
Linguistic Encounters with Language Handicap

DAVID CRYSTAL

The child with a language handicap needs help. In providing it, teachers and speech therapists need the insights of clinical linguists and language pathologists, but all too often the terminology of the latter makes their work unintelligible or unhelpful to those in the front line. This book, written in a non-technical style by one of the field's leading experts, bridges the gap.

184 pages, **£17.50** (0 631 13869 2)

Children's Writing and Reading

Analysing Classroom Language

KATHARINE PERERA

This important and much-needed book aims to provide teachers with a framework for assessing their pupils' language abilities accurately, and for intervening appropriately. It focuses in detail on the grammatical structures of children's own writing, and on the material written for them.

368 pages, hardback **£25.00** (0 631 13653 3)

paperback **£8.95** (0 631 13654 1)

The Language of Children and Adolescents

The Acquisition of Sociolinguistic Competence

SUZANNE ROMAINE

This book examines the transition from childhood to adult forms of language, and is concerned with the ways in which children acquire the social rules of language and communication. It shows how children, particularly between the ages of five and fifteen, become fully fledged members of the adult speech community by acquiring the sociolinguistic rules for the use of linguistic variables.

320 pages, hardback **£22.50** (0 631 12927 8)

paperback **£8.50** (0 631 12928 6)

Children's Conversation

MICHAEL McTEAR

One of the most rapidly developing areas of child language research has been the study of children's conversational skills, which is now seen as of equal importance to the acquisition of phonology, syntax and semantics. This book examines in detail what children have to learn to become mature conversationalists.

(February) 272 pages, hardback **£22.50** (0 631 13984 2)

paperback **£8.50** (0 631 14249 5)

Modern Englishes

Pidgins and Creoles

LORETO TODD

A much-needed introduction to English-based pidgins and creoles, giving a clear picture of their historical and sociolinguistic background, vocabulary, pronunciation and grammar, and of the people who use them. Drawing on a wide range of local usage, the book focuses in detail on two languages – Cameroon Pidgin and Tok Pisin.

Published in association with André Deutsch

302 pages, hardback **£22.50** (0 631 13655 X)

paperback **£8.50** (0 631 13658 8)

Basil Blackwell

Jnl. of Child Language, 12, 1

(i)

INTERNATIONAL ASSOCIATION FOR THE STUDY
OF CHILD LANGUAGE

The International Association for the Study of Child Language (IASCL) is an international organization of child language researchers formed in 1972 in Florence, with the purpose of promoting child language study and facilitating contacts among child language researchers in different countries. The primary vehicle for accomplishing these aims has been a Symposium (1972 and 1975) or Congress (1978, 1981, 1984) held every three years and the publication of the proceedings. The IASCL publishes a semiannual newsletter for its members. The Journal of Child Language is the association's official organ for communication with the wider child-language community.

The IASCL is currently seeking bids to host its 4th Congress, which will be held during the summer of 1987, probably in Europe. Members of the Association receive advance mailings concerning the Congress, including the call for papers and special arrangements for travel and accommodations. Members are entitled to register for the Congress at a reduced fee. A membership initiated now, with payment of \$25.00 American (\$15.00 for students) is valid through the end of the next international Congress.

Please send the information requested on the form below with a cheque or money order in U.S. currency payable to the International Association for the Study of Child Language to:

Alison Gopnik, Treasurer IASCL
Dept. of Psychology, Scarborough College
University of Toronto
1265 Military Trail Road
Scarborough, Ontario M1C 1A4 CANADA

Name _____ Date _____

Mailing Address _____

Telephone _____

Student _____

NOTES FOR CONTRIBUTORS

Papers, notes and reviews should be sent to Mr. A. Cruttenden, Department of General Linguistics, University of Manchester, Manchester, M13 9PL, England. They should normally be written in English. Major articles should not exceed twenty printed pages.

Three copies of the typescript should be submitted, one of which should be the top copy. Contributions should be clearly typed with double spacing, on one side of the paper only, using a conventional size of paper, preferably A4 (or 21.6 by 28 cm). Authors should hold one copy for correction of proofs. Footnotes, which should be as few as possible, should be listed, double spaced, on a separate sheet at the end of the article. Tables and figures should be drawn on separate pages at the end of the article. Each table/figure should have a title, and there should be an indication in the body of the text as to placement. Tables and figures should each be numbered independently of examples of utterances, etc. The title-page should include the title, author's name and affiliation, together with the address to which proofs are to be sent. Titles should be so worded that the first part may be used as a running headline (with a maximum length of 50 characters, including spaces). An abstract of the article (max. 120 words) should be typed on a separate sheet.

Chronological age should be stated in years, months and (where needed) days as follows: 4; 5.17. Cited forms should be underlined to represent italicization in print. Translational 'meanings' should be placed within single quotation marks. Emphasis should be marked by the use of small capitals. Phonetic transcriptions should, wherever possible, employ the symbols and conventions of the IPA; they must never be used in footnotes, and should in no

case be narrower than absolutely necessary for the purpose.

References are to be made in the text thus: (Neisser 1967: 222). If the author's name is part of the text, the following form should be used: 'Piaget (1967: 131) investigates...'. When a work written by three or more authors is referred to, all names should be given in the first citation, with an ampersand linking the last two; e.g. (Fraser, Bellugi & Brown 1963): in subsequent citations the first name only should be given, with '*et al.*' added.

All works referred to should be listed at the end of the article, double-spaced and in alphabetical order. The titles of articles should as far as possible be abbreviated according to the conventions of the Linguistic Bibliography of the Permanent International Committee of Linguists (CIPL). Examples of references (note the use of punctuation marks) are:

- Carroll, J. B. (1961). Language development in children. In S. Saporta (ed.), *Psycholinguistics: a book of readings*. New York: Holt, Rinehart & Winston.
- Lenneberg, E. H. (1967). *Biological foundations of language*. New York: Wiley.
- Oldfield, R. C. & Marshall, J. C. (eds) (1968). *Language*. Harmondsworth: Penguin.
- Velten, H. V. (1943). The growth of phonemic and lexical patterns in infant language. *Lg* 19. 281-92.

With the exception of the title-page, book reviews should be submitted in the same form as articles. The title-page should be of the following form:

- F. Smith & G. A. Miller (eds), *The genesis of language*. Cambridge, Mass.: MIT Press, 1966. Pp. xii + 400.

Reviewed by ROGER J. WALES,
Psychology Department,
University of Edinburgh.

© Cambridge University Press 1985

CAMBRIDGE UNIVERSITY PRESS

The Pitt Building, Trumpington Street, Cambridge CB2 1RP
32 East 57th Street, New York, NY 10022, USA
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

Journal of Child Language

Volume 12 Number 1 February 1985

Articles

	<i>page</i>
GRACE, JANET & SUCI, GEORGE J. Attentional priority of the agent in the acquisition of word reference	1
SCHWARTZ, RICHARD G., CHAPMAN, KATHY, PRELOCK, PATRICIA A., TERRELL, BRENDA Y. & ROWAN, LYNNE E. Facilitation of early syntax through discourse structure	13
WEIST, RICHARD M. & KONIECZNA, EMILIA. Affix processing strategies and linguistic systems	27
ALLEN, GEORGE D. How the young French child avoids the pre-voicing problem for word-initial voiced stops	37
CORRIGAN, ROBERTA & ODYA-WEIS, CYNDIE. The comprehension of semantic relations by two-year-olds: an exploratory study	47
ROM, ANITA & DGANI, REVITAL. Acquiring case-marked pronouns in Hebrew: the interaction of linguistic factors	61
LEMPERT, HENRIETTA. Preschool children's sentence comprehension: strategies with respect to animacy	79
PERONARD, MARIANNE. Spanish prepositions introducing adverbial constructions	95
CONNER, PEGGY S. & CHAPMAN, ROBIN S. The development of locative comprehension in Spanish	109
GELMAN, SUSAN A. & MARKMAN, ELLEN M. Implicit contrast in adjectives vs. nouns: implications for word-learning in preschoolers	125
MCCABE, ALLYSSA & PETERSON, CAROLE. A naturalistic study of the production of causal connectives by children	145
PAUL, RHEA. The emergence of pragmatic comprehension: a study of children's understanding of sentence-structure cues to given/new information	161
WATSON, RITA. Towards a theory of definition	181

Notes and Discussion

SCHWARTZ, RICHARD G. & CAMARATA, STEPHEN. Examining relationships between input and language development: some statistical issues	199
GODDARD, M., DURKIN, K. & RUTTER, D. R. The semantic focus of maternal speech: a comment on Ninio & Bruner (1978)	209
LOCKE, JOHN L. The role of phonetic factors in parent reference	215

Reviews

MOERK, E. L.: <i>The mother of Eve - as a first language teacher</i> (Gordon Wells)	221
SOLAN, LAWRENCE: <i>Pronominal reference: child language and the theory of grammar</i> (Shulamuth Chiat)	225
MILLS, A. E. (ed.): <i>Language acquisition in the blind child: normal and deficient</i> (M. Beveridge)	229
MACNAMARA, J.: <i>Names for things: a study of human learning</i> (Martyn D. Barrett)	233
CLAHSEN, H.: <i>Spracherwerbinder der Kindheit - eine Untersuchung zur Entwicklung der Syntax bei Kleinkindern</i> (Anne E. Mills)	239
AIDAROVA, L.: <i>Child development and education</i> (trans. L. Lezhneva) (Kevin Durkin)	244
EDWARDS, MARY LOUISE & SHRIBERG, LAWRENCE D.: <i>Phonology: applications in communicative disorders</i> (Pamela Grunwell)	247