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A Book Review on The Evolution of a Person's 'Written and Spoken Language Development Across Lifespan' by Liliana Tolchinsky

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The current book was prepared as a tribute to Liliana Tolchinsky's excellent work as a researcher in the field of writing development. Researchers from across the world who were affected by or inspired by Liliana Tolchinsky's thoughts and research have been brought together to help the editors of Written and Spoken Language Development Across the Lifespan accomplish their aim.

The editors Perera, Aparici, Rosado, and Salas wrote an introduction to the book in which they go into great depth on Liliana Tolchinsky's professional background. Liliana Tolchinsky's outstanding career, which is full of ambitious and creative initiatives, global partnerships, and achievements, is well-illustrated in this introduction. In total, there are 19 chapters in this book, all of which are devoted to studying how languages emerge. Part I focuses on early literacy development, whereas Part II covers later literacy development.

There are two sections to this review. By swiftly presenting each chapter and showing the similarities and contrasts between them, this part introduces the reader to the book. This section will provide the reader a sense of the breadth and depth of the book's linguistic settings, participants, levels of language, and techniques of analysis. Second, we examine the book's content in connection to Liliana Tolchinsky's professional life, connecting the chapters with her key research interests and contributions to language development.

1. the book's content

The book is broken into two halves, each with 19 chapters, and the total number of chapters is 192. A wide variety of languages, as well as a wide range of participant profiles, methods,

and procedures are at risk because of the writers' diverse backgrounds. This section aims to describe the chapters in order to emphasise their importance in the field of writing research. Remember, this review is for a journal dedicated to producing research, not reading research, as the title may suggest. The author's very first chapter was written.

R. M. Joshi's appraisal of Liliana Tolchinsky's work has had an influence on our knowledge of writing development, and these contributions are included in that knowledge. In the second half of our review, we'll go into more information about it.

Part 1 of this article focuses on the development of early literacy skills.

Two studies in Hebrew (Aram & Levin; Sandbank), two in English (Dockrell& Connelly), two in Spanish (Shiro), one in Dutch (Verhoeven & Van Elsäcker), and one in Catalan are included in the first section of this paper. In total, nine experimental studies on early literacy were conducted in five different languages: two studies in Hebrew, two studies in English, two studies in Spanish, and one in Dutch (Veneziano). In terms of orthographic consistency and alphabet, the two languages at issue differ greatly, which offers the reader with a lot of information. Dutch, Spanish, and Catalan are usually considered to be much more opaque than English and French due to their high degree of consistency and regularity in terms of correspondences between phonemes and graphemes. In contrast, Israeli researchers are focusing on an altogether other alphabet, namely the Hebrew alphabet.

Three studies were conducted on preschoolers between the ages of 5 and 6 years old, based on their demographics (Aram & Levin; Sandbank; Vernon). A few of the other studies use elementary school students from a broad age range (Dockrell& Connelly; Verhoeven & Van Elsäcker) or from a single or two unique classes (Reilly &Posle; Soler Vilageliu et al.).

There has been a lot of study done on preschoolers.

It was Vernon's study of phonological processes and Sandbank's study of writing that examined pre-literate children, whereas the trials done by Aram and Levin examined mother-child relations. Researchers Aram and Levin studied the influence of mother-child connections on early literacy development before formal reading and writing training was introduced. They surveyed a wide range of moms to learn about their attitudes about education in general and their expectations for their children's literacy development in

particular. They also videotaped the mother and her kid's interactions while the toddler completed a four-word writing assignment, which was filmed. Many variables were taken into consideration, including the amount of teaching given and the demand for accuracy. Hierarchical regression was used to reveal that mothers' task mediation added an extra variance to their children's literacy evaluations, in addition to the mothers' views. There were two studies: one with 94 kindergarten students and the other with 140 students at the beginning of primary school. As part of Vernon's research for this book, two tests were conducted with 140 first-grade students to better understand the syllable's function as well as its structural characteristics (Study 2). According to the authors, the different sorts of replies were categorised using voice segmentation and spelling problems as qualifiers. According to the findings of the researchers, the syllabic structure appears to have influenced both phonological and written outcomes in Spanish-speaking youngsters. Sandbank performed this research, which recruited 24 preschoolers between the ages of 5 and 6. A board game requires participants to write down the rules in Hebrew during three separate sessions. Working together in small groups, the children were urged to speak with one another and to exchange knowledge so that they might help one other out. In order to play the game, the students had to write three phrases on a card. This emphasised the importance of writing as a means of conveying a message. There are several factors that determine the quality of children's sentences: phonological segment accuracy, alphabetic principle use, etc. In addition, the authors tracked each child's progress over the course of three writing sessions, revealing a range of growth paths (advances, fluctuations and regressions). The researchers decided that the quality of their work was better when they collaborated with one another rather than performing it on their own.

Children in elementary school were the focus of a recent study.

Both Dockrell and Connelly examined how oral and written language interacted in the English language at two separate points in its development (Grade 3 and 5). An experimental approach focusing on sentence level performance was employed to better explore the link between essential language abilities. They hoped to obtain a better grasp of the idea creation process by comparing oral and written sentence development skills (i.e., construct as many sentences as possible containing two specified words). There was a lot of attention paid to the

links between the tasks of generating oral and written sentences, as well as other oral and writing abilities, in order to demonstrate the connectivity and distinctiveness of the subcomponents of idea creation processes. Last but not least, since all of the preceding studies focused on monolingual children, Verhoeven and Van Elsäcker's study explored the disparities in literacy performance between monolingual and bilingual children as well as the influence of many contextual factors on reading skills In order to study the impact of school predictors and home environment factors on children's reading levels, they conducted a regression analysis in reverse.

Cross-sectional and long-term studies

Both a longitudinal and a cross-sectional approach were used by the authors to study the evolution of written language abilities over time (Reilly &Posle). Soler Vilageliu and his colleagues made substantial contributions to this work by conducting a long-term study of the motor aspect of writing. It was shown that handwriting skills in Grade 1 had a significant influence on a wide range of abilities in Grade 5. (reading comprehension and spelling). Copying a word list was a part of the Grade 1 curriculum for the first time. Handwriting was digitised using a digitiser, allowing for the collection of information regarding a variety of dynamic writing performance aspects (e.g., writing time, trajectory, velocity changes). A standardised assessment for writing abilities (word, sentence, and paragraph levels) and reading comprehension was conducted four years later for the second part of the project. A cluster technique was used to categorise children into "low skilled handwriters" and "high skilled handwriters." based on the data obtained in grades 1 and 2.

By comparing the two cluster members, they were able to ascertain if these graphomotor outcomes may predict future literacy achievement. When it came to reading comprehension and spelling, the "high skilled handwriters" outperformed the overall population. The researchers discovered fascinating links between early handwriting skills and later orthographic aptitude and reading comprehension. Two sets of children were studied in Reilly and Posle's experiment: the "Young Group," which included children aged 6;5 to 8;11, and the "Older Group," which included children aged 9;0 to 13;6. They looked examined the correlations between standardised scores in several language measures (tests that measured phonology, vocabulary, morphology, and syntax), as well as the correlations between written

and spoken tales by researchers Reilly and Posle. Writing and describing a situation when someone made the student furious or sad was the last task. The quantity of semantic propositions, narrative structure, and story components were all taken into account when calculating the final score, as were a variety of linguistic structural types (such as morphology and syntactic depth faults). The researchers used a correlational strategy to examine the link between isolated language structure performances and naturalistic language structure performances in this study. The cross-sectional design allowed them to see the changes that happened with time, thus they chose a developmental perspective.

1.2 Part 2: Development of literacy later in life

A total of nine chapters are devoted to the subject of children's subsequent literacy development. This section examines a variety of linguistic contexts, including three studies conducted among Spanish speakers (Aparici, Rosado &Perera; Bel & Albert; Salas, Llaurado, Castillo, Taulé& Marti), two in Italian (Arfé&Pizzocaro) and two in French (Ailhaud, Chenu&Jisa), and one each in English and Hebrew (Aparici, Rosado &Perera; Bel (Berman). Both Hebrew (Nir &Katzenberger) and Arabic (Sha'shoua&Katzenberger) are included in the book (Nir &Katzenberger). The chapters in this book dealt with a wide range of topics related to the evolution of writing across time. In contrast to a single experiment, the great majority of writers looked at things from a textual perspective, rather than a sentence perspective. When it came to writing assessment in educational contexts, a single research was conducted.

Structure of the sentences

To demonstrate their comprehension, Arfé and Pizzocaro asked the children to compose sentences in both oral and written forms, as well as complete a sentence reformulation task. The researchers wanted to find out if there were any changes in writing expression connected with developmental and individual differences that might be detected through the use of oral and written sentence generation activities. For this exploratory experiment, they gathered data from children in grades 2 through 5, and found that the written sentence production task was the most sensitive to developmental changes. Second-generation writers who struggled with written expression might be identified by completing a similar written sentence production assignment, according to the researchers (through logistic regression). As a researcher, I

found it interesting that this study included children with normal development as well as children who struggled with writing.

Analyses at the discourse and textual levels

Most of the other authors worked on non-fiction and non-explanatory pieces, both of which were given to them on a whim. Consequently, it is considered a naturalistic framework for study since participants have a considerable level of freedom in the substance of their works. The authors did not look at the same characteristics of the participants' products, despite the fact that the assignments were fairly comparable.

The two studies done in Hebrew by Nir and Katzenberger and Ravid et al. originated from the same database, as did the third research conducted in English by Nir and Katzenberger (i.e., The Israeli Writing Standards Project) (i.e., The Israeli Writing Standards Project). Individuals who took part in this project were asked to submit personal narratives about their experiences as well as an explanation essay on a given topic area. Four distinct age groups were examined by Nir and Katzenberger using a cross-sectional technique (Grade 4, Grade 7, Grade 11 and adults). They studied the methods through which people construct their written works. To determine the total number of clauses, the authors divided the corpus into three categories: descriptive, generic, and interpretative. For their study, the authors analysed their data by looking at how different sorts of clauses were distributed among different ages, which they found to be rather fascinating. Only seventh-graders were studied by Ravid and his colleagues, with a special attention paid to socioeconomic status (SES). As they read, they considered the idea of tying SES to the content they were studying. The "high SES" and "low SES" groups were compared using ANOVAs and a dyadic analysis, and both were shown to be statistically different.

At the level of discourse, many researchers have focused on comparing and contrasting the oral and written modes. Students and adults aged 9, 12, and 17 years old were the subjects of a research by Aparici et al. that focused on the development of relative clause creation. They looked at the quantity and qualitative functions of relative clauses in oral and written text productions from the standpoint of discourse to determine the amount of relative clauses. Students were expected to provide narrative and explanatory materials, both in writing and speaking. In terms of structural and discourse analysis, they found quantitative and qualitative

shifts. High school pupils and adults alike affirmed the complicated syntax of expository writings, as well as a higher frequency of relative clauses in expository texts (i.e. a greater number of relative clauses in expository texts) than narrative texts (i.e., a greater frequency of relative clauses) (see Figure 1). With regard to linguistic literacy and language repertoire development, author explored many aspects in the chapter relating to discourse style analysis and quality of conversation. Students from four different grade levels in English and Hebrew schools contributed oral and written accounts to a database that he analysed. Using samples from participants' writings, the chapter highlighted the distinctions between speech and writing narratives such as total text length, the frequency of hesitation indications, and the usage of clause-combining. Four other age groups were also analysed, with a focus on one particular aspect of the Spanish language: the usage of the null pronoun during conversation as opposed to the production of written content. The authors looked at how often the null pronoun was used in the stories and did research on it. We utilised repeated-measures ANOVAs to look for differences between groups and assess how the modality affected those differences (oral vs. written). Ailhaud and colleagues used two chronometric measures, stop length and writing rate, to examine the planning processes of children and adolescents aged 9 to 16 years old while they were engaged in text production as part of their research. When writing narrative and expository texts for this project, students had to choose between writing them in writing or speaking them out loud. The authors wanted to know if the sort of syntactic units employed in a piece of writing might be influenced by the sequence in which they were presented, as well as by the stage of development, the type of text produced, and the amount of time spent on preparation (clause, propositional, etc.). Students' pauses were shorter when they initially constructed the spoken text before writing it down, according to the research (for seventh graders).

To evaluate what is written

Finally, Salas et al. focused on the topic of evaluating text. They analysed the written output of Spanish children between the ages of nine and twelve, as well as those between the ages of sixteen and adulthood. The texts were assigned points based on a range of holistic criteria by independent raters. Researchers were interested in determining whether or whether the linguistic indicators (such as lexical density and the amount of adjectives) in the texts (e.g.,

the average content-word length) were connected with differences in points awarded by the judges. The data was analysed through the use of correlations and multiple regressions.

2. Discussion

R. M. Joshi's first chapter on Liliana Tolchinsky, a pioneer in the area of writing who made significant contributions to research, covers both her pioneering position in writing and her contributions to research. According to the author, Liliana Tolchinky had a big impact in three areas: Preschoolers have a natural awareness of writing, which is why it's important to study the process of writing development in the context of the language they're learning and the specifics of their orthography. Each chapter was examined in the context of Liliana Tolchinsky's three most significant contributions to the field of writing, rather than each chapter being examined individually.

The following is a definition of writing as a distinct research area:

Long ago, writing was thought of as just "speech written down," However, many scholars now question this long-held belief. One of the book's main focuses was to examine the relationship between oral and written languages, as well as the peculiarities of written language.

They concentrated on the development of handwriting, a new and difficult production skill that every youngster must learn.. The team of Soler Vilageliu and other researchers We were reminded by the authors that this part of writing has been disregarded in writing studies in favour of spelling and transcribing abilities. However, the process of writing necessitates the growth of this advanced talent. Writing cannot be viewed as "speaking on paper." since it requires graphomotor talents that are exclusive to writing and necessary for handwriting performance.

The assessment procedure is another unique feature of the writing mode. A vast number of writing-related experts tend to be interested in changing the way written production is assessed, particularly in the context of schools, in regards to this topic. Ravid et al. and Nir and Katzenberger used data from the "Israeli Writing Standards Study," a study designed to improve the way texts in Hebrew are graded by giving standards to teachers, as well as data from other sources. Salas et al. also added a chapter to this topic. In order to better understand

the link between linguistic features and total quality ratings awarded by four expert judges, they focused on text quality evaluation. Cross-sectional design allowed them to shed light on the developmental stages that instructors should keep in mind while judging the quality of their students' texts.

Several of the contributors to this collection were interested in investigating how oral and written language modes are related to one other as well as how they are created and transmitted. They did this in order to highlight the distinctions between written and spoken forms of expression. For their research, Reilly and Posle used standardised assessments, as well as written and spoken narratives, to examine a variety of language components. These researchers followed the development of the child's relationship with their teacher throughout the length of his or her primary school years, using a longitudinal technique. In their study, Dockrell and Connelly looked at the link between oral and written sentence production. Children's ability to write sentences was aided by their ability to speak, and this link developed with time, according to the study's findings. The chapter by Bel and Albert also includes a comparison of oral and written language in order to better comprehend the development of Spanish language, including, among other things, the usage of the null pronoun. According to their findings, the modality of Spanish had a major impact, with greater ambiguity being seen in spoken Spanish than in Spanish written down. Berman evaluated a wide range of features of the tales, including the number of repetitions and the length of the narrative text, as part of the same research. According to a study conducted by Ailhaud et al., they explored if the order in which modalities were provided (oral or written) had an influence on many stages of text creation, as well as whether oral preparation may have a favourable impact on the written production of narratives. It was necessary for the students in the chapter by Aparici, Rosado and Perera to produce written and spoken texts that were both narrative and explanatory. Structural and discursive theories were used to show both quantitative and qualitative changes. For high school students and adults in general, they found a considerable increase in the number of relative clauses in written mode when compared to oral mode.

Questions of how oral and written language are linked have been less commonly examined in the literature. Contributing to work relating speaking and writing, more especially to

discourse level, the writers indicated above have made a significant contribution. As a result of these studies, it can be concluded that the written modality has a wide range of sentence forms, pronouns, relative clauses, and other sorts of clauses, which are all evidence of the richness of the written modality at various levels of language. Literacy is defined as "gaining mastery over a broader and more flexible linguistic repertory while also becoming more aware of one's own spoken and written language systems" by Liliana Tolchinsky, and this book provides an outline of that concept (Ravid&Tolchinsky, 2002, p. 420).

The writing skills of young children are improving.

Before they begin formal schooling, several researchers, like Liliana Tolchinsky, defended the idea that preschoolers already have some comprehension of writing. For Liliana Tolchinsky, the study of early written language acquisition, with a specific focus on writing abilities, was her primary interest. Part I of the series on early literacy had three chapters devoted to the topic of preliteracy.

The study by Aram and Levin examined the effect of mother-child interactions on young children's early literacy development. It's necessary to learn to read and write using phonological processes, thus Vernon gave two tests to test this. For the book, Sandbank provided an essay in which she compared the writing of preschoolers who collaborated in a group setting with those who wrote in isolation. They all improved their writing skills because they learned from each other in small groups and were able to build on each other's prior knowledge.

Pre-literate youngsters already have a working knowledge of written language, according to these studies. Here, the focus was on writing skills, particularly in terms of semantically-based knowledge for young children, which was consistent with prior work done by Liliana Tolchinsky. Adding this perspective to the literature is a welcomed and important addition.

Writing from a cross-linguistic perspective

A few chapters in this book are devoted to the history of spelling as it has evolved across different orthographies. LiyanaTolchinsky made an important contribution by pointing out that bilingual and monolingual children do not grow in the same way since the patterns of development vary based on a variety of factors, including orthography. Due to the enormous

number of studies published in English-speaking nations, this book covers numerous studies done in linguistic contexts outside of English.

Salas et alstudy .'s took into account the specifics of the orthography in question. A more opaque orthography in English than in other languages has led to a large number of studies on text production processes, according to the authors. When evaluating the quality of a piece of writing, it is important to keep in mind that the quantity of linguistic consistency might have an influence on the conclusion of a writing project. A compelling need exists to research the mechanisms involved in the generation of text in a very consistent orthography, such as Spanish, for which their experiment was carried out. Nir and Katzenberger and Ravid et al., on the other hand, conducted their research in Hebrew-speaking contexts and were motivated by the need to better understand their home language. Readers are given a lot of information about a language and its alphabet, which isn't usually the subject of academic study. They also emphasised the peculiarity of the Italian dialect, citing its complex grammar/morphology as necessary for the recovery of syntactic structures as well as the construction of sentences. —Arfé&Pizzocaro The null pronoun, which may be found in other Latin languages, was a focus of Bel and Albert's research because they felt it was particularly useful in Spanish. Using data from the United States and Israel in the same chapter, Berman provided a way for academics to track language development in a discursive situation. Those writers made substantial contributions to our understanding of languages and their unique qualities.

Researchers Verhoeven and Van Elsäcker compared monolingual and bilingual individuals on a range of linguistic abilities when it came to biculturalism. According to their findings, bilingual children do not acquire writing skills in the same manner as monolingual children.

There are many ways to look at language development and the development of other languages from a cross-linguistic viewpoint, and these chapters all contribute to this knowledge. Using this book, students may compare and contrast languages in a fun and interesting way. All things considered, it is possible to examine the differences across languages at the level of phoneme-to-grapheme transcription, which has been demonstrated on several times. Intriguingly, this book examines how grammatical and morphological variations between languages explain discrepancies in text production growth and grammatical and morphological differences themselves.

3. Conclusion

Liliana Tolchinsky's research interests are aligned with the findings of an interdisciplinary book, Written and Spoken Language Development Over the Lifespan. Cross-sectional and longitudinal studies are used to gather data on a wide range of topics, from the earliest stages of language acquisition to the most advanced stages. Learn about language development in a number of contexts, including typical vs atypical development, multilingualism, consistent versus opaque orthographies, and a range of alphabets (Latin vs. Hebrew). It is difficult to investigate the relationships between oral and written language since it requires the analysis of a vast number of linguistic elements. Many different methods of analysis are used by the contributors to this volume, which not only provides a comprehensive overview of language development but also provides an in-depth look at the development of language at various levels like semantics, syntax and morphology as well as spelling and handwriting execution.

References

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