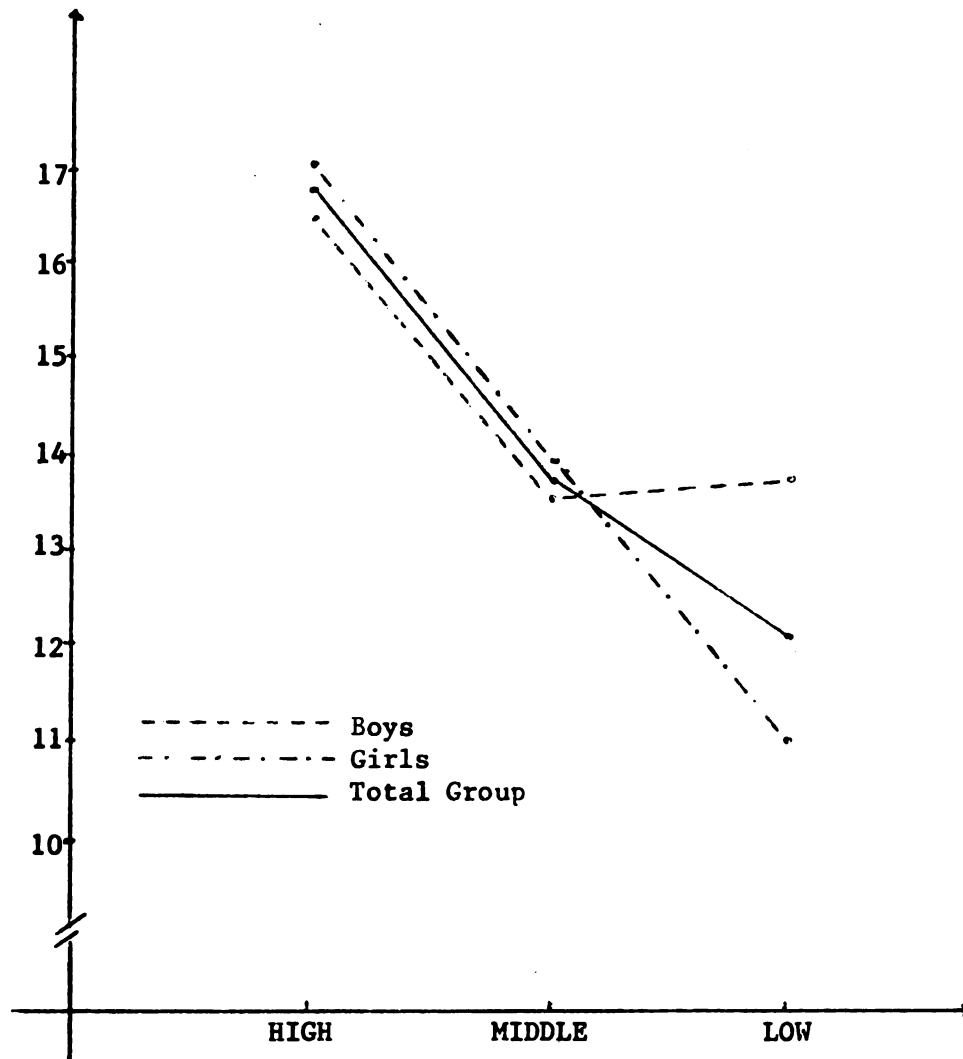


FIGURE 2: Comparison of the means of the total scores obtained by the different groups in the Oral Comprehension Test.



by the different groups in each story would indicate the extent to which children understood the speech produced by subjects of a determined sex within each socio-educational background group.

A close examination to Table XXI reveals that in the high group girls scored highest in stories that represented each sex in the high and in the low socio-educational background group; but scored lower than boys in the story that represented males in the middle socio-educational background group. In the middle group, girls tended to have greater means in the stories that were produced by girls in all three groups while boys scored higher than girls in stories that belonged to boys. Analysis of the data for the low socio-educational background group, showed that higher means were consistently obtained by the boys regardless of who produced the story. All this can be graphically observed in Figure 3.

The combined means of all stories for each socio-educational background group are presented in Figure 4. The highest comprehension means were obtained by girls in two groups, high and middle, while the lowest means were also obtained by the girls in the low socio-educational background group. Differences were not as marked when examining the means obtained by boys in the three socio-educational background groups. It is interesting to note that boys in the low group obtained slightly higher means than boys in the middle socio-educational background level.

When the data were subjected to a multivariate analysis of variance, it was found that the main effect of level was not significant in four of the six stories. The main effect of sex was not significant

TABLE XXI  
MEANS AND STANDARD DEVIATIONS OF ORAL COMPREHENSION  
SCORES OBTAINED

		HIGH		MIDDLE		LOW		TOTAL	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
STORY 1	Boys	2.47	1.28	1.93	1.21	2.36	1.28	2.27	1.28
	Girls	3.00	1.15	2.31	1.45	1.44	1.15	2.20	1.39
	Total	2.70	1.12	2.13	1.15	1.87	1.18	2.23	1.31
STORY 2	Boys	2.41	1.49	2.71	1.33	2.57	1.43	2.69	1.46
	Girls	3.31	1.11	2.31	0.97	2.38	1.09	2.62	1.11
	Total	2.80	1.19	2.50	1.07	2.47	1.13	2.66	1.30
STORY 3	Boys	2.76	1.39	1.86	1.03	2.29	1.49	2.33	1.35
	Girls	2.31	1.25	2.44	1.13	1.56	1.26	2.09	2.09
	Total	2.57	1.16	2.17	1.06	1.90	1.20	2.21	1.30
STORY 4	Boys	2.18	1.63	1.86	1.17	1.71	1.33	1.93	1.39
	Girls	2.23	1.15	1.69	1.45	1.50	0.97	1.76	1.21
	Total	2.20	1.17	1.77	1.13	1.60	1.05	1.84	1.30
STORY 5	Boys	3.06	1.30	2.64	0.93	2.57	1.33	2.78	1.18
	Girls	3.45	0.97	2.69	1.20	2.19	0.91	2.73	1.14
	Total	3.23	1.14	2.67	1.02	2.37	1.05	2.76	1.15
STORY 6	Boys	2.76	1.15	2.36	1.34	1.93	1.49	2.38	1.34
	Girls	2.85	1.28	2.31	0.95	1.94	1.48	2.33	1.28
	Total	2.80	1.08	2.33	1.05	1.93	1.20	2.36	1.30
TOTAL	Boys	2.36	1.39	2.23	1.20	2.24	1.44	2.40	1.35
	Girls	2.85	1.22	2.29	1.22	1.83	1.18	2.29	1.27
	Total	2.74	1.30	2.26	1.21	2.02	1.32	2.34	1.31

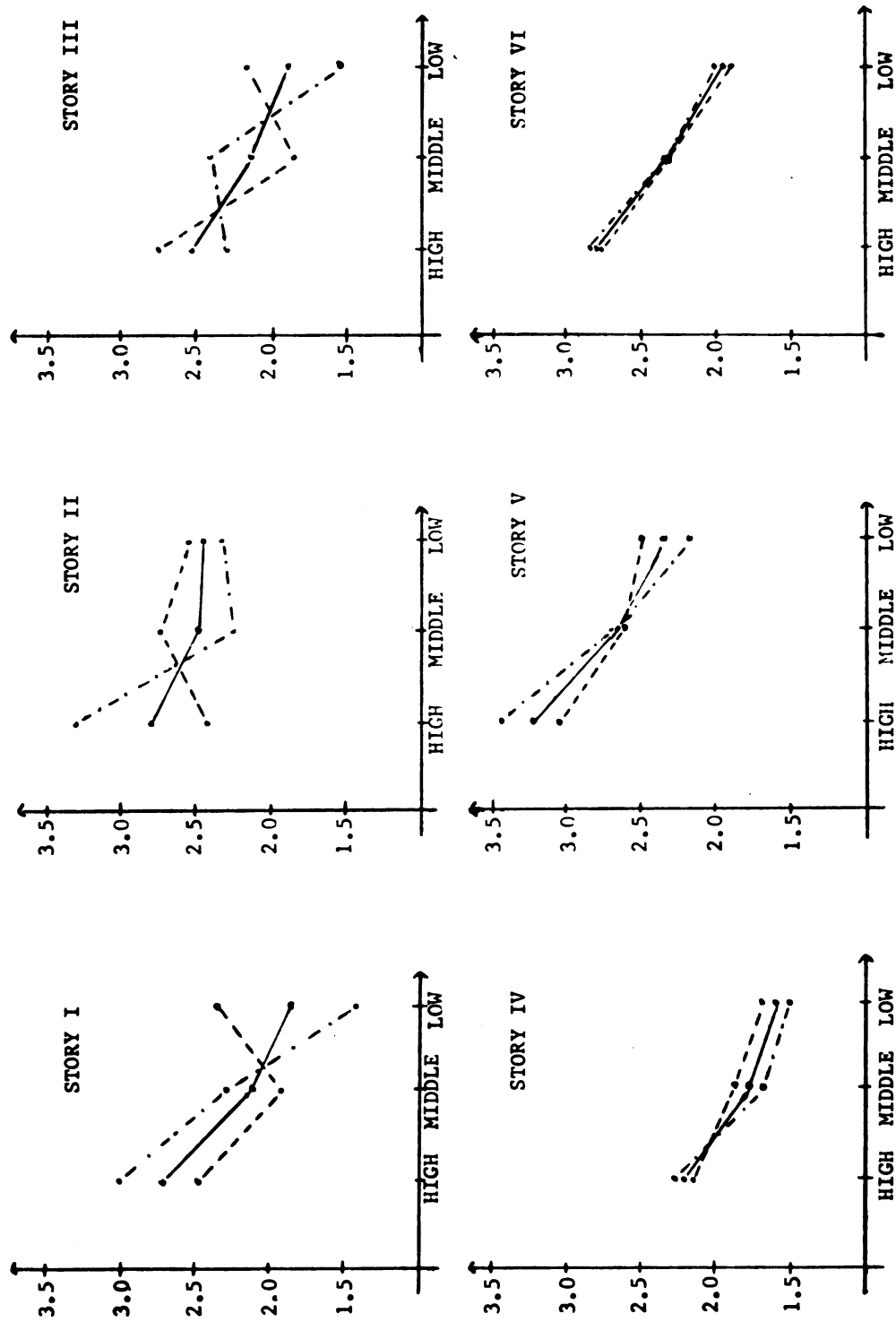


FIGURE 3. Comparison of the means of the scores obtained by the different groups in each story of the Oral Comprehension Test.

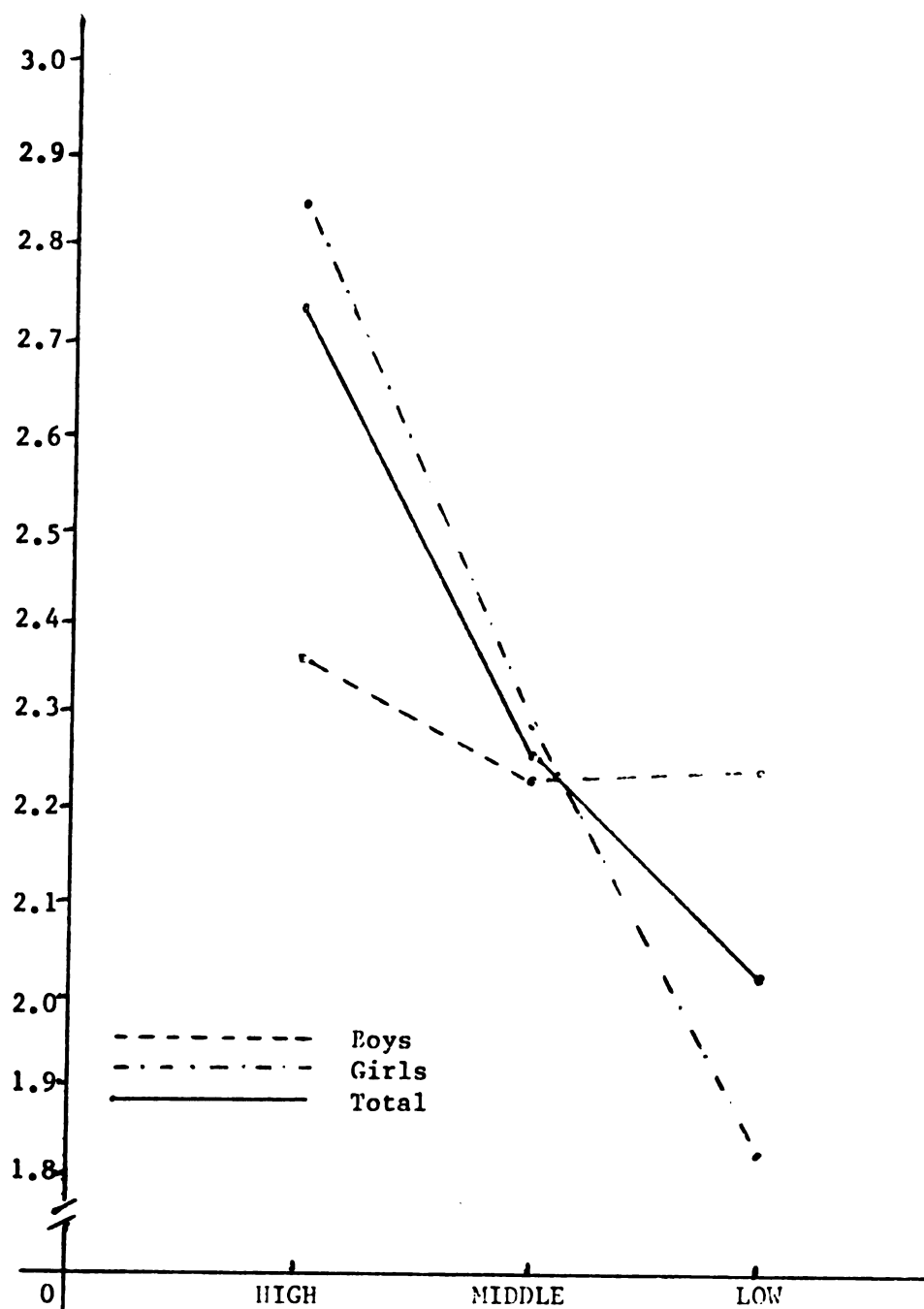


FIGURE 4: Comparison of the combined means of the scores obtained by the different groups in each story of the oral comprehension test.

( $p < .9708$ ), nor the interaction between level and sex, as can be observed in Table XXII.

#### Summary

The vocabulary study conducted in Puerto Rico (González de Guzmán, 1972) reported differences in the speech production of children in various sections of that country. According to the author, children in the metropolitan area obtained higher means in running as well as in the different words used. Although not highly significant, the statistical analyses performed on the data gathered for the present study showed that children in the high socio-educational level used relatively greater number of running words and a greater number of different words than did the subjects in the other two socio-educational background groups. All this seems to agree with findings of studies performed with vocabulary of preschool English speaking children. "Several investigators found that differences in size and nature of vocabulary seemed to be directly related to differences in environment" (González de Guzmán, 1972).

The level of oral comprehension proved significantly higher for girls than for boys in the high socio-educational background group while the opposite happened in the low group. In this last one, boy's reported higher means in oral comprehension than did the girls. Another interesting detail to be mentioned is that no significant interaction between level and sex was found in this study.

TABLE XXII  
MULTIVARIATE ANALYSIS OF VARIANCE FOR VARIATION FROM  
STORY TO STORY WITHIN GROUPS

Variable	Source of Variance	d.f.	Mean Square	Univariate F	P less than
STORY 1	Level	12 and 158	5.4333	3.4123	.0377
	Sex	6 and 79	.0004	.0003	.9867
	Interaction	12 and 158	4.7399	2.9767	.0564
STORY 2	Level	12 and 158	5.6333	3.6800	.0294
	Sex	6 and 79	1.1211	.7323	.3946
	Interaction	12 and 158	.5626	.3675	.6936
STORY 3	Level	12 and 158	3.5111	2.3031	.1063
	Sex	6 and 79	.5920	.3883	.5349
	Interaction	12 and 158	4.1906	2.7488	.0698
STORY 4	Level	12 and 158	2.5444	1.4825	.2330
	Sex	6 and 79	.4126	.2404	.6252
	Interaction	12 and 158	.0745	.0434	.9576
STORY 5	Level	12 and 158	5.8111	4.6627	.0121
	Sex	6 and 79	.0084	.0068	.9347
	Interaction	12 and 158	1.1509	.9234	.4012
STORY 6	Level	12 and 158	5.6444	3.4044	.0379
	Sex	6 and 79	.0050	.0030	.9565
	Interaction	12 and 158	.0297	.0179	.9823

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The controversy produced by the study of linguistic development has been the main cause for the concern showed by educators in regard to the growth in language that children exhibit in their early stages of education. Theories resulting from that controversy emphasize the important role that the effective use of language has on school achievement. Some of the studies reviewed (Rodriguez Bou, 1966) have reported noticeable differences in the educational achievement of children attending schools in different socioeconomic areas of Puerto Rico. Furthermore, conclusions of studies done with English speaking children reported that there are marked differences in size and nature of vocabulary when the socioeconomic factor is considered.

The author undertook this project believing that when children come to school they have established a language pattern of their own and acquired a vocabulary that may be different from that of other persons with whom they will be interacting while in the school situation. In general, different purposes supported by different theoretical assumptions have dictated both the methods and the tools used by the researcher. The methodology, which is in some ways different from that used in other studies performed with Spanish-speaking children, was adopted in an attempt to collect samples of five-year-old spontaneous conversations, and through them determine the following:

1. What were the words most frequently used by five-year-old Guatemalan children.
2. What were the differences between the number of words used by the children when grouped according to their sex and to their socio-educational background.
3. What were the lexical differences in the speech of children when grouped by socio-educational background.
4. What was the extent of oral comprehension of children in each group when samples of speech production of subjects belonging to other groups were read to them in the form of an oral comprehension test.

It was assumed that the validity of any conclusion reached at the end of the study depended upon having representative samplings of each child's speech. Data were obtained from three minute portions of spontaneous speech tape recordings elicited from 145 subjects. These subjects ranged in age from four years eight months to five years four months. The subjects for the study were selected from 16 kindergartens located in different zones of Guatemala City.

Considering that vocabulary size may reveal not only extensity in the number of words known but also the ability to make distinctions between closely related words, the author planned this investigation to be carried out in two phases. The first phase consisted of a study of the words most frequently used by five-year-old Spanish-speaking Guatemalan children. The second one was an attempt to determine the extent of oral comprehension of selected parts of the speech produced by some subjects in the population chosen.



Previous chapters described in detail the sampling procedures, the methodology used, and the statistical analysis performed on the data in order to accept or reject the hypotheses. The author recognizes that the method adopted for collecting the verbal corpus has certain limitations, internalized grammar may be evident but many aspects of the language remain unclear. However, the method does provide a means for compiling similar lists for eventual comparison with the frequencies obtained in the speech production of other groups of speakers.

This chapter is organized as follows:

1. Major Results
2. Implications for Future Research
3. Conclusions

### Major Results

Within the limitations of setting, population sampling and methodology, the results of this study indicate the following:

1. Children grouped according to socio-educational background levels differ in regard to the frequency of words used, although the differences were not significant in all cases. While the differences were derived from an overall comparison of ten factors, those contributing most to the differences found were: articles, verboids, and verbs, for which the low group reported the lowest frequency of use. There are certain words among the 300 most frequently recurring, that were not used by at least one of the groups. The highest percent of these not-used-words belongs to the low socio-educational background group.

2. Children belonging to the high socio-educational background group contributed with a relatively larger number of individual words than the other two groups. Nouns, verbs, adjectives, and adverbs were the factors where the differences were more evident. They constituted the word categories which obtained the greatest number of individual words used and the highest total frequency scores. However, the following were the ten words which obtained the highest frequencies: y, se, mí, que, la, a, de, no, un, me.

It could be said that these results substantiate Drever's findings (1915-1916). He stated that "the expansion of a child's environment always tends to increase nouns relative to other parts of speech." The same author also noted that the direction of a child's interest was best seen in the verbs appearing in his vocabulary and that the use of adjectives presupposes a power of abstraction which depends on the mental and maturational development of the child. According to Drever, if the child grows in a stimulating environment his mental and maturational development will be speeded and as a result will acquire this power of abstraction at an earlier age.

3. Differences of preferred conversation themes were noted among the three groups when the speech production sampled was classified into categories. Even though, within this analysis no attempt was made to mathematically control certain individual as well as environmental variables, some tentative suggestions might be made. Children from the high group mentioned pets, immediate family, and the engagement in active play and travel situations more often than did children in the other two groups whose interests seemed centered in activities

circumscribed to the home environment--immediate family and toys. This might suggest that the groups were not responding adequately to the experiences they did have or that they indeed were having different types of experiences. At any rate, the results seemed to agree with those of Bean (1932) who reported that the increment in children's vocabulary is almost always related with travel and other environmental experiences.

4. Speech production of male and female subjects was similar in most respects. No significant difference was found although girls tended to use, in general, greater number of individual words and to obtain higher means on frequency scores. An exception being the category of adjectives where boys obtained a slightly higher mean.

It was interesting to note that girls in both the high and the middle socio-educational background groups showed larger number of words used than did the boys in the same groups while the opposite happened with girls in the low group whose scores were lower than those of the boys in the same group. These results reveal some agreement with the results of two other investigations. In the first one, Smith (1935) found that girls had acquired a few more words than the boys at two and three years of age, but after this age there was no significant difference. In the second one, Olson and Koetzle (1936) reported that boys up to five years of age tended to speak less than girls.

5. Children grouped according to socio-educational background groups differ in regard to oral comprehension of selected portions of the subject's speech production. Total scores were higher for subjects that constituted the high and the middle socio-educational groups, and lower for subjects in the low socio-educational level.

6. It was interesting to notice the differences among the various groups when the oral comprehension of individual stories was explored. Female subjects belonging to the high socio-educational group obtained higher means in the stories that belonged both to boys and girls of the high and the low groups but obtained lower means than did the boys in the story that represented the middle group male contribution. Subjects in the middle group behaved differently. Girls obtained higher means than boys only in stories that represented female contributions in the high and in the low socio-educational background groups. However, they scored lower than boys in the story that represented the production of a female subject in the middle group. Boys in the low socio-educational group obtained consistently higher scores in all the stories than did the girls in the same group.

These findings would seem consistent with the cultural patterns found in Guatemala. Girls and boys in the upper socio-educational background levels share most childhood experiences. They would probably acquire similar vocabularies and develop also high comprehension of speech due to this interaction. On the other hand, in the low socio-educational groups girls are kept in the home to help in the house-keeping chores while mother goes to attend business, and boys are able to play outside the home, visit little neighbors, and participate in outdoor activities. It would seem that they, the boys, are exposed more often to the experience of listening to what others say and to make others understand what they have to say. Thus, it was not surprising that boys obtained higher oral comprehension scores than did the girls, even though boys did not use more words than did the girls.

All what has been said so far, is in agreement with what Gonzalez de Guzman (1972) found. Her results showed that socio-educational background seems to be one factor that influences vocabulary development.

#### Implications for Future Research

Little research has been conducted with language development of Spanish speaking children. There is much to be investigated in this area. Recommendations for future research appear below.

1. Further vocabulary studies, with other groups of five-year-olds, should be planned to see if what was revealed by the statistical analysis performed on the data gathered for the present one happens again.

2. The preparation of comparable word lists for children at different age levels would help in determining vocabulary change in language development.

3. A follow-up study using other kinds of approaches with the children who refused to participate in the present one would allow meaningful assessment of their language development and could account for the differences in behavior.

4. A replication of the present study with children in other settings, for example, could prove interesting. Variables such as proportional make up of the groups and general background should be investigated.

5. Developmental studies need to be conducted to determine the kinds of words which appear to be adequate reflections of the subject's ability to think.

6. Finally, some consideration should be given to the most practical method to be used in determining group differences in relation to frequency of words in speech production.

### Conclusions

The author of the present study cannot ignore the fact that a mere collection of words used during a limited time may not permit the child an opportunity to show his total knowledge of words. Even more, that it may not show anything other than one particular word out of several alternatives which the child happened to use at a given time. It cannot be denied, however, that the use of spontaneous speech allowed more freedom of choice and that children had no doubt in asserting themselves. Both, the locquacious and the unexpressive child were stimulated by the attentive attitude of other children.

In regard to socio-educational background, the findings of this study lead one to conclude that the average of words used resulted indicative of environmental influences acting upon language development. Although quantities were too small to allow drawing definite conclusions, the high socio-educational background group showed a higher average of words known and higher frequencies of use. In relation to language development variations resulting from sex differences, it can only be said that the statistical analysis performed on the data obtained for the present study did not reveal anything which could be considered conclusive.

The gathering of data using the tape recording method proved extremely effective. It served to motivate naturally the conversations and later allowed the investigator to play the recordings over as

many times as necessary to insure accuracy in the transcription of the speech production.

The investigator hopes that the lists prepared with the corpus collected be of some use to teachers in understanding the language most likely to be needed when communicating with their students. Furthermore, the lists are offered with the idea that as time goes on, a larger sample using different groups of speakers be analyzed. Finally, it is also hoped that the analysis of word frequency be used in the production of the badly needed reading materials considering the faster rate that the modern linguistic trends are implementing when introducing new vocabulary. Teachers should specifically determine whether assistance is being offered to their students in the acquisition of an adequate and functional vocabulary, or school progress is being delayed by using instructional methods and materials based upon a limited one.

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## APPENDICES

## APPENDIX A

### Population Included in the Study

# SCHOOLS VISITED FOR THE STUDY

PRIVATE SECTOR		No.	PUBLIC SECTOR
1.	Colegio Americano de Guatemala	1.	Escuela "Luz Figueroa Guillén"
2.	Colegio Montessori	2.	Escuela "República de Guatemala"
3.	Liceo Guatemala	3.	Escuela "Leonor Cienfuegos"
4.	Colegio Belga Guatemalteco	4.	Escuela "Alberto Velásquez"
5.	Sociedad Educativo-Social Loyola	5.	Escuela "Gabriela Mistral"
6.	Asilo Santa María	6.	Jardín "Natalia Gorriz v. de Morales"
7.	Colegio Mariano y Rafael Castillo Córdova	7.	Escuela "Ramona Gil"
8.	Escuela "La Sagrada Familia"	8.	Escuela "Ulises Rojas"



CASES SELECTED FROM PRIVATE SCHOOLS

TABLE A-1

## CASES SELECTED FROM PRIVATE SCHOOLS (1)

SOCIO-EDUCATIVE LEVEL		1		2		3		4		5		6		7		8		Sub-totals			TOTAL
Father	Mother	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	F	
University - University	University	2	3	1	1	-	-	-	-	-	-	-	-	-	-	-	-	3	4	4	7
University - Secondary	Secondary	5	1	3	-	4	-	-	2	1	1	-	-	2	-	-	-	16	4	20	
Secondary - University	University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
University - Elementary	Elementary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
Elementary - University	University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
		7	4	4	1	4	0	0	2	1	1	1	0	2	0	0	0	19	8	27	
		11		5		4		2		2		1		2		0		27			
Secondary - Secondary	Secondary	2	2	-	1	1	-	-	2	6	1	2	2	2	-	-	1	13	9	22	
Secondary - Elementary	Elementary	-	-	-	-	3	-	-	-	-	-	-	2	3	-	-	-	6	2	8	
Elementary - Secondary	Secondary	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	0	1	0	
-----	-----	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
-----	-----	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	0	1	1	
		2	2	0	1	4	0	0	2	6	1	2	4	7	0	0	1	21	11	32	
		4		1		4		2		7		6		7		1		32			
Elementary - Elementary	Elementary	-	-	-	-	2	-	-	-	-	-	1	1	3	-	-	-	6	1	7	
Elementary - Elementary	Elementary	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	1	2	1	3	
-----	-----	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0	2	2	
-----	-----	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	3	0	4	4	
		0	0	0	0	2	0	0	0	0	0	3	2	3	0	0	6	8	8	16	
		0		0		2		0		0		5		3		6		16			
		9	6	4	2	10	0	0	4	7	2	6	6	12	5	0	7	48	27	75	
		15		6		10		4		9		12		17		7		75		75	

(1) Distribution according to the educational level of both father and mother.

COLEGIO AMERICANO DE GUATEMALA  
Sección Primaria  
Apartado Postal 83, Guatemala

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	211011	3'-23"	5-05-22	Sec.	Sec.	15	Industrialist	Housewife
2.	111022	3'-35"	5-04-26	Univ.	Sec.	14	Economist	Teacher
3.	111032	3'-26"	5-00-05	Univ.	Univ.	11	Lawyer	Housewife
4.	111041	3'-13"	5-04-15	Univ.	Sec.	12	Economist	Housewife
5.	111052	3'-42"	5-05-20	Univ.	Univ.	14	Lawyer	Housewife
6.	111061	5'-42"	5-04-29	Univ.	Univ.	5	Businessman	Teacher
7.	111072	5'-16"	4-13-03	Univ.	Univ.	7	Chem. Ing.	Housewife
8.	111081	3'-14"	5-00-25	Univ.	Univ.	9	M.D.	Housewife
9.	211092	3'-35"	5-03-19	Sec.	Sec.	1	Businessman	Secretary
10.	111101	4'-12"	5-05-02	Univ.	Sec.	15	M.D.	Housewife
11.	111111	3'-15"	5-03-25	Univ.	Sec.	15	Manager	Housewife
12.	211121	3'-30"	5-00-06	Sec.	Sec.	14	Industrialist	Housewife
13.	211132	3'-00"	5-06-07	Sec.	Sec.	10	Industrialist	Housewife
14.	111141	3'-04"	4-10-26	Univ.	Sec.	9	Civil Ing.	Housewife
15.	111151	3'-35"	5-05-18	Univ.	Sec.	7	Painter	Housewife

COLEGIO MONTESSORI  
Calle Real de la Villa 13-43, Zona 10

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	112012	5'-00"	4-11-00	Univ.	Univ.	10	Chemist	Housewife
2.	112021	6'-00"	4-10-09	Univ.	Sec.	7	Lawyer	Housewife
3.	212032	3'-47"	4-09-26	Sec.	Sec.	9	Businessman	Housewife
4.	112041	3'-45"	5-01-21	Univ.	Univ.	10	Architect	Housewife
5.	112051	3'-34"	4-10-10	Univ.	Sec.	9	Lawyer	Housewife
6.	112061	3'-58"	5-00-09	Univ.	Sec.	12	Indust. Ing.	Housewife

**LICEO GUATEMALA**  
10a. Ave. 32-77, Zona 5

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	213011	4'-33"	5-02-08	Sec.	Elem.	10	Farmer	Housewife
2.	113021	3'-31"	5-00-18	Univ.	Sec.	12	Chem. Farm.	Housewife
3.	113031	3'-41"	5-05-27	Univ.	Sec.	15	Civil Ing.	Housewife
4.	213041	3'-18"	4-11-16	Sec.	Sec.	11	Teacher	Housewife
5.	313051	3'-58"	5-05-19	Elem.	Elem.	1	Businessman	Housewife
6.	113061	3'-04"	5-05-06	Univ.	Sec.	13	Lawyer	Housewife
7.	213071	3'-35"	5-03-17	Sec.	Elem.	12	Businessman	Businesswoman
8.	113081	3'-21"	5-05-22	Univ.	Sec.	10	Agr. Ing.	Housewife
9.	313091	3'-20"	5-01-15	Elem.	Elem.	1	Shop owner	Housewife
10.	213101	3'-19"	5-01-15	Sec.	Elem.	11	Accountant	Housewife

**COLEGIO BELCA GUATEMALTECO**  
9a. Calle 10-76, Zona 1

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	114012	3'-50"	5-05-21	Univ.	Sec.	11	Dentist	Teacher
2.	114022	3'-21"	5-04-25	Univ.	Sec.	9	Veterinary	Housewife
3.	214032	4'-50"	4-08-20	Sec.	Sec.	14	Businessman	Housewife
4.	214042	4'-25"	4-08-24	Sec.	Sec.	9	Photographer	Housewife

SOCIEDAD EDUCATIVO-SOCIAL LOYOLA  
12 Ave. 4-30, Zona 1

No.	I.D. No.	Recording	Age	Educational Level			Profession		
				Father	Mother	Zone	Father	Mother	
1.	115012	3'-28"	4-09-02	Univ.	Sec.	6	Student	Teacher	
2.	215022	4'-35"	5-03-29	Sec.	Sec.	18	Accountant	Housewife	
3.	115031	4'-29"	5-06-07	Univ.	Sec.	1	Notary Public	Secretary	
4.	215041	5'-55"	4-09-09	Sec.	Sec.	5	Med. Vist.	Secretary	
5.	215051	3'-49"	5-04-27	Sec.	Sec.	7	Accountant	Housewife	
6.	215061	3'-29"	4-09-28	Sec.	Sec.	1	Farmer	Secretary	
7.	215071	5'-31"	5-04-25	Sec.	Sec.	1	Teacher	Housewife	
8.	215081	5'-18"	4-10-11	Sec.	Sec.	1	Office worker	Accountant	
9.	215091	3'-41"	5-03-20	Sec.	Sec.	5	Accountant	Housewife	

ASILO SANTA MARÍA  
3a. calle 15-45, Zona 1

No.	I.D. No.	Recording	Age	Educational Level			Profession		
				Father	Mother	Zone	Father	Mother	
1.	216011	5'-17"	5-04-09	Sec.	Sec.	1	Accountant	Secretary	
2.	326021	3'-52"	5-06-03	Elem.	-----	6	Mechanic	Housewife	
3.	316031	3'-57"	5-01-00	Elem.	Elem.	6	Mechanic	Housewife	
4.	216042	3'-29"	5-00-03	Sec.	Sec.	1	Secretary	Secretary	
5.	116051	5'-27"	4-11-25	Univ.	Sec.	6	Veterinary	Teacher	
6.	316062	3'-58"	4-11-02	Elem.	Elem.	6	Conductor	Housewife	
7.	316072	3'-52"	5-05-19	-----	-----	1	Supervisor	Clerk	
8.	216082	3'-53"	5-06-23	Sec.	Elem.	6	Mechanic	Housewife	
9.	316091	3'-42"	5-04-14	Elem.	-----	6	Conductor	Businesswoman	
10.	216102	3'-12"	5-00-12	Sec.	Sec.	6	Supervisor	Secretary	
11.	216111	3'-45"	4-11-08	Sec.	Sec.	1	Accountant	Housewife	
12.	216122	3'-19"	5-01-26	Sec.	Elem.	1	Radiotechnic	Housewife	

COLEGIO MARIANO Y RAFAEL CASTILLO CORDOVA  
1a. Ave. Colonia Jcotales

No.	I.D. No.	Recording	Age	Educational Level		Profession	
				Father	Mother	Father	Mother
1.	317011	4'-33"	5-05-23	Elem.	Elem.	Conductor	Beautitian
2.	217021	6'-07"	4-10-09	Sec.	Elem.	Sales Agent	Housewife
3.	117031	4'-01"	5-05-18	Univ.	Sec.	Salesman	Secretary
4.	317041	5'-11"	5-06-03	Elem.	Elem.	Mechanic	Housewife
5.	317051	4'-04"	5-02-02	Elem.	Elem.	Carpenter	Housewife
6.	217061	5'-17"	5-03-25	Elem.	Sec.	Mechanic	Housewife
7.	117071	3'-50"	5-03-26	Univ.	Sec.	Mechanic	Housewife
8.	217081	4'-13"	5-02-24	-----	Sec.	Sales Agent	Housewife
9.	217091	3'-04"	4-10-02	Sec.	Sec.	Secretary	Housewife
10.	217101	3'-30"	5-01-24	Sec.	Sec.	Secretary	Housewife
11.	217111	4'-10"	5-00-11	Sec.	Elem.	Conductor	Indust. worker
12.	217121	4'-14"	5-03-15	Sec.	Elem.	Teacher	Housewife

ESCUELA "LA SAGRADA FAMILIA"  
15 calle 21-79, Zona 10 (Colonia Concepción)

No.	I.D. No.	Recording	Age	Educational Level		Profession	
				Father	Mother	Father	Mother
1.	318012	4'-45"	5-01-04	-----	-----	Clerk	Housewife
2.	318022	3'-13"	5-02-07	-----	-----	Conductor	Beautitian
3.	318032	3'-01"	5-05-08	-----	Elem.	Business	Housewife
4.	318042	3'-00"	5-01-13	Elem.	-----	Conductor	Housewife
5.	218052	5'-40"	5-04-03	Sec.	Sec.	Teacher	Housewife
6.	318062	4'-02"	5-04-02	-----	Elem.	Deseased	Accountant
7.	318072	3'-52"	5-06-08	-----	-----	Conductor	Housewife

CASES SELECTED FROM PUBLIC SCHOOLS

TABLE A-2  
CASES SELECTED FROM PUBLIC SCHOOLS (1)

SOCIO-EDUCATIVE LEVEL Father      Mother	1		2		3		4		5		6		7		8		Sub-totals		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
University - University	2	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	2	2	4
University - Secondary	-	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	3	3	6
Secondary - University	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
University - Elementary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Elementary - University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
	3	2	1	2	1	1	1	0	0	0	0	0	0	0	0	0	6	5	11
	5	-	3	-	2	-	1	-	0	-	0	-	0	-	0	-	11	-	-
Secondary - Secondary	1	3	1	-	2	-	-	-	1	3	4	-	1	2	1	-	11	8	19
Secondary - Elementary	-	-	-	-	-	-	2	1	-	2	1	2	-	-	-	-	3	5	8
Elementary - Secondary	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	2	0	2
----- - Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
	1	3	1	0	2	0	4	1	1	5	5	2	1	2	1	0	16	13	29
	4	-	1	-	2	-	5	-	6	-	7	-	3	-	1	-	29	-	-
Elementary - Elementary	-	-	1	2	1	-	4	2	-	4	3	2	2	2	2	2	13	14	27
Elementary - -----	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-	2	0	2
----- - Elementary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
----- - -----	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0	1
	0	0	1	2	1	0	4	2	1	4	3	2	3	2	3	2	16	14	30
	0	-	3	-	1	-	6	-	5	-	5	-	5	-	5	-	30	-	-
	4	5	3	4	4	1	9	3	2	8	8	5	4	4	4	2	38	32	70
	9	-	7	-	5	-	12	-	10	-	13	-	8	-	6	-	70	-	70

(1) Distribution according to the educational level of both father and mother.



ESCUELA NACIONAL DE PÁRVULOS  
"Luz Figueroa Guillén"

3a. calle y 17 Ave., Zona 15

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	121011	4'-51"	5-05-25	Sec.	Univ.	15	Businessman	Psychologist
2.	221022	3'-18"	4-11-19	Sec.	Sec.	15	Teacher	Teacher
3.	121032	3'-37"	4-10-11	Univ.	Univ.	15	Agr. Ing.	Teacher
4.	121042	3'-15"	5-00-22	Univ.	Sec.	15	Secretary	Secretary
5.	121051	3'-38"	4-08-19	Univ.	Univ.	15	Chem. Ing.	Pharm. Ing.
6.	121061	3'-12"	4-08-05	Univ.	Univ.	15	Lawyer	Teacher
7.	221072	6'-28"	5-05-02	Sec.	Sec.	15	Militar	Teacher
8.	221082	5'-40"	5-04-01	Sec.	Sec.	15	Radio Announcer	Housewife
9.	221091	4'-03"	4-11-10	Sec.	Sec.	5	Businessman	Housewife

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ESCUELA NACIONAL DE PÁRVULOS  
"República de Guatemala"  
9a. Ave. 1-40, Zona 2

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	122011	3'-20"	5-01-25	Univ.	Sec.	1	Advertiser	Housewife
2.	122022	5'-08"	5-05-03	Univ.	Univ.	2	Teacher	Teacher
3.	122032	5'-35"	5-03-26	Univ.	Sec.	2	M.D.	Teacher
4.	322041	4'-42"	5-05-07	Elem.	Elem.	2	Administrator	Beautician
5.	322052	3'-01"	5-03-06	Elem.	Elem.	2	Conductor	Housewife
6.	322062	4'-02"	5-04-27	Elem.	Elem.	1	Supervisor	Housewife
7.	222071	3'-22"	5-01-00	Sec.	Sec.	2	Accountant	Teacher

ESCUELA NACIONAL DE PÁRVULOS  
"Leonor Cienfuegos"  
3a. calle 0-69, Zona 1

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	123012	4'-36"	4-08-24	Univ.	Sec.	3	Dentist	Housewife
2.	323021	3'-08"	5-04-25	Elem.	Elem.	2	Messenger	Housewife
3.	123031	3'-13"	5-03-13	Univ.	Sec.	1	Teacher	Nurse
4.	223041	4'-05"	5-01-15	Sec.	Sec.	1	Gvmt. Employee	Gvmt. Employee
5.	223051	3'-39"	4-09-23	Sec.	Sec.	3	Painter	Clerk

ESCUELA NACIONAL DE PÁRVULOS  
"Alberto Velásquez"  
17 Calle 9-09, Zona 10

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	324011	6'-01"	5-01-07	Elem.	Elem.	10	Tailor	Housewife
2.	324022	5'-11"	5-04-16	Elem.	Elem.	13	Conductor	Housewife
3.	124031	3'-18"	5-02-21	Univ.	Sec.	5	Dentist	Secretary
4.	224041	3'-27"	4-10-20	Sec.	Elem.	14	Janitor	Housewife
5.	224052	3'-54"	5-03-21	Sec.	Elem.	14	Teacher	Housewife
6.	224061	4'-06"	4-08-24	Elem.	Sec.	14	Mechanic	Housewife
7.	324072	3'-27"	5-06-14	Elem.	Elem.	10	Conductor	Housewife
8.	324081	4'-54"	4-08-13	Elem.	Elem.	10	Conductor	Housewife
9.	324091	3'-04"	5-06-11	Elem.	Elem.	14	Conductor	Housewife
10.	324101	3'-21"	5-05-10	Elem.	Elem.	10	Mechanic	Housewife
11.	224111	3'-44"	5-04-04	Elem.	Sec.	10	Supervisor	Housewife
12.	224121	3'-23"	4-10-03	Sec.	Elem.	10	Salesman	Housewife

ESCUELA NACIONAL DE PÁRVULOS  
"Gabriela Mistral"  
14 calle 10-47, Zona 1

No.	I.D. No.	Recording	Age	Educational Level			Profession		
				Father	Mother	Zone	Father	Mother	
1.	225011	3'-36"	4-09-23	Sec.	Sec.	1	Technician	Secretary	
2.	225022	5'-54"	4-11-09	Sec.	Elem.	1	Radiotelegr.	Housewife	
3.	225032	5'-44"	5-01-07	Sec.	Sec.	1	Indust. worker	Housewife	
4.	225042	4'-11"	4-09-06	Sec.	Sec.	1	Radio Technic	Housewife	
5.	325052	3'-15"	5-03-15	Elem.	Elem.	1	Conductor	Housewife	
6.	325062	3'-19"	5-05-10	Elem.	Flem.	1	Businessman	Housewife	
7.	325071	3'-40"	5-03-00	Elem.	-----	6	Businessman	Housewife	
8.	325082	3'-13"	5-06-12	Elem.	Elem.	1	Policeman	Housewife	
9.	325092	4'-00"	5-01-01	Sec.	Sec.	1	Radio Technic	Accountant	
10	225102	3'-02"	4-08-29	Sec.	Flem.	1	Decorator	Housewife	

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ESCUELA NACIONAL DE PÁRVULOS  
"Jardín Natalia Gorriz v. de Morales"  
23 calle 28-24, Zona 5

No.	I.D. No.	Recording	Age	Educational Level			Profession		
				Father	Mother	Zone	Father	Mother	
1.	226012	4'-58"	5-01-03	Sec.	Flem.	5	Secretary	Housewife	
2.	226021	6'-06"	5-03-15	Sec.	Sec.	5	Administrator	Housewife	
3.	226031	3'-52"	5-02-12	Sec.	Flem.	5	Secretary	Housewife	
4.	326042	6'-00"	5-01-00	Elem.	Flem.	5	Policeman	Housewife	
5.	326051	6'-28"	5-01-22	Elem.	Flem.	5	Conductor	Housewife	
6.	326062	5'-38"	5-01-23	Flem.	Flem.	5	Mason	Housewife	
7.	226071	4'-10"	5-00-06	Sec.	Sec.	5	Business	Housewife	
8.	326081	5'-01"	5-02-00	Elem.	Elem.	5	Shoemaker	Housewife	
9.	226092	3'-05"	5-00-09	Sec.	Elem.	5	Conductor	Housewife	
10.	226102	4'-45"	5-01-23	Elem.	Sec.	5	Printer	Housewife	
11.	226111	5'-38"	5-03-04	Sec.	Sec.	5	Business	Housewife	
12.	326121	5'-47"	5-01-26	Elem.	Elem.	5	Shoemaker	Housewife	
13.	226131	4'-06"	5-00-25	Sec.	Sec.	5	Reporter	Accountant	

ESCUELA NACIONAL DE PÁRVULOS  
"Ramona Gil"  
Ave. Elena 8-51, Zona 1

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	227011	3'-06"	4-10-10	Sec.	Sec.	1	Teacher	Aux. Nurse
2.	327021	4'-28"	5-04-18	Elem.	-----	1	Supervisor	Housewife
3.	227032	4'-40"	5-04-21	Sec.	Sec.	3	Indust. Mech.	Housewife
4.	327042	3'-24"	5-01-11	Elem.	Elem.	3	Deseased	Clerk
5.	227052	5'-00"	5-01-03	Sec.	Sec.	1	Deseased	Secretary
6.	327062	4'-01"	5-06-05	Elem.	Elem.	3	Conductor	Housewife
7.	327071	3'-09"	5-06-15	Elem.	Elem.	3	Mason	Housewife
8.	327081	4'-10"	4-11-13	Elem.	Elem.	1	Mason	Housewife

ESCUELA NACIONAL DE PÁRVULOS  
"Ulises Rojas"  
21 Ave. 15-07, Zona 6

No.	I.D. No.	Recording	Age	Educational Level			Profession	
				Father	Mother	Zone	Father	Mother
1.	328011	4'-38"	5-03-05	Elem.	Elem.	6	Supervisor	Housewife
2.	328022	3'-44"	5-02-19	Elem.	Elem.	6	Conductor	Housewife
3.	328031	3'-38"	5-04-24	-----	-----	6	Baker	Housewife
4.	228041	3'-56"	5-02-10	Sec.	Sec.	6	Secretary	Dressmaker
5.	328051	3'-26"	5-01-14	Elem.	Elem.	6	Conductor	Housewife
6.	328062	4'-45"	5-03-06	Elem.	Elem.	6	Barber	Dressmaker

## APPENDIX B

### Selected Protocols

In addition to questioning techniques, the reader may observe the identification number assigned, the portions--exceeding three minutes--that were deleted, and the classification of each word according to the grammatical code explained in Chapter III.

# APPENDIX B

## CONVERSATION SAMPLES

Tape II - Side One  
Group Four - #5 (20)  
Time: 3'-23"

2	1	1	0	1	1
---	---	---	---	---	---

2 8 6 2 3 1 1 8 6 2  
→ Fíjese que yo tenía un perro... Doberman... y lo... apuñalaron,  
8 2 3  
→ pero compramos otro.

(Ah, si?)

8 3 7 3 1 8 6 2 5 1 6 2  
→ A todo dar, cada vez que... se entraban los ladrones, se brin-  
8 6 2 5 1 8 5 1 2 8 1  
→ caba... y se asustaba el ladrón... y el ladrón huía del Dober-  
8 6 8 6 2 1 2 4 3 8 3 6  
→ man de él... y se llamaba Rayo. Era tan rápido que nadie lo  
2 7 4 4 2 1 8 1 8 4 4  
→ podía ver... sólo si tienen ojos de águila... porque si no,  
4 2 3 1 8 4 2 8 4 2 8 2 7  
→ sólo miran un rayito que no es... que talvez dicen que es inven-  
8 3 1 4 8 2 4 3 6 2  
→ tado... pero ese Rayo si que era bien veloz... lo apuñalaron...  
6 2 3 8 6 2 1 6 2 8  
→ se entró otra pero yo tenía pistola... le disparó... pero com-  
2 3 8 2 4 8 2 3 8 3 1 8  
→ pramos este que tenemos ahora que es uno de una clase... que  
2 8 3 1 6 2 1 8 2 3  
→ tiene... que este... Samojev... se llama Sacha y tenemos otra  
8 6 2 1 2 4 3 8 3 1 6 2  
→ que se llama Nina... es tan chiquit.. que cada vez me muerde  
8 9 8 2 4 3 4 4 4  
→ y... Auuuch!... pero muerde duro... eso sí. Ya no.

(Vamos a ver, quién cuida de Sacha?)

3  
→ Todos.

(Quiénes son todos?)

3 3 1  
→ Toda mi familia.

(Dime, quién es toda tu familia?)

9 3 4 2 3  
→ Ay... Eso ya es todo.

(Nos vas a contar algo más?) (Yo conozco a Lucrecia y Cecilia.)

4 6 2 8 3 1  
→ Sí. Ellas son de mi familia...

(Son las más grandes?)

4 4 4 2 8 5 4 3 2 3 3 2 4  
→ Sí. No, no son de los más grandes. Tengo uno enorme... es tan  
3 8 3 1 8 6 2 9 2 8 3 1  
→ panzudo que cada vez que me pega, Ayyy!... Llamo a mi mamá.

(Cómo se llama él?)

- Carlos.

(Carlos?)

- Arimany.

Tape V - Side One  
Group One - #5 (147)  
Time: 3'-27"

3	2	4	0	7	2
---	---	---	---	---	---

(Cómo te llamas?)

- Doris Ileana.

(Doris Ileana, qué nos vas a contar tú?)

8 6 2 3 1 8 3 1 6 2 8 4  
→ Que yo tengo un oso que mi madrina me... regaló... y... enton-  
3 1 8 4 4 4 6 6 2 7 8 6 2  
→ ces mi mamá, y... no si no me lo dejan sacar porque... me pegan.

(Qué pasa con el perro?)

- 4 6 2 1 8 8 3 1 4 6 2 8 6 6  
No, se llama Oso... pues que mi mamá no lo quiere que yo lo  
2 8 4 8 6 2 8 6 2  
→ saque porque... sí, porque lo ensucio... y me pega.

(Cuéntanos más.)

- 9  
→ Ah?

(Cuéntanos más.)

- 8 3 3 1 8 6 2 1 8 3 8 6  
→ Y... un mi hermano que se llama Oscar... Y otro que se  
2 1 8 3 8 6 2 1 8 3 1 6 2  
→ llama Otto y otro que se llama Edwin. Y mi papá se llama  
1 8 3 1 6 2 1 1 6 6 2 1  
→ Domitilo y mi mamá se llama dona Hortensia. Yo me llamo Doris  
1  
→ Ileana

(Qué hacen todos allí?)

- 2 3 1 2 8 2 8 7 8 2 8 7 8  
→ Juegan. Mi hermano juega y va a trabajar y viene a almorzar y  
6 2  
→ se va.

(Sabes dónde trabaja tu papá?)

- 4 8 8 1 1 8 6 2 1 8 3 1  
→ Sí. Y... de galletas Lido. Y... le trae galletas a mi mamá...  
8 6  
→ para nosotros.

(Qué rico! Te gustan las galletas?)

- 4  
→ Sí.

(Cuéntanos algo más pues.)

- 8 2 1  
→ Y tengo abuelitos.

(Tú tienes o no tienes?)

- 3 1 8 3 3 1 4 3 1 2  
→ Una, abuelita y un mi abuelito. Sólo mi... abuelita viene.  
4 2 4 4 4 2  
→ Antes venía... Ahora ya no viene.

(Por qué?)

- 4 2  
→ No sé.

(Qué más nos vas a contar?)



6 2 8 3 3 1 8 2 8 2 3  
 → Yo juego con unos mis trastes que fíjese que son rojos...

(No me digas!)

8 2 8 6 8 3 1 6 2 4 1 2  
 → Y juego con ellos... y mi mamá me trajo más trastes... tengo  
 4  
 → bastantes.

(Qué más?)

- Ya no.

Tape VII - Side Two  
 Group One - #12 (287)  
 Time: 4'-58"

2	2	6	0	1	2
---	---	---	---	---	---

(Cómo te llamas?)

- Claudines Corina Cáceres.

(Bien, Claudines Corina, qué nos vas a contar?)

- Un cuento... un cuento.

(A ver, cuéntanos un cuento.) (Qué nos vas a contar?)

(Cuéntanos algo pues Claudines.) (Cuéntanos el cuento  
 pues.) (Qué cuento nos vas a contar?)

- Bueno... el del lobo.

(A ver, del lobo. A ver, cuéntanos pues.)

2 8 3 1 2 3 1 8 4 3 1  
 → Fíjese que una vez, había un cochinito y... sólo un cochinito  
 8 6 2 3 8 3 1 4 4 2 4 8  
 → y se quedó triste porque su mamá todavía no llegaba allí... y  
 4 6 2 5 1 7 8 3 1 8 1 8  
 → después se fue el lobo caminando a su casa del cochinito. Y  
 8 2 5 1 8 5 1 2 8 2 6 2 5 1  
 → cuando llegó el lobo a la casa, tocó y dijo "Yo soy la mamá",  
 2 2 4 8 6 2 5 1 2 5 1  
 → fíjese, dijo. "No porque tú eres el lobo", dijo el cochinito.

- 8 4 8 6 2 5 1 8 6 2 1  
 → Y después cuando se... cortó las canillas y se volvió mamá  
 8 6 8 1 8 4 2 7 5 1 8  
 → de ella... del cochinito y después... fue caminando el lobo y  
 6 2 5 1 8 8 8 2 8 2 5 1  
 → se cortó las pecas para que... y dijo... "Quién es," el cochinito,  
 8 4 2 6 3 1 2 6 2 5 1 2  
 → y después "Soy yo... tu mamá," dijo... "Tú eres el lobo" dijo  
 5 1 8 4 8 2 4 8 2 5  
 → el cochinito. Y después... con... dijo... "No porque tienes la  
 1 4 3 2 5 1 8 4 6 2 8 7  
 → nariz tan grande," dijo el cochinito. Y después se fue a cortar  
 5 1 8 5 1 8 2 3 1 8 2 8 9  
 → la nariz y la boca. Cuando apareció su mamá y tocó, y este...  
 2 2 6 6 1 2 8 6 2 8 5 1 4  
 → dijo "Soy yo, tu mamá," abrió y se escondió en el reloj más  
 3 4 3 8 4 9 8 2 5 1  
 → chiquito. Sólo eso... Y también, este, cuando llegó el lobo...  
 6 2 7 6 2 8 2 5 1 4 3  
 → lo quería atrapar se dijo... "Cómo es el reloj tan grande,"  
 2 8 4 6 2 8 6 5 1 6 2  
 → dijo. Y después le dijo a él... el cochinito... se escondió  
 4 8 5 1 8 9 8 5 1 2 4 8 5  
 → debajo de la cama... y, este... y el lobo buscó debajo de la  
 1 6 2 8 6 6 2 8 4 2 5 1  
 → cama. Lo encontró y se lo comió... y cuando llegó la mamá  
 2 3 1 8 6 3 6 6 2 5 1 8  
 → habían tres cochinitos y él... uno se lo trago el lobo... y  
 5 3 1 2 4 8 5 1 3 8  
 → los... tres cochinitos buscaron debajo de la cama todos... y  
 4 2 5 4 3 8 4 9 2 5 1  
 → no estaba el más chiquito... y después, este, dijo el cochinito...  
 3 1 2 5 1 8 9 8 2 5 3  
 → tres... cochinitos... tocó la mamá, y este, y era la verdadera  
 8 8 2 4 6 2 3 1 6 2  
 → como... y dijo... ya me nació... tres cochinitos le dijo...  
 5 3 1  
 → el otro cochinito como se lo había comido el lobo, este apareció

de encima de la boca, el más chiquito y se sacó y este debajo

de la cola... se la cortó, y este, y se la llevó a... la mamá.

Ya.

## APPENDIX C

### Lists of Words

## LIST A

### Ordered by Frequency of Use

All words used by at least five speakers. It includes 350 word entries presented by rank order of frequency in each socio-educational group and as a whole, the part (or parts) of speech in which it occurred, and the mean frequency of occurrence. The rate of occurrence of a word was determined separately for each speaker and then averaged over the speakers to yield the mean frequency of occurrence.

The grammatical codes appearing in column three are presented below.

<u>Code</u>	<u>Class</u>	<u>Code</u>	<u>Class</u>
1	Nouns	6	Pronouns
2	Verbs	7	Verboids
3	Adjectives	8	Relators
4	Adverbs	9	Interjections
5	Articles		

# APPENDIX C

## LIST A - ORDERED BY FREQUENCY OF USE

No.	TOTAL Word	GROUP Type			HIGH		MIDDLE		LOW	
			Freq.	Mean	Freq.	Mean	Freq.	Mean	Freq.	Mean
1.	Y	8	1357	9.62	319	8.39	643	10.90	395	8.98
2.	Se	6	683	4.99	176	4.89	334	5.95	173	4.12
3.	Mi	3	636	4.60	164	4.32	283	4.96	189	4.50
4.	Que	8	594	5.04	187	5.84	278	5.05	129	4.30
5.	La	5,6	564	3.40	158	4.94	238	3.90	168	4.42
6.	A	8	558	4.54	163	4.80	238	4.67	157	4.24
7.	De	8,9	423	3.56	101	3.26	175	3.50	147	3.86
8.	No	4	383	3.17	119	3.60	178	3.63	86	2.26
9.	Un	3	365	3.35	104	3.35	149	3.31	112	3.50
10.	Me	6	311	2.90	108	4.16	121	3.08	82	2.93
11.	Entonces	4	300	4.69	94	4.70	142	5.25	64	3.76
12.	El	5	286	2.62	93	3.10	148	3.17	45	1.66
13.	Una	3	276	2.49	74	2.40	126	2.74	76	2.37
14.	En	8	275	2.75	88	2.84	116	2.90	71	3.09
15.	Yo	6	266	2.60	78	2.36	124	3.07	64	2.56
16.	Le	6	262	2.75	76	3.04	126	2.74	60	2.61
17.	Si*	4	225	2.26	48	2.00	104	2.44	73	2.28
18.	Mama*	1	211	2.31	52	2.00	103	2.86	56	1.93
19.	Con	8	209	2.25	46	2.09	91	2.28	72	2.40
20.	Los	5,6	203	1.99	53	2.30	84	2.00	66	2.60
21.	Alli*	4	181	2.83	47	2.47	61	2.18	73	4.29
22.	Lo	6	177	2.42	58	2.64	70	2.19	49	2.45
23.	Es	2	172	2.15	57	2.33	89	2.40	26	1.73
24.	Cuando	8	171	2.34	47	2.14	95	3.06	29	2.23
25.	Pero	8	164	2.52	52	2.43	89	2.97	23	1.64
26.	Tengo	2	163	2.14	39	1.65	74	2.55	50	2.17
27.	Ya	4	159	1.89	56	2.16	63	1.97	40	1.74
28.	Porque	8	151	1.86	47	1.88	70	1.89	34	1.79
29.	Papa*	1	151	1.09	45	2.05	66	2.28	40	1.60
30.	Llama	2	145	2.23	23	1.64	74	2.64	48	2.09
31.	Tambie*n	4	141	2.01	50	2.78	54	1.74	37	1.85
32.	So*lo	4	130	1.67	26	1.44	55	1.72	49	1.75
33.	Al	8	105	1.67	35	1.59	41	1.58	29	2.07
34.	Despue*s	4	103	2.78	18	1.80	39	2.60	46	4.60

(Continues)

## LIST A (cont'd.)

No.	TOTAL Word	GROUP Type			HIGH		MIDDLE		LOW	
			Freq.	Mean	Freq.	Mean	Freq.	Mean	Freq.	Mean
35.	Como	8	100	2.08	28	2.55	44	2.09	28	2.00
36.	Ella	6	99	1.94	27	2.45	37	1.68	35	2.18
37.	Las	5,6	97	1.62	30	1.76	41	1.71	26	1.53
38.	Tiene	2	93	2.11	32	2.29	49	2.13	12	1.71
39.	Nos	6	91	2.17	25	2.27	25	1.56	41	3.15
40.	E*1	6	89	1.65	26	1.53	38	1.73	25	1.79
41.	Casa	1	87	1.58	24	1.60	40	1.67	23	1.44
42.	Eh	9	84	1.87	25	1.67	33	1.83	26	2.36
43.	Eso	3	83	1.40	19	1.29	32	1.45	32	1.68
44.	Estaba	2	80	1.81	24	1.71	34	2.00	22	1.1 <sup>a</sup>
45.	Dos	3	77	1.54	17	1.42	37	1.95	23	1.35
46.	Para	2,8	77	1.60	26	1.86	39	1.50	21	1.62
47.	Uno	3	76	1.49	19	1.36	40	1.60	17	1.42
48.	Ma*s	4	71	1.42	28	1.56	29	1.45	14	1.17
49.	Fí*jese	2	69	2.03	21	2.10	29	2.07	19	1.90
50.	Teni*a	2	67	1.80	21	1.75	26	2.17	20	1.67
51.	Fue	2	66	1.61	36	1.71	23	1.64	7	1.17
52.	Otro	3,1	65	1.38	22	1.30	23	1.00	20	1.00
53.	Nosotros	6	64	1.25	11	1.67	34	2.12	19	1.58
54.	Dijo	2	63	3.50	21	3.00	39	4.88	3	1.00
55.	Va	2	62	1.44	8	1.00	32	1.78	22	1.29
56.	Hermana	1	61	1.85	23	1.64	26	1.82	18	2.25
57.	Esta*	2	58	1.41	24	1.71	24	1.26	10	1.25
58.	Otra	3	55	1.31	15	1.36	26	1.37	14	1.17
59.	Este	3,9	55	1.77	4	1.33	28	2.80	23	2.44
60.	Asi*	4	54	1.59	20	1.43	21	1.75	13	1.62
61.	Comida	1	53	1.51	5	1.25	16	1.33	32	1.68
62.	Por	8	53	1.61	22	1.69	19	1.74	12	1.33
63.	Era	2	53	1.66	23	1.92	22	1.69	8	1.33
64.	Nada	4	50	1.35	17	1.45	17	1.45	16	1.25
65.	Juego	1,2	50	1.56	2	1.00	21	1.40	27	2.08
66.	Fuimos	2	48	1.92	11	1.22	18	1.80	19	3.17
67.	Hace	2	47	1.42	5	1.67	23	1.28	19	1.58
68.	Mis	3	47	1.47	6	1.00	24	1.71	17	1.42
69.	Vez	1	47	1.88	18	1.64	20	2.50	9	1.50
70.	Hermano	1	46	1.64	13	1.64	20	1.82	8	1.33
71.	Hermanita	1	45	1.55	15	1.88	12	1.33	18	1.50
72.	Di*a	1	44	2.00	19	2.11	13	2.17	12	1.71
73.	Se*	2	43	1.30	9	1.12	18	1.64	16	1.33
74.	Perro	1	43	1.59	12	1.50	27	1.69	4	1.00
75.	Su	3	41	1.58	12	1.70	17	1.41	12	2.00
76.	Habi*a	7	41	1.71	9	1.80	11	1.10	21	2.33
77.	Todo	3	40	1.29	15	1.36	14	1.17	11	1.37
78.	Unos	3	40	1.29	9	1.29	17	1.31	14	1.27

(Continues)

## LIST A (Cont'd.)

No.	TOTAL Word	GROUP Type			HIGH		MIDDLE		LOW	
			Freq.	Mean	Freq.	Mean	Freq.	Mean	Freq.	Mean
79.	Alla*	4	39	1.32	11	1.22	14	1.08	14	2.00
80.	Escuela	1	38	1.31	6	1.50	15	1.15	17	1.42
81.	Bien	4	38	1.46	5	1.25	11	1.57	22	1.47
82.	Tenemos	2	37	1.85	7	1.00	23	2.56	7	1.75
83.	Grande	3	35	1.35	7	1.00	18	1.64	10	1.25
84.	Hermanito	1	34	1.36	7	1.75	15	1.25	12	1.33
85.	Siempre	4	34	1.70	17	2.43	10	1.25	7	1.40
86.	Aqui*	4	33	1.37	9	1.13	10	1.11	14	2.33
87.	Ah	9	33	1.43	10	1.67	13	1.86	10	1.00
88.	Iba	2	33	1.65	16	1.78	9	1.29	8	2.00
89.	Veces	1	33	1.83	11	1.57	13	2.17	9	1.80
90.	Todos	3	32	1.14	8	1.00	12	1.00	12	1.50
91.	Van	2	32	1.52	11	1.38	13	1.44	8	2.00
92.	A+os	1	31	1.94	13	1.63	16	2.67	2	1.00
93.	Donde	8	30	1.03	10	1.00	15	1.25	5	1.00
94.	Ellos	6	30	1.30	11	1.57	8	1.00	11	1.37
95.	Les	6	30	1.67	14	2.33	12	1.50	4	1.00
96.	Hasta	8	29	1.04	15	1.87	9	1.60	5	1.00
97.	Murio*	2	28	2.15	6	2.00	16	2.29	6	1.50
98.	Son	2	27	1.03	4	1.00	16	1.25	7	1.00
99.	Juguetes	1	27	1.35	5	1.25	11	1.83	11	1.37
100.	Del	8	26	1.19	8	1.33	10	1.23	2	1.00
101.	Perrito	1	26	1.30	11	1.38	8	1.14	7	1.40
102.	Trabaja	2	26	1.30	4	1.33	16	1.45	6	1.20
103.	Trabajar	7	26	1.30	4	1.00	13	1.62	9	1.12
104.	Co*mo	4	26	1.37	9	1.80	8	1.14	9	1.50
105.	Jugar	7	26	1.37	6	1.25	12	1.33	8	1.60
106.	Verdad	1,9	26	1.44	4	1.33	12	2.00	10	1.25
107.	Viene	2	26	1.53	5	1.25	6	2.00	15	1.50
108.	Carro	1	26	1.73	7	1.75	15	1.88	4	1.00
109.	Abuelita	1	26	1.73	5	1.67	11	1.83	10	1.67
110.	Mi*	6	24	1.20	9	1.80	5	1.25	10	2.00
111.	Chiquito	3	24	1.26	1	1.00	18	1.45	5	1.00
112.	Si	8	24	1.33	8	2.00	15	1.50	1	1.00
113.	Ahora	4	24	1.41	4	1.33	8	1.14	12	1.71
114.	Que*	4	24	1.41	14	2.33	2	1.00	8	1.00
115.	Jugamos	2	24	1.60	6	1.50	6	1.50	12	1.71
116.	Quiere	2	24	1.71	3	1.00	15	2.14	6	1.50
117.	Dice	2	24	1.85	7	3.50	10	1.43	7	1.75
118.	Juegan	2	23	1.21	2	1.00	10	1.43	11	1.10
119.	Da	2	23	1.44	4	2.00	16	1.45	3	1.00
120.	Pone	2	23	1.44	2	1.00	14	1.40	7	1.75
121.	Jugando	7	23	1.53	8	1.60	18	1.33	7	1.75
122.	Agua	1	22	1.57	3	1.50	13	1.62	6	1.50

(Continues)

## LIST A (Cont'd.)

No.	TOTAL Word	GROUP Type			HIGH		MIDDLE		LOW	
			Freq.	Mean	Freq.	Mean	Freq.	Mean	Freq.	Mean
123.	Ir	7	21	1.17	8	1.14	7	1.40	6	1.00
124.	Juega	2	21	1.31	4	1.33	7	1.17	10	1.43
125.	Compro*	2	21	1.50	1	1.00	4	1.33	16	1.60
126.	Hermanos	1	21	1.50	5	1.25	8	1.60	8	1.60
127.	Gato	1	21	2.62	3	1.50	6	2.00	12	4.00
128.	Carne	1	20	1.33	4	1.33	10	1.43	6	1.20
129.	Mucho	3,4	20	1.33	7	2.33	9	1.50	4	1.33
130.	Trastos	1	20	1.43	2	2.00	8	2.66	10	1.43
131.	Trajo	2	20	1.54	7	1.75	7	1.40	6	1.50
132.	Pelota	1	19	1.73	2	1.00	13	1.86	4	2.00
133.	Perros	1	19	1.73	4	1.33	11	2.20	4	1.33
134.	Comer	7	18	1.12	6	1.50	11	1.00	1	1.00
135.	Muy	4	18	1.20	8	1.00	8	1.60	2	1.00
136.	Connigo	8	18	1.20	3	1.00	3	1.14	7	1.40
137.	Cuento	1,2	18	1.28	2	1.00	7	1.17	9	1.80
138.	Ese	3	18	1.28	8	1.60	5	1.25	8	2.00
139.	Muchacha	1	18	1.38	6	1.20	11	1.57	1	1.00
140.	Unas	3	17	1.13	7	1.17	8	1.14	2	1.00
141.	Esta*n	2	17	1.21	6	1.50	4	1.00	7	1.17
142.	Ti*a	1	17	1.21	2	1.00	10	1.43	5	1.00
143.	Hm,m	9	17	1.30	8	1.40	6	1.00	3	1.50
144.	Leche	1	17	1.31	2	1.00	8	1.14	7	1.75
145.	Pega	2	17	1.31	3	1.50	5	1.00	9	1.50
146.	Cosa	1	17	1.42	2	1.00	6	1.50	9	1.50
147.	Gusta	2	17	1.55	8	2.00	9	1.29	--	----
148.	Ay	9	17	1.89	14	2.33	3	1.00	--	----
149.	Trabajo	1	16	1.23	5	1.25	9	1.29	2	1.00
150.	Voy	2	16	1.23	4	1.00	8	1.60	4	1.00
151.	Estaban	2	16	1.33	4	1.00	4	1.00	8	2.00
152.	Tres	3	16	1.33	3	1.00	9	1.80	4	1.00
153.	Estábamos	2	16	1.45	4	1.00	10	1.67	2	2.00
154.	Fui	2	16	2.00	7	1.75	6	2.00	3	3.00
155.	Come	2	16	3.20	1	1.00	14	4.67	1	1.00
156.	Cosas	1	15	1.00	3	1.00	8	1.00	4	1.00
157.	Murteca	1	15	1.07	--	----	7	1.00	8	1.14
158.	Noche	1	15	1.07	6	1.00	7	1.17	2	1.00
159.	Tienen	2	15	1.07	3	1.33	9	1.00	3	1.50
160.	Colegio	1	15	1.25	9	1.50	5	1.00	1	1.00
161.	Hay	7	15	1.25	6	2.00	8	2.00	1	1.00
162.	Teni*amos	2	15	1.36	3	1.00	10	1.43	2	2.00
163.	Llevo*	2	15	1.50	10	1.43	1	1.00	4	2.00
164.	Hospital	1	15	1.67	2	1.00	6	1.50	7	2.33
165.	Calle	1	14	1.17	5	1.25	2	1.00	7	1.17
166.	Duerme	2	14	1.17	3	1.50	3	1.50	8	1.00

(Continues)



## LIST A (cont'd.)

No.	TOTAL Word	GROUP Type			HIGH		MIDDLE		LOW	
			Freq.	Mean	Freq.	Mean	Freq.	Mean	Freq.	Mean
167.	Cama	1	14	1.17	3	1.00	7	1.75	4	1.33
168.	Dije	2	14	1.55	2	2.00	11	1.83	1	1.00
169.	Pues	8,9	14	1.55	5	2.50	7	1.75	2	1.00
170.	Muerde	2	14	1.75	2	2.00	11	1.83	1	1.00
171.	Grandes	3	13	1.00	2	1.00	3	1.00	8	1.00
172.	Hermanitos	1	13	1.18	2	1.00	8	1.14	3	1.50
173.	Carritos	1	13	1.30	4	1.00	6	1.50	3	1.50
174.	Comprar	7	13	1.30	1	1.00	4	1.00	8	1.60
175.	Bicicleta	1	13	1.44	9	1.50	2	1.00	2	2.00
176.	Cada	3	13	1.44	7	1.17	6	2.00	--	----
177.	Cayo*	2	13	1.44	2	1.00	7	1.75	4	1.33
178.	Cinco	3	13	1.44	9	1.50	2	2.00	2	1.00
179.	Traer	7	13	1.44	1	1.00	7	1.75	5	1.25
180.	Contar	7	12	1.00	3	1.00	5	1.00	4	1.00
181.	Hacen	2	12	1.00	2	1.00	2	1.00	8	1.00
182.	Queri*a	2	12	1.00	3	1.00	9	1.12	--	----
183.	Algo	1	12	1.20	3	1.00	4	1.33	5	1.25
184.	Amigo	1	12	1.20	5	1.25	6	1.20	1	1.00
185.	Carros	1	12	1.33	2	2.00	6	1.50	4	1.00
186.	Corriendo	7	12	1.33	9	1.50	3	1.00	--	----
187.	Nena	1	12	1.50	2	1.00	7	2.33	3	1.00
188.	Deja	2	12	1.71	1	1.00	10	2.00	1	1.00
189.	Sabe	2	12	1.71	5	1.66	5	2.50	2	1.00
190.	Bus	1	12	2.00	10	2.50	2	1.00	--	----
191.	Fueron	2	12	2.00	3	1.50	2	2.00	7	2.33
192.	Veni*a	2	12	2.00	4	2.00	7	2.33	1	1.00
193.	Antes	4	11	1.00	6	1.00	1	1.00	4	1.00
194.	Chiquita	1,3	11	1.00	1	1.00	6	1.00	4	1.00
195.	Estoy	2	11	1.00	2	1.00	6	1.00	3	1.00
196.	Llorar	7	11	1.00	4	1.00	3	1.00	4	1.00
197.	Queda	2	11	1.10	2	1.00	5	1.00	4	1.33
198.	Ver	7	11	1.10	2	1.00	5	1.00	4	1.33
199.	Mari*a	1	11	1.22	6	1.22	5	1.25	--	----
200.	Sus	3	11	1.22	3	1.00	3	1.00	5	1.67
201.	Bata	2	11	1.37	1	1.00	5	1.25	5	1.67
202.	Regalo*	2	11	1.37	2	1.00	5	1.67	4	1.33
203.	Salir	7	11	1.37	1	1.00	8	1.33	2	2.00
204.	Setor	1	11	1.37	2	1.00	6	1.20	3	3.00
205.	Vamos	2	11	1.37	6	2.00	4	1.00	1	1.00
206.	Doy	2	11	1.57	--	----	7	1.40	4	2.00
207.	Lado	1	11	1.57	4	2.00	2	1.00	5	1.67
208.	Llamaba	2	11	1.57	4	1.33	3	1.00	4	4.00
209.	Toma	1,2	11	1.57	1	1.00	6	2.00	4	1.33
210.	Llego*	2	11	1.83	4	1.33	7	2.33	--	----

(continues)

## LIST A (cont'd.)

No.	TOTAL Word	GROUP Type			HIGH		MIDDLE		LOW	
			Freq.	Mean	Freq.	Mean	Freq.	Mean	Freq.	Mean
211.	Rompio*	2	11	1.83	6	2.00	1	1.00	4	2.00
212.	Ropa	1	11	1.83	--	----	9	2.25	2	1.00
213.	Llega	2	11	2.20	2	2.00	9	2.50	--	----
214.	Vengo	2	10	1.00	--	----	5	1.00	5	1.00
215.	Clase	1	10	1.11	4	1.00	4	1.00	2	2.00
216.	Cuatro	3	10	1.11	5	1.25	2	1.00	3	1.00
217.	Esa	3	10	1.11	4	1.33	4	1.00	2	1.00
218.	Habi*an	7	10	1.11	3	1.50	2	1.00	5	1.00
219.	Todavi*a	4	10	1.11	5	1.25	2	1.00	3	1.00
220.	Llevaron	2	10	1.25	2	1.00	4	1.00	4	2.00
221.	Mutecas	1	10	1.25	1	1.00	6	1.50	3	1.00
222.	Podi*a	2	10	1.25	5	1.25	5	1.25	--	----
223.	Puerta	1	10	1.25	2	1.00	8	1.33	--	----
224.	Seis	1,3	10	1.25	4	1.00	5	1.67	1	1.00
225.	Todas	3	10	1.25	6	1.20	2	1.00	2	2.00
226.	Debajo	4	10	1.43	1	1.00	6	2.00	3	1.00
227.	Huesos	1	10	1.67	1	1.00	7	2.33	2	1.00
228.	Perritos	1	10	1.67	2	1.00	7	2.33	1	1.00
229.	Lava	2	10	2.00	--	----	6	1.50	4	4.00
230.	Caballo	1	9	1.00	3	1.00	1	1.00	5	1.00
231.	Dar	7	9	1.00	3	1.00	6	1.00	--	----
232.	Dieron	2	9	1.00	5	1.00	4	1.00	--	----
233.	Hacer	7	9	1.00	2	1.00	6	1.00	1	1.00
234.	Lejos	4	9	1.00	3	1.00	2	1.00	4	1.00
235.	Quedo*	2	9	1.00	1	1.00	4	1.00	4	1.00
236.	Di*as	1	9	1.13	3	1.00	2	1.00	4	1.33
237.	Esos	3	9	1.13	2	2.00	3	1.00	4	1.00
238.	Prima	1	9	1.13	1	1.00	5	1.25	3	1.00
239.	Tele*fono	1	9	1.13	1	1.00	6	1.20	2	1.00
240.	I*bamos	2	9	1.29	4	1.33	3	1.50	2	1.00
241.	Juguete	1	9	1.29	--	----	3	1.00	6	1.50
242.	Muchos	3	9	1.29	2	2.00	4	1.00	3	1.50
243.	Puedo	2	9	1.29	2	1.00	3	1.00	4	1.00
244.	Vino	2	9	1.29	3	1.00	5	1.67	1	1.00
245.	Cuarto	1,3	9	1.50	3	1.50	2	1.00	4	2.00
246.	Deci*a	2	9	1.50	3	1.00	6	2.00	--	----
247.	Trastecitos	1	9	1.50	--	----	4	1.33	5	1.67
248.	Hermanas	1	9	1.80	1	1.00	6	2.00	2	2.00
249.	Verde	3	9	1.80	3	1.00	1	1.00	5	5.00
250.	Cerca	4	8	1.00	2	1.00	4	1.00	2	1.00
251.	Ellas	6	8	1.00	--	----	5	1.00	3	1.00
252.	Pusieron	2	8	1.00	4	1.00	1	1.00	3	1.00
253.	Esta	3	8	1.15	5	1.25	1	1.00	2	2.00
254.	Llevar	7	8	1.15	2	1.00	6	1.20	--	----
255.	Oficio	1	8	1.15	--	----	4	1.00	4	1.33

(continues)

## LIST A (cont'd.)

No.	TOTAL Word	GROUP Type			HIGH		MIDDLE		LOW	
			Freq.	Mean	Freq.	Mean	Freq.	Mean	Freq.	Mean
256.	Pollo	1	8	1.15	1	1.00	1	1.00	6	1.20
257.	Santa Claus	1	8	1.15	5	1.25	2	1.00	1	1.00
258.	Vive	2	8	1.15	--	----	8	1.14	--	----
259.	Adentro	4	8	1.33	4	1.33	4	1.33	--	----
260.	Camio*n	1	8	1.33	2	1.00	--	----	6	1.50
261.	Hizo	2	8	1.33	2	2.00	--	----	6	1.20
262.	Mercado	1	8	1.33	--	----	3	1.00	5	1.67
263.	Noches	1	8	1.33	1	1.00	2	1.00	5	1.67
264.	Tamato	1	8	1.33	--	----	2	1.00	6	1.50
265.	Gata	1	8	1.60	2	2.00	--	----	6	1.50
266.	Mire	2	8	1.60	1	1.00	7	1.75	--	----
267.	Nita	1	8	1.60	5	2.50	1	1.00	2	1.00
268.	Salio*	2	8	1.60	2	2.00	--	----	1	1.00
269.	Tan	4	8	1.60	1	1.00	6	2.00	1	1.00
270.	Travieso	3	8	1.60	3	1.50	4	2.00	1	1.00
271.	Gente	1	7	1.00	3	1.00	2	1.00	2	1.00
272.	Haciendo	7	7	1.00	1	1.00	2	1.00	4	1.00
273.	Igual	3	7	1.00	2	1.00	4	1.00	1	1.00
274.	Perdio*	2	7	1.00	2	1.00	3	1.00	2	1.00
275.	Sale	2	7	1.00	1	1.00	5	1.00	1	1.00
276.	Toda	3	7	1.00	3	1.00	2	1.00	2	1.00
277.	Ve	2	7	1.00	1	1.00	3	1.00	3	1.00
278.	Ara+a	1,2	7	1.17	2	1.00	1	1.00	4	1.33
279.	Carrito	1	7	1.17	--	----	5	1.25	2	1.00
280.	Dan	2	7	1.17	4	1.33	1	1.00	2	1.00
281.	Digo	2	7	1.17	3	1.00	3	1.50	1	1.00
282.	Estar	7	7	1.17	6	1.20	1	1.00	--	----
283.	Mesa	1	7	1.17	2	1.00	3	1.00	2	2.00
284.	Oso	1	7	1.17	--	----	3	1.00	4	1.33
285.	Regalaron	2	7	1.17	6	1.20	--	----	1	1.00
286.	Te	6	7	1.17	2	2.00	3	1.00	2	1.00
287.	Bateri*as	1	7	1.40	1	1.00	3	1.00	3	3.00
288.	Bobby	1	7	1.40	--	----	7	1.40	--	----
289.	Buscar	7	7	1.40	4	1.33	--	----	2	2.00
290.	Caldo	1	7	1.40	--	----	2	1.00	5	1.67
291.	Compraron	2	7	1.40	--	----	5	1.67	2	1.00
292.	Eran	2	7	1.40	2	1.00	2	2.00	3	1.50
293.	Juan	1	7	1.40	3	1.50	4	1.33	--	----
294.	Pacha	1	7	1.40	1	1.00	3	1.50	3	1.50
295.	Quiero	2	7	1.40	2	1.00	3	1.00	2	1.00
296.	Soy	2	7	1.40	3	1.00	4	2.00	--	----
297.	Ahorita	4	6	1.00	--	----	4	1.00	2	1.00
298.	Almuerzo	1	6	1.00	--	----	4	1.00	2	1.00
299.	Amigos	1	6	1.00	2	1.00	3	1.00	1	1.00

(continues)

## LIST A (cont'd.)

No.	TOTAL Word	GROUP Type			HIGH		MIDDLE		LOW	
			Freq.	Mean	Freq.	Mean	Freq.	Mean	Freq.	Mean
300.	Arroz	1	6	1.00	--	----	3	1.00	3	1.00
301.	Atra*s	4	6	1.00	5	1.00	1	1.00	--	----
302.	Chiquitos	3	6	1.00	3	1.00	2	1.00	1	1.00
303.	Dormir	7	6	1.00	3	1.00	3	1.00	--	----
304.	Echa	2	6	1.00	3	1.00	3	1.00	--	----
305.	Entro*	2	6	1.00	1	1.00	4	1.00	1	1.00
306.	E*sta	6	6	1.00	3	1.00	3	1.00	--	----
307.	Gati*o	1	6	1.00	1	1.00	2	1.00	3	1.00
308.	Hago	2	6	1.00	2	1.00	2	1.00	2	1.00
309.	Molesta	2	6	1.00	2	1.00	3	1.00	1	1.00
310.	Mordio*	2	6	1.00	1	1.00	3	1.00	2	1.00
311.	Puede	2	6	1.00	1	1.00	4	1.00	1	1.00
312.	Se*ora	1	6	1.00	2	1.00	3	1.00	1	1.00
313.	Trabajando	7	6	1.00	1	1.00	3	1.00	2	1.00
314.	Trajeron	2	6	1.00	1	1.00	1	1.00	4	1.00
315.	Vuelta	1	6	1.00	3	1.00	2	1.00	1	1.00
316.	Abrio*	2	6	1.20	--	----	2	1.00	4	1.33
317.	Abuelito	1	6	1.20	--	----	3	1.50	3	1.00
318.	Almorzar	7	6	1.20	--	----	4	1.33	2	1.00
319.	Blanco	3	6	1.20	4	1.33	1	1.00	1	1.00
320.	Cosita	1	6	1.20	3	1.50	3	1.00	--	----
321.	Flores	1	6	1.20	--	----	2	2.00	4	1.00
322.	Frijoles	1	6	1.20	--	----	4	1.33	3	1.50
323.	Gustan	2	6	1.20	--	----	3	1.50	3	1.00
324.	Jorge	1	6	1.20	1	1.00	5	1.25	--	----
325.	Mataron	2	6	1.20	--	----	2	2.00	4	1.00
326.	Mu*equitas	1	6	1.20	1	1.00	2	1.00	3	1.50
327.	Ni	4	6	1.20	1	1.00	2	1.00	3	1.50
328.	Ojos	1	6	1.20	3	1.50	2	1.00	1	1.00
329.	Papi	1	6	1.20	1	1.00	3	1.50	2	1.00
330.	Pasa	2	6	1.20	5	1.25	--	----	1	1.00
331.	Pegan	2	6	1.20	3	1.50	2	1.00	1	1.00
332.	Abajo	4	5	1.00	2	1.00	3	1.00	--	----
333.	Agarro*	2	5	1.00	2	1.00	2	1.00	1	1.00
334.	Antonio	1	5	1.00	1	1.00	3	1.00	1	1.00
335.	Cuentos	1	5	1.00	--	----	2	1.00	3	1.00
336.	Dejan	2	5	1.00	2	1.00	2	1.00	1	1.00
337.	Duermo	2	5	1.00	1	1.00	1	1.00	3	1.00
338.	Ha	2	5	1.00	4	1.00	1	1.00	--	----
339.	Iban	2	5	1.00	2	1.00	2	1.00	1	1.00
340.	Lavar	7	5	1.00	--	----	2	1.00	3	1.00
341.	Metio*	2	5	1.00	2	1.00	3	1.00	--	----
342.	Murieron	2	5	1.00	--	----	1	1.00	4	1.00

(continues)

## LIST A (cont'd.)

No.	TOTAL Word	GROUP Type			HIGH		MIDDLE		LOW	
			Freq.	Mean	Freq.	Mean	Freq.	Mean	Freq.	Mean
343.	Paso*	2	5	1.00	2	1.00	1	1.00	2	1.00
344.	Pongo	2	5	1.00	--	----	2	1.00	3	1.00
345.	Primo	1	5	1.00	--	----	4	1.00	1	1.00
346.	Puse	2	5	1.00	--	----	2	1.00	3	1.00
347.	Regata	2	5	1.00	2	1.00	2	1.00	1	1.00
348.	Somos	2	5	1.00	2	1.00	--	----	3	1.00
349.	Teni*an	2	5	1.00	2	1.00	3	1.00	--	----
350.	Tuvo	2	5	1.00	3	1.00	1	1.00	1	1.00

### LIST B

#### Categorized by Part-of-Speech

All words used at least once by five or more of the one-hundred- and forty-five speakers organized alphabetically within grammatical class. If a given word was used by at least five speakers in each of several grammatical classes, it appears several times, once under each grammatical class. Each word is followed by three numbers: N - number of speakers who used the word at least once in the specified grammatical class; M - Mean frequency of occurrence; V - Variance from the mean frequency of occurrence (Defined over the relative frequencies obtained from the one-hundred and forty-five speakers.)

# APPENDIX C

## LIST B - CATEGORIZED BY PART-OF-SPEECH

No.	Word	N	M	V	No.	Word	N	M	V
NOUNS					35.	Di*a	22	.3034	.7962
1.	Abuelita	15	.1793	.3426	36.	Di*as	8	.0621	.0725
2.	Abuelito	5	.0414	.0538	37.	Escuela	29	.2621	.3197
3.	Agua	14	.1517	.2546	38.	Flores	5	.0414	.0538
4.	Algo	10	.0426	.0549	39.	Frijoles	5	.0414	.0538
5.	Almuerzo	6	.0414	.0399	40.	Gata	5	.0552	.0942
6.	Amigo	10	.0828	.1042	41.	Gati*o	6	.0414	.0538
7.	Amigos	6	.0414	.0399	42.	Gato	8	.1448	.4858
8.	Antonio	5	.0345	.0335	43.	Gente	7	.0483	.0463
9.	A+os	16	.2138	.5998	44.	Hermana	33	.4207	.9815
10.	Arroz	6	.0414	.0399	45.	Hermanas	5	.0621	.1558
11.	Bateri*as	5	.0483	.0879	46.	Hermanita	29	.3103	.4794
12.	Bicicleta	9	.0897	.1516	47.	Hermanito	25	.2345	.3196
13.	Bobby	5	.0483	.0879	48.	Hermanitos	11	.0897	.1100
14.	Bus	6	.0828	.2153	49.	Hermano	28	.3172	.5375
15.	Caballo	9	.0621	.0586	50.	Hermanos	14	.1448	.2497
16.	Caldo	5	.0483	.0740	51.	Hospital	9	.1034	.1906
17.	Calle	12	.0966	.1156	52.	Huesos	6	.0690	.1619
18.	Cama	10	.0966	.1573	53.	Jorge	5	.0414	.0538
19.	Camio*n	6	.0552	.0803	54.	Juan	5	.0483	.0740
20.	Carne	15	.1379	.2031	55.	Juego	2	.0138	.0137
21.	Carrito	6	.0483	.0602	56.	Juguete	7	.0621	.0864
22.	Carritos	10	.0897	.1377	57.	Juguetes	20	.1607	.2375
23.	Carro	15	.1793	.3565	58.	Lado	7	.0759	.1400
24.	Carros	9	.0828	.1181	59.	Leche	13	.1172	.1598
25.	Casa	55	.6000	.9917	60.	Mama*	91	1.4552	3.9858
26.	Clase	9	.0690	.0785	61.	Mari*a	9	.0759	.0984
27.	Colegio	12	.1034	.1489	62.	Mercado	6	.0552	.0803
28.	Comida	35	.3655	.6363	63.	Mesa	6	.0483	.0602
29.	Cosa	12	.1172	.1737	64.	Muchacha	13	.1241	.1928
30.	Cosas	15	.1034	.0934	65.	Muteca	14	.1034	.1073
31.	Cosita	5	.2320	.0538	66.	Mutecas	8	.0690	.1063
32.	Cuarto	5	.0483	.0879	67.	Mutecuitas	5	.0414	.0538
33.	Cuento	13	.1172	.1598	68.	Nada	37	.3059	.5392
34.	Cuentos	5	.0345	.0335	69.	Nena	8	.0828	.1737
					70.	Ni+a	5	.0552	.1080
					71.	Noche	14	.1034	.1073
					72.	Noches	6	.0552	.0942

## LIST B (Cont'd.)

No.	Word	N	M	V
73.	Oficio	7	.0552	.0664
74.	Ojos	5	.0414	.0538
75.	Oso	6	.0483	.0602
76.	Pacha	5	.0483	.0740
77.	Papa*	76	1.0414	2.5122
78.	Papi	5	.0414	.0538
79.	Pelota	11	.1310	.4480
80.	Perrito	20	.1793	.2454
81.	Perritos	6	.0690	.1619
82.	Perro	27	.2966	.5712
83.	Perros	11	.1310	.2813
84.	Pollo	7	.0552	.0664
85.	Prima	8	.0621	.0725
86.	Primo	5	.0345	.0335
87.	Puerta	8	.0690	.0924
88.	Ropa	6	.0759	.2789
89.	Santa Claus	7	.0552	.0664
90.	Setor	8	.0759	.1261
91.	Setora	6	.0414	.0399
92.	Tomato	6	.0552	.0942
93.	Tele*fono	8	.0621	.0725
94.	Ti*a	14	.1172	.1459
95.	Trabajo	13	.1103	.1405
96.	Trastecitos	6	.0621	.1142
97.	Trastos	14	.1027	.1964
98.	Veces	18	.2277	.6770
99.	Verdad	17	.1724	.3103
100.	Vez	25	.3241	.9428
101.	Vuelta	6	.0414	.0399
VERBS				
1.	Abrio*	5	.0414	.0538
2.	Agarro*	5	.0345	.0335
3.	Ara+a	5	.0414	.0538
4.	Ba+a	8	.0759	.1261
5.	Cayo*	9	.0897	.1794
6.	Come	5	.1103	.6822
7.	Compraron	5	.0483	.0879
8.	Compro*	14	.1317	.2567
9.	Da	16	.1586	.2733

No.	Word	N	M	V
10.	Dan	6	.0483	.0602
11.	Deci*a	6	.0621	.1003
12.	Deja	7	.0828	.1737
13.	Dejan	5	.0345	.0335
14.	Dice	13	.1655	.3752
15.	Dieron	9	.0621	.0586
16.	Digo	6	.0483	.0602
17.	Dije	9	.0966	.1851
18.	Dijo	18	.4345	2.7752
19.	Doy	7	.0759	.1261
20.	Duerme	12	.0966	.1156
21.	Duermo	5	.0345	.0335
22.	Echa	6	.0414	.0399
23.	Entro*	6	.0414	.0399
24.	Era	32	.3520	.6245
25.	Eran	5	.0483	.0740
26.	Es	80	1.1321	2.1558
27.	Esta*	41	.4000	.5889
28.	Estaba	44	.5517	1.0963
29.	Esta*bamos	11	.1103	.1822
30.	Estaban	12	.1103	.1822
31.	Esta*n	14	.1172	.1598
32.	Estoy	11	.0759	.0706
33.	Fi*jese	34	.4759	1.0706
34.	Fue	42	.4552	.9025
35.	Fueron	6	.0828	.1737
36.	Fui	8	.1103	.2794
37.	Fuimos	25	.3310	.8341
38.	Gusta	11	.1172	.2709
39.	Gustan	5	.0414	.0538
40.	Ha	5	.0345	.0335
41.	Hace	33	.3241	.4984
42.	Hacen	12	.0828	.0764
43.	Hago	6	.0414	.0399
44.	Pizo	6	.0552	.0803
45.	Iba	20	.2276	.4270
46.	I*bamos	7	.0621	.0864
47.	Iban	5	.0345	.0335
48.	Juega	16	.1448	.2080
49.	Juegan	19	.1586	.1899
50.	Juego	30	.3175	.5850
51.	Jugamos	15	.1655	.3057
52.	Lava	5	.0690	.1758
53.	Llama	65	1.0000	2.5000



## LIST B (Cont'd.)

No.	Word	N	M	V
54.	Llamaba	7	.0759	.1678
55.	Llega	5	.0759	.2373
56.	Llego*	6	.0759	.1539
57.	Llevaron	8	.0690	.1063
58.	Llevo*	10	.1034	.1767
59.	Mataron	5	.0414	.0538
60.	Metio*	5	.0345	.0335
61.	Mire	5	.0552	.1358
62.	Molesta	6	.0414	.0399
63.	Mordio*	6	.0414	.0399
64.	Muerde	8	.0966	.2128
65.	Murieron	5	.0345	.0335
66.	Murio*	13	.1931	.5319
67.	Pasa	5	.0414	.0538
68.	Paso*	5	.0345	.0335
69.	Pega	13	.1042	.1454
70.	Pegan	5	.0414	.0538
71.	Pego*	5	.0414	.0538
72.	Perdio*	7	.0483	.0463
73.	Podi*a	8	.0690	.0924
74.	Pone	16	.1586	.2594
75.	Pongo	5	.0345	.0335
76.	Puede	6	.0414	.0399
77.	Puedo	7	.0621	.1003
78.	Puse	5	.0345	.0335
79.	Pusieron	8	.0552	.0525
80.	Queda	10	.0759	.0845
81.	Quedo*	9	.0621	.0586
82.	Queri*a	11	.0828	.0903
83.	Quiere	14	.1655	.3752
84.	Quiero	5	.0483	.0740
85.	Regalaron	6	.0483	.0602
86.	Regalo*	8	.0759	.1123
87.	Regata	5	.0345	.0335
88.	Rompio*	6	.0759	.1539
89.	Sabe	7	.0828	.2014
90.	Sale	7	.0483	.0463
91.	Salio*	5	.0552	.1080
92.	Se*	33	.2581	.3346
93.	Somos	5	.0345	.0335
94.	Son	21	.1862	.2428
95.	Soy	5	.0483	.0879
96.	Tenemos	20	.2552	.8164
97.	Tengo	76	1.1104	3.4515

No.	Word	N	M	V
98.	Teni*a	36	.4621	.9447
99.	Teni*amos	11	.1034	.1906
100.	Teni*an	5	.0345	.0335
101.	Tiene	44	.6414	1.9122
102.	Tienen	14	.1034	.1073
103.	Toma	6	.0483	.0602
104.	Trabaja	20	.1538	.2074
105.	Trajeron	6	.0414	.0399
106.	Trajo	13	.1379	.2864
107.	Tuvo	5	.0345	.0335
108.	Va	43	.4276	.6770
109.	Vamos	8	.0759	.1123
110.	Van	21	.2207	.4371
111.	Ve	7	.0483	.0463
112.	Vengo	10	.0690	.0647
113.	Veni*a	6	.0828	.2570
114.	Viene	17	.1793	.3426
115.	Vino	7	.0621	.1003
116.	Vive	7	.0552	.0664
117.	Voy	13	.1103	.1405

## ADJECTIVES

1.	Blanco	5	.0414	.0538
2.	Cada	9	.0897	.1516
3.	Chiquita	10	.0690	.0647
4.	Chiquito	19	.1402	.1965
5.	Chiquitos	6	.0414	.0399
6.	Cinco	9	.0897	.1516
7.	Cuatro	9	.0690	.0785
8.	Dos	52	.5041	.9277
9.	Esa	9	.0566	.0648
10.	Ese	14	.0988	.1374
11.	Eso	59	.5066	.6819
12.	Esos	8	.0621	.0725
13.	Esta	7	.0552	.0664
14.	Este	12	.0974	.1525
15.	Grande	29	.2414	.3372
16.	Grandes	13	.0897	.0822
17.	Igual	7	.0365	.0334
18.	Mi	138	4.3176	12.5140

## LIST B (Cont'd.)

No.	Word	N	M	V
19.	Mis	32	.3241	.4984
20.	Mucho	11	.0966	.1295
21.	Muchos	7	.0621	.0864
22.	Otra	42	.6674	.4454
23.	Otro	47	.4278	.5608
24.	Seis	7	.0621	.0864
25.	Su	26	.2104	.3915
26.	Sus	9	.0759	.1123
27.	Toda	7	.0483	.0463
28.	Todas	8	.0690	.0924
29.	Todo	31	.2759	.3400
30.	Todos	18	.2207	.2426
31.	Travieso	5	.0552	.0942
32.	Tres	12	.1103	.1961
33.	Un	109	2.5034	6.4317
34.	Una	111	1.8761	3.8878
35.	Unas	15	.1172	.1320
36.	Uno	51	.5241	.8206
37.	Unos	31	.2759	.3400
38.	Verde	5	.0621	.1975
ADVERBS				
1.	Abajo	5	.0345	.0335
2.	Adentro	6	.0552	.0803
3.	Ahora	17	.1655	.2641
4.	Ahorita	6	.0414	.0399
5.	Alla*	28	.2556	.3814
6.	Alli*	64	1.2483	7.5213
7.	Antes	11	.0759	.0706
8.	Aqui*	24	.2142	.3572
9.	Asi*	34	.3724	.5965
10.	Atra*s	6	.0414	.0399
11.	Bien	26	.2621	.4586
12.	Cerca	8	.0552	.0525
13.	Co*mo	19	.1538	.2580
14.	Debajo	7	.0690	.1202
15.	Despue*s	37	.6833	3.8262
16.	Entonces	66	2.0415	15.2694
17.	Lejos	9	.0621	.0586
18.	Ma*s	50	.4897	.6822

No.	Word	N	M	V
19.	Mucho	4	.0414	.0816
20.	Muy	15	.1241	.1511
21.	Ni	5	.0414	.0538
22.	No	121	2.6276	5.8197
23.	Que*	17	.1523	.3421
24.	Si*	100	1.5517	2.4574
25.	Siempre	20	.2345	.9030
26.	So*lo	78	.8966	1.1906
27.	Tambie*n	70	.9587	1.9428
28.	Tan	5	.0552	.1080
29.	Todavi*a	9	.0690	.0785
30.	Ya	84	1.0558	2.0519
ARTICLES				
1.	El	108	1.9324	6.3374
2.	La	120	3.3517	9.7157
3.	Las	58	.6414	1.0511
4.	Los	82	.9938	1.5441
PRONOUNS				
1.	E*1	54	.6002	1.0242
2.	Ella	51	.6556	1.7102
3.	Ellas	8	.0552	.0525
4.	Ellos	23	.2069	.3041
5.	E*sta	6	.0414	.0399
6.	La	46	.5243	1.0735
7.	Le	95	1.7932	4.8216
8.	Les	18	.2069	.5263
9.	Lo	73	1.1403	3.3538
10.	Los	30	.0138	.7060
11.	Me	107	1.9095	8.0715
12.	Mi*	20	.0971	.1367
13.	Nos	42	.6006	2.1562
14.	Nosotros	35	.4278	.9981
15.	Se	137	4.5598	14.5251
16.	Te	6	.0365	.0450

## LIST B (Cont'd.)

No.	Word	N	M	V	No.	Word	N	M	V
17.	Yo	100	1.8208	4.5556	6.	Cuando	73	1.0617	3.0389
VERBOIDS					7.	De	119	2.8897	9.6405
1.	Almorzar	5	.0538	.0414	8.	Del	22	.1660	.1923
2.	Buscar	5	.0483	.0740	9.	Donde	29	.1591	.1453
3.	Comer	16	.1241	.1373	10.	En	100	1.8691	4.3754
4.	Comprar	10	.0770	.1214	11.	Hasta	20	.1743	.3118
5.	Contar	12	.0828	.0764	12.	Para	47	.5241	.8761
6.	Corriendo	9	.0828	.1320	13.	Pero	65	1.1310	4.2397
7.	Dar	9	.0621	.0586	14.	Por	33	.3655	.6919
8.	Dormir	6	.0414	.0399	15.	Porque	81	1.0414	1.6927
9.	Estar	6	.0483	.0602	16.	Pues	8	.0828	.1737
10.	Habi*a	24	.2693	.7395	17.	Que	118	4.0828	14.5025
11.	Habi*an	9	.0690	.0785	18.	Si	18	.1195	.2074
12.	Hacer	9	.0621	.0586	19.	Y	141	9.3586	59.0372
13.	Haciendo	7	.0483	.0463	INTERJECTIONS				
14.	Hay	12	.0630	.0963	1.	Ah	23	.2276	.5381
15.	Ir	18	.1448	.1664	2.	Ay	9	.1042	.3277
16.	Jugando	15	.1586	.2594	3.	Eh	45	.5651	1.7704
17.	Jugar	19	.1660	.2457	4.	Este	19	.2690	.8369
18.	Lavar	5	.0345	.0335	5.	Hmm	13	.0418	.0721
19.	Llevar	7	.0552	.0664					
20.	Llorar	11	.0759	.0706					
21.	Salir	8	.0759	.1261					
22.	Trabajando	6	.0414	.0399					
23.	Trabajar	20	.1660	.2323					
24.	Traer	9	.0897	.1516					
25.	Ver	10	.0759	.0845					
RELATORS									
1.	A	123	3.8208	13.9885					
2.	Al	63	.7104	1.1974					
3.	Como	48	.6627	1.7355					
4.	Con	93	1.4277	2.8545					
5.	Conmigo	15	.1111	.1110					

## LIST C

### Alphabetically Arranged

All words used by at least five of the one-hundred and forty-five speakers are presented in alphabetical order. Each word is followed by three numbers: N - number of users; M - mean frequency of occurrence averaged over the one-hundred and forty-five speakers; V - variance from the mean as defined over the distribution of relative frequencies obtained from the one-hundred and forty-five speakers.

When the same word is used in different grammatical classes, separate entries appear, one for each grammatical class.

# APPENDIX C

## LIST C - ALPHABETICALLY ARRANGED

No.	Word	Type	N	M	V
1.	A	8	123	3.8208	13.9885
2.	Abajo	4	5	.0345	.0335
3.	Abrio*	2	5	.0414	.0538
4.	Abuelita	1	15	.1793	.3426
5.	Abuelito	1	5	.0414	.0538
6.	Adentro	4	6	.0552	.0803
7.	Agarro*	2	5	.0345	.0335
8.	Agua	1	14	.1517	.2546
9.	Ah	9	23	.2276	.5381
10.	Ahora	4	17	.1655	.2641
11.	Ahorita	4	6	.0414	.0399
12.	Al	8	63	.7104	1.1974
13.	Algo	1	10	.0426	.0549
14.	Alla*	4	28	.2556	.3814
15.	Alli*	4	64	1.2483	7.5213
16.	Almorzar	7	5	.0538	.0414
17.	Almuerzo	1	6	.0414	.0399
18.	Amigo	1	10	.0828	.1042
19.	Amigos	1	6	.0414	.0399
20.	Antes	4	11	.0759	.0706
21.	Antonio	1	5	.0345	.0335
22.	A+os	1	16	.2138	.5998
23.	Aqui*	4	24	.2142	.3572
24.	Ara+ta	1	1	.0069	.0069
25.	Ara+ta	2	5	.0414	.0538
26.	Arroz	1	6	.0414	.0538
27.	Asi*	4	34	.3724	.5965
28.	Atra*s	4	6	.0414	.0399
29.	Ay	9	9	.1042	.3277

## LIST C - (cont'd.)

No.	Word	Type	N	M	V
30.	Bata	2	8	.0759	.1261
31.	Bateri*as	1	5	.0483	.0879
32.	Bicicleta	1	9	.0897	.1516
33.	Bien	4	26	.2621	.4586
34.	Blanco	3	5	.0414	.0538
35.	Bobby	1	5	.0483	.0879
36.	Bus	1	6	.0828	.2153
37.	Buscar	7	5	.0483	.0740
38.	Caballo	1	9	.0621	.0586
39.	Cada	3	9	.0897	.1516
40.	Caldo	1	5	.0483	.0740
41.	Calle	1	12	.0966	.1156
42.	Cama	1	10	.0966	.1573
43.	Camio*n	1	6	.0552	.0803
44.	Carne	1	15	.1379	.2031
45.	Carrito	1	6	.0483	.0602
46.	Carritos	1	10	.0897	.1377
47.	Carro	1	15	.1793	.3565
48.	Carros	1	9	.0828	.1181
49.	Casa	1	55	.6000	.9917
50.	Cayo*	2	9	.0897	.1794
51.	Cerca	4	8	.0552	.0525
52.	Chiquita	1	1	.0069	.0069
53.	Chiquita	3	10	.0690	.0547
54.	Chiquito	3	19	.1402	.1965
55.	Chiquitos	3	6	.0414	.0399
56.	Cinco	3	9	.0897	.1516
57.	Clase	1	9	.0690	.0785
58.	Colegio	1	12	.1034	.1489
59.	Come	2	5	.1103	.6822
60.	Comer	7	16	.1241	.1373
61.	Comida	1	35	.3655	.6363
62.	Como	8	48	.6627	1.7355
63.	Co*mo	4	19	.1538	.2580
64.	Comprar	7	10	.0770	.1214
65.	Compraron	2	5	.0483	.0879
66.	Compro*	2	14	.1317	.2567
67.	Con	8	93	1.4277	2.8545
68.	Conmigo	8	15	.1111	.1110
69.	Contar	7	12	.0828	.0764
70.	Corriendo	7	9	.0828	.1320
71.	Cosa	1	12	.1172	.1737

## LIST C - (Cont'd.)

No.	Word	Type	N	M	V
72.	Cosas	1	15	.1034	.0934
73.	Cosita	1	5	.2320	.0538
74.	Cuando	8	73	1.0617	3.0389
75.	Cuarto	1	5	.0483	.0879
76.	Cuarto	3	1	.0138	.0276
77.	Cuatro	3	9	.0690	.0785
78.	Cuento	1	13	.1172	.1598
79.	Cuento	2	1	.0069	.0069
80.	Cuentos	1	5	.0345	.0335
81.	Da	2	16	.1586	.2733
82.	Dan	2	6	.0483	.0602
83.	Dar	7	9	.0621	.0586
84.	De	8	119	2.8897	9.6405
85.	De	9	3	.0276	.0409
86.	Debajo	4	7	.0690	.1202
87.	Deci*a	2	6	.0621	.1003
88.	Deja	2	7	.0828	.1737
89.	Dejan	2	5	.0345	.0335
90.	Del	8	22	.1660	.1923
91.	Despue*s	4	37	.6833	3.8262
92.	Di*a	1	22	.3034	.7962
93.	Di*as	1	8	.0621	.0725
94.	Dice	2	13	.1655	.3752
95.	Dieron	2	9	.0621	.0586
96.	Digo	2	6	.0483	.0602
97.	Dije	2	9	.0966	.1851
98.	Dijo	2	18	.4345	2.7752
99.	Donde	8	29	.1591	.1453
100.	Dormir	7	6	.0414	.0399
101.	Dos	3	52	.0138	.0137
102.	Doy	2	7	.0759	.1261
103.	Duerme	2	12	.0966	.1156
104.	Duermo	2	5	.0345	.0335
105.	Echa	2	6	.0414	.0399
106.	Eh	9	45	.5657	1.7704
107.	El	5	108	1.9324	6.3374
108.	E*1	6	54	.6002	1.0242
109.	Ella	6	51	.6556	1.7102
110.	Ellas	6	8	.0552	.0525
111.	Ellos	6	23	.2069	.3041

## LIST C - (cont'd.)

No.	Word	Type	N	M	V
112.	En	8	100	1.8691	4.3754
113.	Entonces	4	66	2.0415	15.2694
114.	Entro*	2	6	.0414	.0399
115.	Era	2	32	.3520	.6245
116.	Eran	2	5	.0483	.0740
117.	Es	2	80	1.1321	2.1558
118.	Esa	3	9	.0566	.0725
119.	Escuela	1	29	.2621	.3197
120.	Ese	3	14	.0988	.1374
121.	Eso	3	59	.5066	.6819
122.	Esos	3	8	.0621	.0725
123.	Esta	3	7	.0552	.0664
124.	Esta*	2	41	.4000	.5889
125.	E*sta	6	6	.0414	.0399
126.	Estaba	2	44	.5517	1.0963
127.	Esta*bamos	2	11	.1103	.1822
128.	Estaban	2	12	.1103	.1822
129.	Esta*n	2	14	.1172	.1598
130.	Estar	7	6	.0483	.0602
131.	Este	3	12	.0974	.1525
132.	Este	9	19	.2690	.8369
133.	Estoy	2	11	.0759	.0706
134.	Fi*jese	2	34	.4759	1.0706
135.	Flores	1	5	.0414	.0538
136.	Frijoles	1	5	.0414	.0538
137.	Fue	2	42	.4552	.9025
138.	Fueron	2	6	.0828	.1737
139.	Fui	2	8	.1103	.2794
140.	Fuimos	2	25	.3310	.8341
141.	Gata	1	5	.0552	.0942
142.	Gati*o	1	6	.0414	.0538
143.	Gato	1	8	.1448	.4858
144.	Gente	1	7	.0483	.0463
145.	Grande	3	29	.2414	.3372
146.	Grandes	3	13	.0897	.0822
147.	Gusta	2	11	.1172	.2709
148.	Gustan	2	5	.0414	.0538
149.	Ha	2	5	.0345	.0335
150.	Habi*a	7	24	.2693	.7395



## LIST C - (cont'd.)

No.	Word	Type	M	N	V
151.	Habi*an	7	9	.0690	.0785
152.	Hace	2	23	.3241	.4984
153.	Hacen	2	12	.0828	.0764
154.	Hacer	7	9	.0621	.0586
155.	Haciendo	7	7	.0483	.0463
156.	Hago	2	6	.0414	.0399
157.	Hasta	8	20	.1743	.3118
158.	Hay	7	12	.0630	.0963
159.	Hermana	1	33	.4207	.9815
160.	Hermanas	1	5	.0621	.1558
161.	Hermanita	1	29	.3103	.4794
162.	Hermanito	1	25	.2345	.3196
163.	Hermanitos	1	11	.0897	.1100
164.	Hermano	1	28	.3172	.5375
165.	Hermanos	1	14	.1448	.2497
166.	Hizo	2	6	.0552	.0803
167.	Hmm	9	13	.0418	.0721
168.	Hospital	1	9	.1034	.1906
169.	Huesos	1	6	.0690	.1619
170.	Iba	2	20	.2276	.4270
171.	I*bamos	2	7	.0621	.0864
172.	Iban	2	5	.0345	.0335
173.	Igual	3	7	.0365	.0334
174.	Ir	7	18	.1448	.1664
175.	Jorge	1	5	.0414	.0538
176.	Juan	1	5	.0483	.0740
177.	Juega	2	16	.1448	.2080
178.	Juegan	2	19	.1586	.1899
179.	Juego	1	2	.0138	.0137
180.	Juego	2	30	.3175	.5850
181.	Jugamos	2	15	.1655	.3057
182.	Jugando	7	15	.1586	.2594
183.	Jugar	7	19	.1660	.2457
184.	Juguete	1	7	.0621	.0864
185.	Juguetes	1	20	.1607	.2375
186.	La	5	120	3.3517	9.7157
187.	La	6	46	.5243	1.0735
188.	Lado	1	7	.0759	.1400

## LIST C - (cont'd.)

No.	Word	Type	N	M	V
189.	Las	5	58	.6414	1.0511
190.	Las	6	2	.0276	.0687
191.	Lava	2	5	.0690	.1758
192.	Lavar	7	5	.0345	.0335
193.	Le	6	95	1.7932	4.8216
194.	Leche	1	13	.1172	.1598
195.	Lejos	4	9	.0621	.0586
196.	Les	6	18	.2069	.5263
197.	Llama	2	65	1.0000	2.5000
198.	Llamaba	2	7	.0759	.1678
199.	Llega	2	5	.0759	.2373
200.	Llego*	2	6	.0759	.1539
201.	Llevar	7	7	.0552	.0664
202.	Llevaron	2	8	.0690	.1063
203.	Llevo*	2	10	.1034	.1767
204.	Llorar	7	11	.0759	.0706
205.	Lo	6	73	1.1403	3.3538
206.	Los	5	82	.9938	1.5441
207.	Los	6	30	.3389	.7060
208.	Mama*	1	91	1.4552	3.9858
209.	Mari*a	1	9	.0759	.0984
210.	Ma*s	4	50	.4897	.6822
211.	Mataron	2	5	.0414	.0538
212.	Me	6	107	1.9095	8.0715
213.	Mercado	1	6	.0552	.0803
214.	Mesa	1	6	.0483	.0602
215.	Metio*	2	5	.0345	.0335
216.	Mi	3	138	4.3176	12.5140
217.	Mi*	6	20	.0971	.1367
218.	Mire	2	5	.0552	.1358
219.	Mis	3	32	.3241	.4984
220.	Molesta	2	6	.0414	.0399
221.	Mordio*	2	6	.0414	.0399
222.	Muchacha	1	13	.1241	.1928
223.	Mucho	3	11	.0966	.1295
224.	Mucho	4	4	.0414	.0816
225.	Muchos	3	7	.0621	.0864
226.	Muerde	2	8	.0966	.2128
227.	Mu+eca	1	14	.1034	.1073
228.	Mu+ecas	1	8	.0690	.1063
229.	Mu+equitas	1	5	.0414	.0538
230.	Murieron	2	5	.0345	.0335

## LIST C - (cont'd.)

No.	Word	Type	N	M	V
231.	Murio*	2	13	.1931	.5319
232.	Muy	4	15	.1241	.1511
233.	Nada	1	37	.3059	.5392
234.	Nena	1	8	.0828	.1737
235.	Ni	4	5	.0414	.0538
236.	Ni+a	1	5	.0552	.1080
237.	No	4	121	2.6276	5.8197
238.	Noche	1	14	.1034	.1073
239.	Noches	1	6	.0552	.0942
240.	Nosotros	6	35	.4278	.9981
241.	Nos	6	42	.6006	2.1562
242.	Oficio	1	7	.0552	.0664
243.	Ojos	1	5	.0414	.0538
244.	Oso	1	6	.0483	.0602
245.	Otra	3	42	.6674	.4454
246.	Otro	1	1	.0069	.0069
247.	Otro	3	47	.4278	.5608
248.	Pacha	1	5	.0483	.0740
249.	Papa*	1	76	1.0414	2.5122
250.	Papi	1	5	.0414	.0538
251.	Para	2	1	.0069	.0069
252.	Para	8	47	.5241	.8761
253.	Pasa	2	5	.0414	.0538
254.	Paso*	2	5	.0345	.0335
255.	Pega	2	13	.1042	.1454
256.	Pegan	2	5	.0414	.0538
257.	Pego*	2	5	.0414	.0538
258.	Pelota	1	11	.1310	.4480
259.	Perdio*	2	7	.0483	.0463
260.	Pero	8	8	1.1310	4.2397
261.	Perrito	1	20	.1793	.2454
262.	Perritos	1	6	.0690	.1619
263.	Perro	1	27	.2966	.5712
264.	Perros	1	11	.1310	.2813
265.	Podi*a	2	8	.0690	.0924
266.	Pollo	1	7	.0552	.0664
267.	Pone	2	16	.1586	.2594
268.	Pongo	2	5	.0345	.0335
269.	Por	8	33	.3655	.6919

## LIST C - (cont'd.)

No.	Word	Type	N	M	V
270.	Porque	8	81	1.0414	1.6927
271.	Prima	1	8	.0621	.0725
272.	Primo	1	5	.0345	.0335
273.	Puede	2	6	.0414	.0399
274.	Puedo	2	7	.0621	.1003
275.	Puerta	1	8	.0690	.0924
276.	Pues	8	8	.0828	.1737
277.	Pues	9	1	.0138	.0276
278.	Puse	2	5	.0345	.0335
279.	Pusieron	2	8	.0552	.0525
280.	Que	8	118	4.0828	14.5025
281.	Que*	4	17	.1523	.3421
282.	Queda	2	10	.0759	.0845
283.	Quedo*	2	9	.0621	.0586
284.	Queri*a	2	11	.0828	.0903
285.	Quiere	2	14	.1655	.3752
286.	Quiero	2	5	.0483	.0740
287.	Regalaron	2	6	.0483	.0602
288.	Regalo*	2	8	.0759	.1123
289.	Rega+a	2	5	.0345	.0335
290.	Rompio*	2	6	.0759	.1539
291.	Ropa	1	6	.0759	.2789
292.	Sabe	2	7	.0828	.2014
293.	Sale	2	7	.0483	.0463
294.	Salio*	2	5	.0552	.1080
295.	Salir	7	8	.0759	.1261
296.	Santa Claus	1	7	.0552	.0664
297.	Se	6	137	4.5598	14.5251
298.	Se*	2	33	.2581	.3346
299.	Seis	1	1	.0069	.0069
300.	Seis	3	7	.0621	.0864
301.	Se+or	1	8	.0759	.1261
302.	Se+ora	1	6	.0414	.0399
303.	Si	8	18	.1195	.2074
304.	Si*	4	100	1.5517	2.4574
305.	Siempre	4	20	.2345	.9030
306.	So*lo	4	78	.8966	1.1906
307.	Somos	2	5	.0345	.0335

## LIST C - (cont'd.)

No.	Word	Type	N	M	V
308.	Son	2	21	.1862	.2498
309.	Soy	2	5	.0483	.0879
310.	Su	3	26	.2104	.3915
311.	Sus	3	9	.0759	.1123
312.	Tamato	1	6	.0552	.0942
313.	Tambie*n	4	70	.9587	1.9428
314.	Tan	4	5	.0552	.1080
315.	Te	6	6	.0365	.0450
316.	Tele*fono	1	8	.0621	.0725
317.	Tenemos	2	20	.2552	.8164
318.	Tengo	2	76	1.1104	3.4515
319.	Teni*a	2	36	.4621	.9447
320.	Teni*amos	2	11	.1034	.1906
321.	Teni*an	2	5	.0345	.0335
322.	Ti*a	1	14	.1172	.1459
323.	Tiene	2	44	.6414	1.9122
324.	Tienen	2	14	.1034	.1073
325.	Toda	3	7	.0483	.0463
326.	Todas	3	8	.0690	.0924
327.	Todavi*a	4	9	.0690	.0785
328.	Todo	3	31	.2759	.3400
329.	Todos	3	18	.2207	.2426
330.	Toma	1	1	.0276	.1103
331.	Toma	2	6	.0483	.0602
332.	Trabaja	2	20	.1538	.2074
333.	Trabajando	7	6	.0414	.0399
334.	Trabajar	7	20	.1660	.2323
335.	Trabajo	1	13	.1103	.1405
336.	Traer	7	9	.0897	.1516
337.	Trajeron	2	6	.0414	.0399
338.	Trajo	2	13	.1379	.2864
339.	Trastecitos	1	6	.0621	.1142
340.	Trastos	1	14	.1027	.1964
341.	Travieso	3	5	.0552	.0942
342.	Tres	3	12	.1103	.1961
343.	Tuvo	2	5	.0345	.0335
344.	Un	3	109	2.5034	6.4317
345.	Una	3	111	1.8761	3.8878
346.	Unas	3	15	.1172	.1320
347.	Uno	3	51	.5241	.8206

## LIST C - (cont'd.)

No.	Word	Type	N	M	V
348.	Unos	3	31	.2759	.3400
349.	Va	2	43	.4276	.6770
350.	Vamos	2	8	.0759	.1123
351.	Van	2	21	.2207	.4371
352.	Ve	2	7	.0483	.0463
353.	Veces	1	18	.2274	.6770
354.	Vengo	2	10	.0690	.0647
355.	Veni*a	2	6	.0828	.2570
356.	Ver	7	10	.0759	.0845
357.	Verdad	1	17	.1724	.3103
358.	Verdad	9	1	.0069	.0069
359.	Verde	3	5	.0621	.1975
360.	Vez	1	25	.3241	.9428
361.	Viene	2	17	.1793	.3426
362.	Vino	2	7	.0621	.1003
363.	Vive	2	7	.0552	.0664
364.	Voy	2	13	.1103	.1405
365.	Vuelta	1	6	.0414	.0399
366.	Y	8	141	9.3586	59.0372
367.	Ya	4	84	1.0558	2.0519
368.	Yo	6	100	1.8208	4.5556

## LIST D

### Low Frequency Words

All words which reported frequencies of four or less, presented in alphabetical order within grammatical class. No statistical analysis was performed on this data.

No

NO

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# APPENDIX C

## LIST D - LOW FREQUENCY WORDS

No.	Word	No.	Word	No.	Word
NOUNS					
1.	Abuela	38.	Ato	77.	Bebe*
2.	Abuelitas	39.	Aparatos	78.	Bella Aurora
3.	Abuelitos	40.	Apellido	79.	Betty
4.	Abuelo	41.	Apuestas	80.	Bicicletas
5.	Accidente	42.	Ara+as	81.	Bicicletona
6.	Acera	43.	A*rbol	82.	Blacky
7.	Ache	44.	Arbolito	83.	Blanca
8.	Aguacates	45.	Arcilla	84.	Blanca Nieves
9.	A*guila	46.	Ardilla	85.	Blusa
10.	Aire	47.	Arena	86.	Boca
11.	Alambre	48.	Aretes	87.	Bola
12.	Alambres	49.	Aserri*n	88.	Bolsa
13.	Alberto	50.	Asuncio*n	89.	Bolsitas
14.	Alboroto*n	51.	Aurora	90.	Bombita
15.	Alejandro	52.	Avenida	91.	Bosque
16.	Alex	53.	Avio*n	92.	Bota
17.	Alfombra	54.	Aviones	93.	Botas
18.	Algodo*n	55.	Aycinena	94.	Bote
19.	Alguien	56.	Azu*car	95.	Boto*n
20.	Almace*n	57.	Babero	96.	Botoncito
21.	Almanaques	58.	Bala	97.	Brazo
22.	Almuerzos	59.	Balco*n	98.	Brenda
23.	Alvarado	60.	Baliya	99.	Bull
24.	A*lvaro	61.	Bali*n	100.	Bulla
25.	Amanda	62.	Balines	101.	Caballito
26.	Amatitla*n	63.	Bananos	102.	Caballitos
27.	Ametralladora	64.	Banco	103.	Caballos
28.	Amiga	65.	Bandido	104.	Cabeza
29.	Amiguita	66.	Bato	105.	Caceri*a
30.	Ami*gdalas	67.	Barberena	106.	Cachorrito
31.	Ana	68.	Barquito	107.	Cadena
32.	A*ngeles	69.	Barranco	108.	Cafe*
33.	Animal	70.	Barrios	109.	Cajas
34.	Animales	71.	Basquetbol	110.	Cajo*n
35.	Animalito	72.	Basura	111.	Calcetines
36.	Animalitos	73.	Bata	112.	Calentura
37.	Antigua	74.	Bate	113.	Calles
		75.	Bateri*a	114.	Calma
		76.	Beagle	115.	Calor

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
116.	Calzones	163.	Ce*sar	210.	Colchita
117.	Calzoneta	164.	Chamarras	211.	Co*lera
118.	Camas	165.	Charol	212.	Colita
119.	Camino	166.	Chavarri*a	213.	Color
120.	Caminas	167.	Chepe	214.	Columpios
121.	Camiones	168.	Chicago	215.	Coma
122.	Camioneta	169.	Chicle	216.	Comidas
123.	Camionetilla	170.	Chicles	217.	Comidita
124.	Camitas	171.	Chicos	218.	Compota
125.	Campo	172.	Chila	219.	Comunicacio*n
126.	Canasti*a	173.	China	220.	Concentrado
127.	Cancio*n	174.	Chinchines	221.	Concha
128.	Canilla	175.	Chino	222.	Conchas
129.	Canillas	176.	Chiqui	223.	Coneja
130.	Can	177.	Chismes	224.	Conejito
131.	Caperucita	178.	Chispi*n	225.	Conejo
132.	Cara	179.	Chita	226.	Conejos
133.	Carcachita	180.	Chitardino	227.	Connie
134.	Caricaturas	181.	Chocas	228.	Constantino
135.	Carioca	182.	Chofer	229.	Contreras
136.	Carlos	183.	Chon	230.	Copitas
137.	Carmita	184.	Chuchas	231.	Corazo*n
138.	Carnaval	185.	Chuchitas	232.	Cordo*n
139.	Carnita	186.	Chuchitos	233.	Corral
140.	Carnitas	187.	Chucho	234.	Corredor
141.	Carol	188.	Chuchos	235.	Corridas
142.	Carrera	189.	Chumpa	236.	Cositas
143.	Carreras	190.	Cincho	237.	Crema
144.	Carreritas	191.	Cine	238.	Cuartos
145.	Carreta	192.	Cinta	239.	Cubetas
146.	Carril	193.	Cintha	240.	Cucharitas
147.	Carroncito	194.	Circo	241.	Cuchi
148.	Cartas	195.	Clara	242.	Cuchillo
149.	Cartillas	196.	Clases	243.	Cuenta
150.	Casas	197.	Claudia	244.	Cuentecito
151.	Cascarones	198.	Coba*n	245.	Cuerda
152.	Casita	199.	Coca	246.	Cueva
153.	Caso	200.	Cochinito	247.	Culebra
154.	Castillo	201.	Cochinitos	248.	Cumplea+os
155.	Catarro	202.	Cocina	249.	Cuna
156.	Cebolla	203.	Cocinera	250.	Cunas
157.	Cementerio	204.	Coco	251.	Cunita
158.	Cemento	205.	Cohete	252.	Cuty
159.	Centro	206.	Cohetes	253.	Dagoberto
160.	Cepillo	207.	Cola	254.	Dari*o
161.	Cerrito	208.	Colazo	255.	Desayuno
162.	Cerro	209.	Colcha	256.	Desire*e

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
257.	Dibujos	304.	Espiga	351.	Ganchos
258.	Dientes	305.	Esqueletos	352.	Gary
259.	Dinero	306.	Esquipulas	353.	Gatas
260.	Disco	307.	Estados	354.	Gati*a
261.	Discos	308.	Esteban	355.	Gatito
262.	Disney World	309.	Estrellitas	356.	Gatitos
263.	Dixy	310.	Estuardo	357.	Gaveta
264.	Doberman	311.	Estufa	358.	Geno
265.	Doctor	312.	Eugenia	359.	Gentes
266.	Do*lares	313.	Eugenio	360.	Geovanni
267.	Domingo	314.	Eulalio	361.	Gigante
268.	Domitilo	315.	Eva	362.	Gigantes
269.	Do+a	316.	Evelyn	363.	Ginsa
270.	Doris	317.	Fa*brica	364.	Giovana
271.	Dulces	318.	Familia	365.	Giovanni
272.	Dulcito	319.	Fantasi*a	366.	Gol
273.	Duque	320.	Fello	367.	Goles
274.	Duralux	321.	Feriado	368.	Grabadoras
275.	Edgar	322.	Ferna*ndez	369.	Grace
276.	Edificio	323.	Fideo	370.	Grada
277.	Edificios	324.	Fideos	371.	Gradas
278.	Edna	325.	Fiesta	372.	Grama
279.	Edward	326.	Figueroa	373.	Gritos
280.	Edwin	327.	Fila	374.	Guarda
281.	Electricidad	328.	Filas	375.	Guardiani*a
282.	Elefante	329.	Fin	376.	Guatemala
283.	Elefantes	330.	Finca	377.	Güicha
284.	Elena	331.	Flipper	378.	Güisquil
285.	Elisa	332.	Fondo	379.	Guisela
286.	Elmer	333.	Forros	380.	Guitarra
287.	Elote	334.	Fo*sforos	381.	Habitacio*n
288.	Enanito	335.	Fotos	382.	Habitas
289.	Enanitos	336.	Francisco	383.	Hall
290.	Enferma	337.	Freddy	384.	Helados
291.	Enfermera	338.	Fresco	385.	Helico*ptero
292.	Ensalada	339.	Frijol	386.	Hembras
293.	Erick	340.	Frijolitos	387.	Hemorragia
294.	Ernesto	341.	Fri*o	388.	Hermanitas
295.	Escenario	342.	Fruta	389.	Hermanote
296.	Escoba	343.	Fufu	390.	Hierro
297.	Escondite	344.	Fulminantes	391.	Hijo
298.	Escuelita	345.	Futbol	392.	Hijos
299.	Escupelos	346.	Gaby	393.	Hijitos
300.	Espalda	347.	Galleta	394.	Hipo*dromo
301.	Espejito	348.	Galletas	395.	Hipopo*tanos
302.	Esperanza	349.	Gallina	396.	Historia
303.	Espe*rese	350.	Ganas	397.	Historias

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
398.	Hocico	445.	Juanito	492.	Lobo
399.	Hojaldras	446.	Jueves	493.	Loco
400.	Hojas	447.	Jugo	494.	Loro
401.	Hombre	448.	Jugueticos	495.	Los Angeles
402.	Hombres	449.	Julia	496.	Lopez
403.	Hora	450.	Julio	497.	Lotty
404.	Hormigas	451.	Kung Fu	498.	Lucky
405.	Hortensia	452.	Labios	499.	Lucrecia
406.	Hot Dog	453.	Lacky	500.	Luego
407.	Hoyito	454.	Lados	501.	Luis
408.	Hoyo	455.	Ladro*n	502.	Lula
409.	Hoyo*n	456.	Ladrones	503.	Luz
410.	Hoyos	457.	Lady	504.	Machos
411.	Hueso	458.	Lagos	505.	Machu
412.	Huevos	459.	Laika	506.	Madera
413.	Idiomas	460.	Lancha	507.	Madrina
414.	Ileana	461.	Lanchas	508.	Maestra
415.	Incatecu	462.	Latas	509.	Magdalena
416.	Indios	463.	Lavadero	510.	Maite*
417.	Industria	464.	Lavador	511.	Mal
418.	Ine*s	465.	Lavamos	512.	Maldonado
419.	Infierno	466.	Lavan	513.	Malla
420.	Inflador	467.	Lazo	514.	Mamai*ta
421.	Ingle*s	468.	Lenox	515.	Mama*s
422.	Invitados	469.	Le+ador	516.	Mami
423.	Inyecciones	470.	Leo*n	517.	Mamita
424.	Irene	471.	Leonel	518.	Mangos
425.	Iris	472.	Leticia	519.	Mano
426.	Isa	473.	Letras	520.	Manos
427.	Isabel	474.	Libro	521.	Mansilla
428.	Isla	475.	Libros	522.	Mantequilla
429.	Iva*n	476.	Licha	523.	Manuel
430.	Ixnoca	477.	Licor	524.	Manzana
431.	Jacks	478.	Lido	525.	Ma+ana
432.	Jacobo	479.	Liki*n	526.	Ma+anas
433.	Jaime	480.	Lila	527.	Ma+anitas
434.	Janet	481.	Lilly	528.	Mapache
435.	Jarabe	482.	Limo*n	529.	Ma*quinas
436.	Jardi*n	483.	Limpieza	530.	Maquinitas
437.	Jardinero	484.	Li*neas	531.	Mar
438.	Jardines	485.	Lionel	532.	Marcador
439.	Jaula	486.	Lito	533.	Marcela
440.	Jeep	487.	Liza	534.	Marco
441.	Jessica	488.	Llano	535.	Marcos
442.	Jesu*s	489.	Llanta	536.	Mariana
443.	Johanna	490.	Llantas	537.	Mariano
444.	Jose*	491.	Llave	538.	Maribel

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
539.	Mariel	586.	Moti*a	633.	Oreja
540.	Mariella	587.	Moto	634.	Orellana
541.	Marihuano	588.	Motor	635.	Orilla
542.	Marily	589.	Muchachas	636.	Orlando
543.	Marina	590.	Muchachito	637.	Oro
544.	Mario	591.	Muchachitos	638.	Osa
545.	Marisela	592.	Mujer	639.	Oscar
546.	Marito	593.	Mujeres	640.	Osito
547.	Maritza	594.	Mu+eco	641.	Otras
548.	Marrano	595.	Mu+ecos	642.	Otros
549.	Marta	596.	Mu+equita	643.	Otto
550.	Marte	597.	Mu+equito	644.	Pachita
551.	Marti*	598.	Mu+equitos	645.	Pai*s
552.	Maruja	599.	Nacimiento	646.	Pajarito
553.	Marvin	600.	Nadie	647.	Pajaritos
554.	Marzo	601.	Nalgas	648.	Pala
555.	Masa	602.	Nana	649.	Palabras
556.	Ma*scara	603.	Nanny	650.	Palancas
557.	Matema*ticas	604.	Naranja	651.	Palo
558.	Matilde	605.	Naranjas	652.	Palomas
559.	Mauricio	606.	Nariz	653.	Palos
560.	Mayra	607.	Navidad	654.	Pan
561.	Medicina	608.	Nena	655.	Panaderi*a
562.	Melo*n	609.	Necompuncito	656.	Panama*
563.	Memi*n	610.	Negro	657.	Panes
564.	Mendiza*bal	611.	Nel	658.	Pantalones
565.	Mentiritas	612.	Nena	659.	Pantera
566.	Mercedes	613.	Nenita	660.	Panza
567.	Mesita	614.	Ne*stor	661.	Pan American
568.	Me*xico	615.	Nidia	662.	Pa+alera
569.	Miami	616.	Nido	663.	Pa+uelitos
570.	Micos	617.	Nieves	664.	Papai*to
571.	Micro*fono	618.	Nina	665.	Papas
572.	Miedoso	619.	Ni+ito	666.	Papa*s
573.	Mie*rcoles	620.	Ni+o	667.	Papel
574.	Miga	621.	Ni+os	668.	Papeles
575.	Migas	622.	Nochebuena	669.	Papelito
576.	Minuto	623.	Noemi*	670.	Papelitos
577.	Miquito	624.	Nudo	671.	Papito
578.	Miriam	625.	Nu*mero	672.	Papo
579.	Miri*n	626.	Oficiales	673.	Parada
580.	Moncada	627.	Oficina	674.	Paradillas
581.	Monedero	628.	Ojo	675.	Paredes
582.	Mo*nica	629.	Olga	676.	Parque
583.	Montessori	630.	Ollas	677.	Parte
584.	Monto*n	631.	Omar	678.	Partes
585.	Moscas	632.	Ordo*+es	679.	Paseo

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
680.	Pasos	727.	Piecititas	774.	Pulsera
681.	Pastillas	728.	Piedra	775.	Puntita
682.	Pastor	729.	Piedras	776.	Puntitos
683.	Pastor Alema*n	730.	Piedri*n	777.	Pus
684.	Patio	731.	Pierna	778.	Queso
685.	Patito	732.	Pies	779.	Quesos
686.	Patitos	733.	Pijama	780.	Quetzales
687.	Patojito	734.	Pila	781.	Quico
688.	Patojo	735.	Pilas	782.	Rabia
689.	Patos	736.	Pinky	783.	Radio
690.	Patrulla	737.	Pinocho	784.	Rama
691.	Patty	738.	Piscina	785.	Ramiro
692.	Pavo Reales	739.	Piscinas	786.	Ramo*n
693.	Payasadas	740.	Piso	787.	Ratas
694.	Payaso	741.	Pistola	788.	Ratito
695.	Payasos	742.	Pistolas	789.	Rato
696.	Pecas	743.	Pitilla	790.	Rato*n
697.	Pecera	744.	Pitillas	791.	Ratoncita
698.	Peces	745.	Plan	792.	Ratoncito
699.	Pecho	746.	Planta	793.	Ratones
700.	Pecos Bill	747.	Pla*sticos	794.	Rayas
701.	Pedacito	748.	Pla*tano	795.	Rayitas
702.	Pedacitos	749.	Pla*tanos	796.	Rayo
703.	Pedazos	750.	Plateado	797.	Ray O Vac
704.	Pedro	751.	Plato	798.	Rebeca
705.	Pega Pega	752.	Platos	799.	Refaccio*n
706.	Peli*cula	753.	Playa	800.	Refineri*a
707.	Pellejos	754.	Plaza Se*samo	801.	Regato
708.	Pelo	755.	Poco	802.	Reloj
709.	Pelotas	756.	Polici*a	803.	Rene*
710.	Pepe	757.	Polici*as	804.	Resbaladero
711.	Pepitas	758.	Pollito	805.	Retazos
712.	Pequetto	759.	Pollitos	806.	Rex
713.	Pequetos	760.	Pollos	807.	Ricky
714.	Periquita	761.	Polvo	808.	Rifle
715.	Periquitas	762.	Poppy	809.	Roberto
716.	Permiso	763.	Porteri*a	810.	Romelia
717.	Perra	764.	Poste	811.	Ronda
718.	Perrera	765.	Pozo	812.	Ropero
719.	Perrita	766.	Primita	813.	Ropita
720.	Perrote	767.	Primitas	814.	Rosa
721.	Pescaditos	768.	Primos	815.	Rosalba
722.	Pescado	769.	Puente	816.	Rosi
723.	Pescados	770.	Puerto	817.	Roxana
724.	Pete*n	771.	Pulgarcito	818.	Rudy
725.	Pick Up	772.	Pulgas	819.	Ruedas
726.	Pie	773.	Pulguitas	820.	Rueditas

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
821.	Ruido	868.	Tecu*n Uma*n	915.	Vampiros
822.	Saab	869.	Televisio*n	916.	Vanessa
823.	Sa*bado	870.	Terminal	917.	Vaquero
824.	Sa*bados	871.	Terraza	918.	Vaqueros
825.	Sa*bana	872.	Ti*as	919.	Vargas
826.	Sa*banas	873.	Tiburo*n	920.	Varones
827.	Saca	874.	Tiempo	921.	Vasito
828.	Sacha	875.	Tienda	922.	Va*squez
829.	Sacos	876.	Tierra	923.	Vecindad
830.	Sala	877.	Tino	924.	Vecinos
831.	Salchicha	878.	Ti*o	925.	Vega
832.	Salchichas	879.	Tiro	926.	Velocidad
833.	Samojeb	880.	Tito	927.	Venadito
834.	San Cristo*bal	881.	Toalla	928.	Venado
835.	Sandi*a	882.	Tocadiscos	929.	Veneno
836.	Sandra	883.	Toffy	930.	Ventana
837.	Sandwich	884.	Tono	931.	Verdura
838.	Sangre	885.	Topo Ciggio	932.	Verduras
839.	San Marcos	886.	Torno	933.	Vero
840.	Santo	887.	Toro Gil	934.	Vestidito
841.	Sapo	888.	Toros	935.	Vestiditos
842.	Sastreri*a	889.	Torre	936.	Vestido
843.	Se+ores	890.	Tortilla	937.	Vicky
844.	Se+orita	891.	Tortillas	938.	Vidrio
845.	Sergio	892.	Tortitas	939.	Vidrios
846.	Silla	893.	Tortuga	940.	Viejito
847.	Sillas	894.	Tortugas	941.	Viejo
848.	Silvia	895.	Tos	942.	Viento
849.	Sirvienta	896.	Tractor	943.	Viernes
850.	Sol	897.	Trapo	944.	Vilma
851.	Soldaditos	898.	Trastecitos	945.	Villa Nueva
852.	Soldado	899.	Travesuras	946.	Visita
853.	Sombra	900.	Tren	947.	Vivo
854.	Sombrero	901.	Trencito	948.	Volibol
855.	Sonia	902.	Triciclo	949.	Volks Wagen
856.	Sosa	903.	Trozos	950.	Voz
857.	Suelo	904.	Tuero	951.	Vueltas
858.	Sue*ter	905.	Tumbador	952.	Waldemar
859.	Supermercado	906.	Tux	953.	Walter
860.	Tacitas	907.	Tzumux	954.	Walt Disney
861.	Taco*n	908.	U*ltima	955.	William
862.	Tamal	909.	Universidad	956.	Whisky
863.	Tanque	910.	U+as	957.	Yuyu
864.	Tanya	911.	Uri	958.	Zacate
865.	Tarde	912.	Vaca	959.	Zaida
866.	Tarza*n	913.	Vacas	960.	Zanahoria
867.	Tauro	914.	Vacuna	961.	Zancadilla

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
962.	Zapatero	1003.	Arrancaba	1050.	Canse*
963.	Zapato	1004.	Arranco*	1051.	Cantaba
964.	Zapatos	1005.	Arrebatan	1052.	Carga
965.	Zona	1006.	Arregla	1053.	Cargaba
966.	Zuky	1007.	Arrojaba	1054.	Cargan
		1008.	Arrojara	1055.	Cargo
		1009.	Asustaba	1056.	Cargue
		1010.	Atraveso*	1057.	Cargue*
VERBS		1011.	Avisaron	1058.	Cayera
		1012.	Ayuda	1059.	Cayeron
		1013.	Ayudaba	1060.	Cazaba
967.	Abrazo*	1014.	Ayudan	1061.	Cazo*
968.	Abre	1015.	Ayudaron	1062.	Cepilla
969.	Abren	1016.	Ayudo	1063.	Cerro*
970.	Abri*an	1017.	Baja	1064.	Chillo*
971.	Abrieron	1018.	Bajaron	1065.	Chorreaba
972.	Acaba	1019.	Baje*	1066.	Chupa
973.	Acerco	1020.	Ba+amos	1067.	Cobra
974.	Acerco*	1021.	Ba+an	1068.	Coce
975.	Acostamos	1022.	Ba+o	1069.	Cocieron
976.	Acuerdo	1023.	Barre	1070.	Cocina
977.	Acuestan	1024.	Barre*	1071.	Coge
978.	Acuesto	1025.	Barri*	1072.	Cogieron
979.	Agarramos	1026.	Barri*a	1073.	Cogio*
980.	Agarran	1027.	Barrio*	1074.	Come
981.	Agarre*	1028.	Botaron	1075.	Comen
982.	Agarren	1029.	Bote	1076.	Comi*
983.	Agarraron	1030.	Boto*	1077.	Comi*a
984.	Aguate	1031.	Brincaba	1078.	Comi*an
985.	Ahogo*	1032.	Brincan	1079.	Comienzan
986.	Almorzamos	1033.	Buscaron	1080.	Comiera
987.	Almuerza	1034.	Cae	1081.	Comieron
988.	Amarraban	1035.	Caen	1082.	Comimos
989.	Amarramos	1036.	Cai*	1083.	Comio*
990.	Anda	1037.	Cai*a	1084.	Compone
991.	Anda*	1038.	Cai*an	1085.	Compra
992.	Anda*bamos	1039.	Caigo	1086.	Compraba
993.	A*ndate	1040.	Calentaron	1087.	Compramos
994.	Ando	1041.	Callan	1088.	Compran
995.	Apacha	1042.	Calmo*	1089.	Compre*
996.	Apaga	1043.	Cambia	1090.	Compusieron
997.	Aparecio*	1044.	Cambiaron	1091.	Compuso
998.	Apretaba	1045.	Cambio*	1092.	Conoci*a
999.	Apunto*	1046.	Camina	1093.	Conseguimos
1000.	Apu+alaron	1047.	Caminan	1094.	Consiguio*
1001.	Ara+o*	1048.	Camino	1095.	Contaba
1002.	Arma	1049.	Cansa	1096.	Conto*





## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
1097.	Corre	1144.	Despierta	1191.	Entra
1098.	Corren	1145.	Despierto	1192.	Entraban
1099.	Corri*	1146.	Detienen	1193.	Entramos
1100.	Corri*a	1147.	Dicen	1194.	Entran
1101.	Corri*amos	1148.	Dieran	1195.	Entre*
1102.	Corto*	1149.	Dijeron	1196.	Entren
1103.	Cose	1150.	Dijimos	1197.	Eres
1104.	Crei*a	1151.	Dimos	1198.	Escapo*
1105.	Creo	1152.	Dio	1199.	Esconde
1106.	Crezca	1153.	Dizfrazo*	1200.	Escondere*
1107.	Cruza	1154.	Dispara	1201.	Escondi*
1108.	Cruzan	1155.	Disparaba	1202.	Escondieron
1109.	Cuida	1156.	Disparamos	1203.	Escondio*
1110.	Cuidamos	1157.	Disparo*	1204.	Estabas
1111.	Cumpli*	1158.	Doli*a	1205.	Estamos
1112.	Cumplimos	1159.	Dolio*	1206.	Este*
1113.	Cumplio*	1160.	Dormi*	1207.	Estemos
1114.	Curo*	1161.	Dormi*a	1208.	Este*n
1115.	Daba	1162.	Dormimos	1209.	Estudia
1116.	Da*bamos	1163.	Duela	1210.	Estudian
1117.	Damos	1164.	Duele	1211.	Estuve
1118.	Dari*a	1165.	Durmio*	1212.	Estuvo
1119.	De*	1166.	Echa*bamos	1213.	Existio*
1120.	Debi*amos	1167.	Echamos	1214.	Fabri*ca
1121.	Deci*an	1168.	Echaron	1215.	Falta
1122.	Decimos	1169.	Eche	1216.	Faltan
1123.	Dejaba	1170.	Embroco*	1217.	Fijamos
1124.	Deja*bamos	1171.	Empezaba	1218.	Fi*jate
1125.	Dejaban	1172.	Empezo*	1219.	Fijo*
1126.	Dejamos	1173.	Empieza	1220.	Formaron
1127.	Dejaron	1174.	Empiezan	1221.	Fuera
1128.	Dejo	1175.	Empujaron	1222.	Fueron
1129.	Dejo*	1176.	Empujo*	1223.	Gana
1130.	Deme	1177.	Enciende	1224.	Gano
1131.	Den	1178.	Encontre*	1225.	Golpearon
1132.	Desaparecio*	1179.	Encontro*	1226.	Golpe*e
1133.	Desarmo*	1180.	Enferma	1227.	Golpeo*
1134.	Desata	1181.	Enferme*	1228.	Gritan
1135.	Descargo*	1182.	Enfermo*	1229.	Grito*
1136.	Descompuso	1183.	Enga+o	1230.	Guardo
1137.	Descuido*	1184.	Enga+o*	1231.	Gustaba
1138.	Desinflaba	1185.	Ense+aron	1232.	Habla
1139.	Desinflo*	1186.	Ense+o*	1233.	Hablan
1140.	Despertamos	1187.	Ensucia	1234.	Hacemos
1141.	Despertaste	1188.	Ensuciaban	1235.	Haci*a
1142.	Despertate	1189.	Ensucio	1236.	Haga
1143.	Desperto*	1190.	Ensucio*	1237.	Hago

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
1238.	Haya	1286.	Maltrata	1334.	Orina
1239.	Hice	1287.	Manda	1335.	Paga
1240.	Hiciera	1288.	Mandaba	1336.	Pago*
1241.	Hicie*ramos	1289.	Mandan	1337.	Paraba
1242.	Hicieron	1290.	Mandaron	1338.	Paramos
1243.	Hicimos	1291.	Maneje	1339.	Paran
1244.	Hinca	1292.	Mato*	1340.	Pare*
1245.	Huele	1293.	Mete	1341.	Parece
1246.	Hui*a	1294.	Metemos	1342.	Parecen
1247.	Inflaban	1295.	Meten	1343.	Pareci*a
1248.	Inflaron	1296.	Meti*a	1344.	Pares
1249.	Interne*	1297.	Metieron	1345.	Parezco
1250.	Interrumpa	1298.	Metimos	1346.	Paro*
1251.	Invitaron	1299.	Meto	1347.	Partieron
1252.	Jala	1300.	Mira	1348.	Partie*ramos
1253.	Juga*	1301.	Miraba	1349.	Partimos
1254.	Jugaba	1302.	Miramos	1350.	Partio*
1255.	Juga*bamos	1303.	Miran	1351.	Pasaba
1256.	Jugaban	1304.	Mirar	1352.	Pasamos
1257.	Jugaron	1305.	Mire*	1353.	Pasan
1258.	Jugo*	1306.	Miro*	1354.	Pase*e
1259.	Jugue*	1307.	Noja	1355.	Pegaban
1260.	Ladre	1308.	Mojamos	1356.	Pegamos
1261.	Lava*bamos	1309.	Molestaba	1357.	Pegaron
1262.	Levanta	1310.	Molestamos	1358.	Pego
1263.	Limpie*	1311.	Molestan	1359.	Pegue*
1264.	Llaman	1312.	Molesto*	1360.	Peino*
1265.	Llame	1313.	Monta	1361.	Pelean
1266.	Llame*	1314.	Montamos	1362.	Peleo
1267.	Llamo	1315.	Monte*	1363.	Pellizco*
1268.	Llamo*	1316.	Montó	1364.	Penso*
1269.	Llegaba	1317.	Morder	1365.	Perdieron
1270.	Legamos	1318.	Mordi*a	1366.	Perdimos
1271.	Llegan	1319.	Mori*a	1367.	Persigue
1272.	Llegaron	1320.	Muerden	1368.	Pescaba
1273.	Llegue*	1321.	Muere	1369.	Pesca*bamos
1274.	Lleno*	1322.	Mueve	1370.	Pescaban
1275.	Lleva	1323.	Naci*	1371.	Piden
1276.	Llevaba	1324.	Naciera	1372.	Piensa
1277.	Llevamos	1325.	Nacio*	1373.	Pierde
1278.	Llevan	1326.	Necesita	1374.	Pinta
1279.	Llevando	1327.	Oi*a	1375.	Pintamos
1280.	Llevo	1328.	Oi*an	1376.	Pinte*
1281.	Llora	1329.	Oi*mos	1377.	Pinto
1282.	Lloraba	1330.	Olvida	1378.	Plancha
1283.	Lloran	1331.	Olvido*	1379.	Podemos
1284.	Llore*	1332.	Operan	1380.	Podi*a
1285.	Lloro*	1333.	Opero*	1381.	Podi*amos

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
1382.	Podi*an	1429.	Raspe*	1476.	Saque
1383.	Podra*	1430.	Recogieron	1477.	Saque*
1384.	Ponemos	1431.	Recogio*	1478.	Sea
1385.	Ponen	1432.	Recogiste	1479.	Segui*a
1386.	Ponga	1433.	Recojo	1480.	Sembraron
1387.	Poni*a	1434.	Recortamos	1481.	Sembro*
1388.	Poni*amos	1435.	Recuerda	1482.	Sentamos
1389.	Porta	1436.	Recuerdo	1483.	Sentar
1390.	Portan	1437.	Refaccione*	1484.	Senti*
1391.	Porto	1438.	Regalamos	1485.	Senti*an
1392.	Preguntaron	1439.	Regalara	1486.	Separa
1393.	Pregunte*	1440.	Regato*	1487.	Seque
1394.	Pregunto*	1441.	Rega*ramos	1488.	Sera*n
1395.	Presta	1442.	Regresa	1489.	Seri*a
1396.	Preste*	1443.	Regreso*	1490.	Servi*a
1397.	Pre*steme	1444.	Regue*	1491.	Siento
1398.	Presto	1445.	Rei*a	1492.	Sigue
1399.	Probe*	1446.	Resbale*	1493.	Siguen
1400.	Pudieron	1447.	Resulta	1494.	Siguio*
1401.	Pudo	1448.	Roba	1495.	Sintio*
1402.	Pueden	1449.	Robaron	1496.	Sirve
1403.	Puso	1450.	Robo*	1497.	Sobra
1404.	Quebre*	1451.	Rodaba	1498.	Soltaba
1405.	Quebro*	1452.	Rompi*	1499.	Solte*
1406.	Quedaba	1453.	Rompieron	1500.	Solto*
1407.	Quedamos	1454.	Rosa	1501.	Sonaba
1408.	Quedan	1455.	Sabes	1502.	So+e*
1409.	Quedaron	1456.	Sabi*a	1503.	Sople*
1410.	Quede*	1457.	Saca	1504.	Sube
1411.	Quema	1458.	Sacamos	1505.	Subio*
1412.	Queman	1459.	Sacan	1506.	Suelen
1413.	Quemo*	1460.	Sacaron	1507.	Suelta
1414.	Queri*amos	1461.	Saco	1508.	Sueltan
1415.	Queri*an	1462.	Saco*	1509.	Suena
1416.	Quiera	1463.	Salen	1510.	Sue+o
1417.	Quise	1464.	Salgo	1511.	Taparon
1418.	Quisieron	1465.	Sali*	1512.	Tardaba
1419.	Quiso	1466.	Sali*a	1513.	Termine
1420.	Quita	1467.	Sali*amos	1514.	Termine*
1421.	Quitamos	1468.	Sali*an	1515.	Termino*
1422.	Quitán	1469.	Saliera	1516.	Tienes
1423.	Quita*ndosela	1470.	Salieron	1517.	Tienta
1424.	Quitaron	1471.	Salimos	1518.	Tira
1425.	Quite*	1472.	Salta	1519.	Tiraba
1426.	Quito	1473.	Saltaba	1520.	Tiramós
1427.	Quito*	1474.	Saltan	1521.	Tiran
1428.	Rajo*	1475.	Salto*	1522.	Tire*

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
1523.	Tiro*	1570.	Volvemos	1611.	Catorce
1524.	Toca	1571.	Volvi*a	1612.	Cerrada
1525.	Toco*	1572.	Volvieron	1613.	Chiquiti*a
1526.	Tomaba	1573.	Volvio*	1614.	Chiquiti*o
1527.	Toman	1574.	Vomito*	1615.	Chiquiti*os
1528.	Tomaron	1575.	Vuelve	1616.	Chiquitita
1529.	Topa	1576.	Vuelvo	1617.	Chiquititi*a
1530.	Trabajaba	1577.	Yendo	1618.	Chiquitito
1531.	Trabajan			1619.	Chiquititos
1532.	Trabajo*			1620.	Cien
1533.	Trae			1621.	Claro
1534.	Traen			1622.	Coloradas
1535.	Trago*			1623.	Completito
1536.	Trai*an			1624.	Compuestos
1537.	Trapea			1625.	Contento
1538.	Tuve			1626.	Cuaches
1539.	Tuvie*ramos			1627.	Cuachitos
1540.	Tuvieron			1628.	Cuadrado
1541.	Tuvimos			1629.	Cualquier
1542.	Usa			1630.	Descompuesto
1543.	Vacie*			1631.	Descosido
1544.	Vas			1632.	Despierto
1545.	Vaya			1633.	Dieciocho
1546.	Vemos			1634.	Dieciseis
1547.	Ven			1635.	Diez
1548.	Venden			1636.	Difi*cil
1549.	Vendieran			1637.	Dormida
1550.	Vendieron			1638.	Dormido
1551.	Vendio*			1639.	Dos
1552.	Venga			1640.	Dulce
1553.	Veni*amos			1641.	Duro
1554.	Veni*an			1642.	Ele*ctricos
1555.	Venimos			1643.	Enferma
1556.	Veo			1644.	Enfermo
1557.	Vi			1645.	Enorme
1558.	Vienen			1646.	Ensartadas
1559.	Viera			1647.	Envenenado
1560.	Vimos			1648.	Esas
1561.	Vine			1649.	Estos
1562.	Viniera			1650.	Estrellados
1563.	Vinieron			1651.	Fea
1564.	Vio			1652.	Feliz
1565.	Vivi*a			1653.	Feo
1566.	Vivi*an			1654.	France*s
1567.	Vivimos			1655.	Frito
1568.	Vivo			1656.	Fuerte
1569.	Volo*			1657.	Gordito

## ADJECTIVES

1578.	Abierta	1625.	Contento
1579.	Abierto	1626.	Cuaches
1580.	Afligidas	1627.	Cuachitos
1581.	Alegres	1628.	Cuadrado
1582.	Alema*n	1629.	Cualquier
1583.	Algunas	1630.	Descompuesto
1584.	Alta	1631.	Descosido
1585.	Alto	1632.	Despierto
1586.	Amarillito	1633.	Dieciocho
1587.	Amarillo	1634.	Dieciseis
1588.	Amarillos	1635.	Diez
1589.	Ambos	1636.	Difi*cil
1590.	Americano	1637.	Dormida
1591.	Aquella	1638.	Dormido
1592.	Asada	1639.	Dos
1593.	Asustados	1640.	Dulce
1594.	Australiana	1641.	Duro
1595.	Aute*ntico	1642.	Ele*ctricos
1596.	Azul	1643.	Enferma
1597.	Azules	1644.	Enfermo
1598.	Bebido	1645.	Enorme
1599.	Blanca	1646.	Ensartadas
1600.	Blancos	1647.	Envenenado
1601.	Bonita	1648.	Esas
1602.	Bonito	1649.	Estos
1603.	Bonitos	1650.	Estrellados
1604.	Buenas	1651.	Fea
1605.	Bueno	1652.	Feliz
1606.	Buenos	1653.	Feo
1607.	Cafe*	1654.	France*s
1608.	Calientito	1655.	Frito
1609.	Cansada	1656.	Fuerte
1610.	Cansado	1657.	Gordito

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
1658.	Gordo	1705.	Panzudo	1752.	Triste
1659.	Gran	1706.	Parados	1753.	Tu
1660.	Grandecito	1707.	Pegadas	1754.	U*ltima
1661.	Grandote	1708.	Pegado	1755.	Unidos
1662.	Grandotes	1709.	Peleonero	1756.	Veloz
1663.	Grave	1710.	Peque*ta	1757.	Verdadera
1664.	Guatemalteco	1711.	Peque*ito	1758.	Viejo
1665.	Iguales	1712.	Peque*to		
1666.	Igualita	1713.	Peque*tos		
1667.	Jugueto*n	1714.	Pla*sticos		
1668.	Larga	1715.	Plateado		
1669.	Largo	1716.	Pobre		
1670.	Limpios	1717.	Poco		
1671.	Lindas	1718.	Poquiti*o	1759.	Acaso
1672.	Listo	1719.	Poquito	1760.	Adelante
1673.	Mala	1720.	Preso	1761.	Afuera
1674.	Marcada	1721.	Primero	1762.	Ahi*
1675.	Media	1722.	Pura	1763.	Anoche
1676.	Mejor	1723.	Ra*pido	1764.	Aquel
1677.	Menso	1724.	Rara	1765.	Arriba
1678.	Mero	1725.	Redondo	1766.	Arribita
1679.	Mi*a	1726.	Rico	1767.	Au*n
1680.	Misma	1727.	Ricos	1768.	Ayer
1681.	Mismas	1728.	Roja	1769.	Bastante
1682.	Mojada	1729.	Rojas	1770.	Bastantes
1683.	Mojado	1730.	Rojo	1771.	Casi
1684.	Montado	1731.	Rojos	1772.	Cerquita
1685.	Mucha	1732.	Ronca	1773.	Cua*ntos
1686.	Muchas	1733.	Rosa	1774.	Dema*s
1687.	Muchi*simos	1734.	Rubia	1775.	Demasiado
1688.	Muerto	1735.	Sabrosas	1776.	Dentro
1689.	Muertos	1736.	Salada	1777.	Detra*s
1690.	Necio	1737.	Salido	1778.	Do*nde
1691.	Negra	1738.	Secas	1779.	Encima
1692.	Negras	1739.	Segunda	1780.	Enfrente
1693.	Negro	1740.	Segundo	1781.	Hoy
1694.	Nervioso	1741.	Siete	1782.	Junto
1695.	Ninguna	1742.	Tanto	1783.	Mal
1696.	Ninguno	1743.	Tantos	1784.	Medio
1697.	Nuevas	1744.	Tercero	1785.	Mejor
1698.	Nueve	1745.	Tiernita	1786.	Menos
1699.	Nuevo	1746.	Traviesa	1787.	Mientras
1700.	Ocho	1747.	Trece	1788.	Nunca
1701.	Octava	1748.	Treinta	1789.	Por que*
1702.	Once	1749.	Treinticinco	1790.	Quie*n
1703.	Operado	1750.	Treintinueve	1791.	Quie*nes
1704.	Otros	1751.	Tremendo	1792.	Repente

## ADVERBS

## LIST D - (Cont'd.)

No.	Word	No.	Word	No.	Word
1793.	Sin	1828.	Ba+ar	1875.	Durmiendo
1794.	Siquiera	1829.	Ba+arse	1876.	Echar
1795.	Sobre	1830.	Barrer	1877.	Empatando
1796.	Talvez	1831.	Barriendo	1878.	Empujar
1797.	Tarde	1832.	Botado	1879.	Encadenado
1798.	Tardi*simo	1833.	Buscando	1880.	Encender
1799.	Temprano	1834.	Caer	1881.	Encontrar
		1835.	Caerme	1882.	Engordando
		1836.	Caerse	1883.	Ense+arle
		1837.	Caminando	1884.	Ensuciando
		1838.	Caminar	1885.	Ensuciar
		1839.	Cantar	1886.	Entrando
		1840.	Cargar	1887.	Entrar
		1841.	Cobrar	1888.	Entrarnos
		1842.	Cocinar	1889.	Esconder
		1843.	Coger	1890.	Escribir
		1844.	Cogiendo	1891.	Escrito
		1845.	Comerme	1892.	Estando
		1846.	Comiendo	1893.	Estornudar
		1847.	Componer	1894.	Estudiando
		1848.	Comprado	1895.	Estudiar
		1849.	Comprando	1896.	Funcionar
		1850.	Comprarla	1897.	Gastar
		1851.	Comprarle	1898.	Grabar
		1852.	Compra*rselos	1899.	Guardado
		1853.	Contarle	1900.	Hablando
		1854.	Correr	1901.	Ido
		1855.	Cortar	1902.	Inventado
		1856.	Coser	1903.	Irnos
		1857.	Creciendo	1904.	Lanzar
		1858.	Cuidando	1905.	Lllamar
		1859.	Cuidar	1906.	Llegar
		1860.	Cumplir	1907.	Lleva*rselos
		1861.	Curada	1908.	Llorando
		1862.	Curando	1909.	Mandar
		1863.	Curar	1910.	Manejando
		1864.	Dando	1911.	Manejar
		1865.	Darme	1912.	Matar
		1866.	Decir	1913.	Meter
		1867.	Dejando	1914.	Mojar
		1868.	Dejar	1915.	Molestando
		1869.	Desayunar	1916.	Molestar
		1870.	Descansando	1917.	Mordiendo
		1871.	Desinflando	1918.	Mover
		1872.	Destruida	1919.	Nacer
		1873.	Dicho	1920.	Nadar
		1874.	Diciendo	1921.	Operar
PRONOUNS					
1800.	E*ste				
1801.	Esto				
1802.	E*stos				
1803.	Mi*o				
1804.	Mi*os				
1805.	Nosotras				
1806.	Os				
1807.	Tu*				
1808.	Usted				
1809.	Vos				
VERBOIDS					
1810.	Abrir				
1811.	Acostada				
1812.	Acostado				
1813.	Acostados				
1814.	Acostar				
1815.	Agarrar				
1816.	Amanecido				
1817.	Amarrado				
1818.	Amarrados				
1819.	Amarrar				
1820.	Apachando				
1821.	Apagar				
1822.	Arrancando				
1823.	Arreglando				
1824.	Arreglar				
1825.	Atrapar				
1826.	Averiguando				
1827.	Bajarse				

LIST D - (Cont'd.)

1992. Ah  
1993. Ala  
1994. A la Gran!  
1995. Aló  
1996. Auch  
1997. Pi\*o  
1998. Pschk  
1999. Puff  
2000. Pum  
2001. Rin



## APPENDIX D

### Oral Comprehension Test

## APPENDIX D

### ORAL COMPREHENSION TEST

#### Procedure

The examiner should read the selections in a normal voice, with normal speed and expression. To maintain the subject's attention as long as possible, it is considered necessary to look for an eye-to-eye contact with the child while testing takes place. The examiner should strive for the elimination of overdramatization of the selections when reading them to the subjects.

Immediately, after finishing the reading of stories, the examiner should ask the questions that appear right below them. The number of correct answers that the child produces would indicate his level of oral comprehension. Ordinarily, the subjects should not have any problems providing correct answers for all the questions.

#### Directions

Leeré unas historias en voz alta. Luego, haré unas preguntas. Escucha cuidadosamente las historias para que puedas responder correctamente a las preguntas. La primera historia se llama ?.

(Lea el título y luego lea la historia.)

## THE TEST

## STORY I

Un día en el Cine

Un día, con mi tía y con mi tío, fuimos a ver la película de Topo Giggio. Él iba caminando con una ratoncita por un lazo y se cayó al suelo. Y la ratoncita ya mero se iba a caer.

Otro día, nosotros estábamos viendo Topo Giggio, entonces el señor fue con Topo Giggio y cuando casi se iba a dormir, entonces, le gritó fuerte fuerte en la oreja.

1. ¿Quién cuenta la historia?
2. ¿A dónde fue con sus tíos?
3. ¿De qué se trataba la película?
4. ¿Qué pasó cuando los ratones caminaban por la cuerda?
5. ¿Qué ocurrió cuando Topo Giggio casi se dormía?

## STORY II

El Accidente

Un día yo estaba enfermo. Ese día, siempre me traían la comida al cuarto.

Me botaron de una escuela a la que iba antes. Me botaron en el escenario. Me agarraron del brazo, en este brazo, y cómo me dolía.

Me tuvo que curar. Me tuvieron que llevar al hospital y allí me interné. Cuando ya estuve bueno, me llevaron a la casa.

1. ¿Quién cuenta la historia?
2. ¿Por qué tenían que llevarle la comida al cuarto?
3. ¿Qué causó la enfermedad del niño?
4. ¿Qué parte del cuerpo se golpeó?
5. ¿A dónde lo llevaron antes de ir a su casa?

## STORY III

Mi Helicóptero

Tengo un helicóptero. Es que para año nuevo y nochebuena me lo trajeron.

El helicóptero que tengo es de baterías; entonces, cuando se le pone a funcionar se va, pero cuando topa nunca regresa. Se va muy lejos. Si nadie le está dando vueltas, solo se va caminando. La hélice se le puede quitar.

Tengo, también tengo muchos juguetes.

1. ¿Quién cuenta la historia?
2. ¿De qué nos habla?
3. ¿Cómo consiguió el helicóptero?
4. ¿Qué cosa especial tiene el helicóptero?
5. ¿Qué ocurre cuando ponen a funcionar el helicóptero?

## STORY IV

Mi Papá

Mi papá trabaja, pero hay dos muchachas en el almacén y las otras no vinieron porque llegaron tarde y a mi papá no le gusta el que llega tarde. A una muchacha la regaña porque viene tarde.

Mi papá siempre cobra. Cuando mis hermanas no están en el colegio, dicen, "Papá, yo quiero cobrar." "No, no." Dice mi papá. Eso dice cuando se portan mal.

1. ¿Quién cuenta la historia?
2. ¿De quién habla?
3. ¿Qué hace esa persona?
4. ¿Quién ayuda al papá?
5. ¿Qué es lo que le gusta al señor?

1



## STORY V

La Muñeca

Yo juego con la muñeca. La duermo y la acuesto. Después, en cuanto despierta, yo la cambio. Cuando se duerme otra vez, la acuesto en una cunita que mi papá me compró el otro día. Así, igualitita a la de una mi prima que tiene ella.

1. ¿Quién cuenta la historia?
2. ¿Qué hace con la muñeca?
3. ¿Qué sucede cuando se despierta la muñeca?
4. ¿Quién compró la cunita?
5. ¿Quién tiene otra cunita igual?

## STORY VI

Yo

Yo me baño. Después, me desayuno, y después de desayunar me vengo a la escuelita. Vengo con mi tía.

Después, mi tía se va a mi casa y deja a mi hermanita. Nos viene a traer temprano y después de llegar me baño otra vez.

1. ¿Quién cuenta la historia?
2. ¿Qué es lo que hace primero?
3. ¿Con quién camina después de desayunar?
4. ¿A dónde lo lleva su tía?
5. ¿Qué hacen con la hermanita?

## ORAL COMPREHENSION TEST

## Answer Sheet

Name: \_\_\_\_\_ Institution: \_\_\_\_\_ Date: \_\_\_\_\_

STORY I: Un Día en el Cine

- A. ¿Quién cuenta la historia? . . . . . \_\_\_\_\_
- B. ¿A dónde fue con sus tíos? . . . . . \_\_\_\_\_
- C. ¿De qué se trataba la película? . . . . . \_\_\_\_\_
- D. ¿Qué pasó cuando los ratones caminaban por la cuerda? . \_\_\_\_\_
- E. ¿Qué ocurrió cuando Topo Giggio casi se dormía? . . . . \_\_\_\_\_

STORY II: El Accidente

- A. ¿Quién cuenta la historia? . . . . . \_\_\_\_\_
- B. ¿Por qué tenían que llevarle la comida al cuarto? . . . \_\_\_\_\_
- C. ¿Qué causó la enfermedad del niño? . . . . . \_\_\_\_\_
- D. ¿Qué parte del cuerpo se golpeó? . . . . . \_\_\_\_\_
- E. ¿A dónde lo llevaron antes de ir a su casa? . . . . . \_\_\_\_\_

STORY III: Mi Helicóptero

- A. ¿Quién cuenta la historia? . . . . . \_\_\_\_\_
- B. ¿De qué nos habla? . . . . . \_\_\_\_\_
- C. ¿Cómo consiguió el helicóptero? . . . . . \_\_\_\_\_
- D. ¿Qué cosa especial tiene el helicóptero? . . . . . \_\_\_\_\_
- E. ¿Qué ocurre cuando ponen a funcionar el helicóptero? . . \_\_\_\_\_

STORY IV: Mi Papá

- A. ¿Quién cuenta la historia? . . . . . \_\_\_\_\_
- B. ¿De quién habla? . . . . . \_\_\_\_\_
- C. ¿Qué hace esa persona? . . . . . \_\_\_\_\_
- D. ¿Quién ayuda al papá? . . . . . \_\_\_\_\_
- E. ¿Qué es lo que le gusta al señor? . . . . . \_\_\_\_\_

STORY V: La Muñeca

- A. ¿Quién cuenta la historia? . . . . . \_\_\_\_\_
- B. ¿Qué hace con la muñeca? . . . . . \_\_\_\_\_
- C. ¿Qué sucede cuando se despierta la muñeca? . . . . . \_\_\_\_\_
- D. ¿Quién compró la cunita? . . . . . \_\_\_\_\_
- E. ¿Quién tiene otra cunita igual? . . . . . \_\_\_\_\_

STORY VI: Yo

- A. ¿Quién cuenta la historia? . . . . . \_\_\_\_\_
- B. ¿Qué es lo que hace primero? . . . . . \_\_\_\_\_
- C. ¿Con quién camina después de desayunar? . . . . . \_\_\_\_\_
- D. ¿A dónde lo lleva su tía? . . . . . \_\_\_\_\_
- E. ¿Qué hacen con la hermanita? . . . . . \_\_\_\_\_

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