Journal of Child Language

Volume 21
1994
Number 1: 1–255
Number 2: 257–516
Number 3: 517–757

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

PUBLISHED BY
THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge CB2 1RP
40 West 20th Street, New York, NY 10011–4211
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

© Cambridge University Press 1994

Printed in Great Britain by the University Press, Cambridge

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

CONTENTS

VOLUME 21

Articles *Page*

ANDERSON, A. H., CLARK, A. & MULLIN, J. Interactive communication between children: learning how to make language work in dialogue 439

BARD, E. G. & ANDERSON, A. H. The unintelligibility of speech to children: effects of referent availability 623

BASSANO, D. & MENDES-MAILLOCHON, I. Early grammatical and prosodic marking of utterance modality in French: a longitudinal case study 649

BATES, ELIZABETH, MARCHMAN, VIRGINIA, THAL, DONNA, FENSON, LARRY, DALE, PHILIP, REZNICK, J. STEVEN, REILLY, JUDY & HARTUNG, JEFF. Developmental and stylistic variation in the composition of early vocabulary 85

BRAINE, MARTIN D. S. Is nativism sufficient? 9

CHAMPAUD, C. C. & BASSANO, D. French concessive connectives and argumentation: an experimental study in eight- to ten-year-old children 415

DAVIES, I., CORBETT, G., MCGURK, H. & JERRETT, D. A developmental study of the acquisition of colour terms in Setswana 693

DODD, B. & MCEVOY, S. Twin language or phonological disorder? 273

DOLLAGHAN, C. A. Children's phonological neighbourhoods: half empty or half full? 257

EISENBERG, S. L. & CAIRNS, H. S. The development of infinitives from three to five 713

FOSTER-COHEN, SUSAN. Exploring the boundary between syntax and pragmatics: relevance and the binding of pronouns 237

GERKEN, L. A metrical template account of children's weak syllable omissions from multisyllabic words 565

GIERUT, J. A., SIMMERMAN, C. L. & NEUMANN, H. J. Phonemic structures of delayed phonological systems 291

GOLINKOFF, ROBERTA MICHNICK, MERVIS, CAROLYN B. & HIRSH-PASEK, KATHRYN. Early object labels: the case for a developmental lexical principles framework 125

HALL, D. G. How mothers teach basic-level and situation-restricted count nouns 391

KIM, JOHN J., MARCUS, GARY F., PINKER, STEVEN, HOLLANDER, MICHELLE & COPPOLA, MARIE. Sensitivity of children's inflection to grammatical structure 173

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

LEVY, L. & NELSON, K. Words in discourse: a dialectical approach to the acquisition of meaning and use 367
MARCHMAN, V. A. & BATES, E. Continuity in lexical and morphological development: a test of the critical mass hypothesis 339
MARCOS, H. & BERNICOT, J. Addressee co-operation and request reformulation in young children 677
OLLER, D. KIMBROUGH, EILERS, REBECCA E., STEFFENS, MICHELE L., LYNCH, MICHAEL P. & URBANO, RICHARD. Speech-like vocalizations in infancy: an evaluation of potential risk factors 33
PÉREZ-PEREIRA, M. Imitations, repetitions, routines and the child's analysis of language: insights from the blind 317
RADFORD, ANDREW. The syntax of questions in child English 211
RISPOLI, MATTHEW. Pronoun case overextensions and paradigm building 157
SCHNITZER, M. L. & KRASINSKI, E. The development of segmental phonological production in a bilingual child 585
VIHMAN, M. M. & MCCUNE, L. When is a word a word? 517
WIJNEN, FRANK, KRIKHAAR, EVELIEN & DEN OS, ELS. The (non)realization of unstressed elements in children's utterances: evidence for a rhythmic constraint 59
WOOTTON, A. J. Object transfer, intersubjectivity and third position repair: early developmental observations of one child 543

Editorial

PERERA, KATHARINE. Child language research: building on the past, looking to the future 1

Notes & Discussion

O'GRADY, W., CHO, S. W. & SATO, Y. Anaphora and branching direction in Japanese 473
REZNICK, J. S. & GOLDFIELD, B. A. Diary versus representative checklist assessment of productive vocabulary 465
TREHUB, S. E., UNYK, A. M. & HENDERSON, J. L. Children's songs to infant siblings: parallels with speech 735

Reviews

DÖPKE, S. *One parent one language. An interactional approach.* (Annick de Houwer) 745
GARTON, A. F. *Social interaction and the development of language and cognition.* (Clare Tarplee) 500
GOMBERT, J. É. *Metalinguistic development.* (Michael Herriman) 504
QUINLAN, P. *Oxford psycholinguistic database.* (George Dunbar) 513

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

RADFORD, A. *Syntactic theory and the acquisition of English syntax : the nature of early child grammars of English.* (Virginia C. Mueller Gathercole & Kemp Williams) 489
TOMASELLO, M. *First verbs : A case study of early grammatical development.* (Douglas A. Behrend) 748
VOLTERRA, V. & ERTING, C. J. (EDS.) *From gesture to language in hearing and deaf children.* (Roberta Michnick Golinkoff & Laura Kenealy) 509
Index of books received 753
Acknowledgement 757

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

CAMBRIDGE...CHARTING THE GROWTH OF LANGUAGE

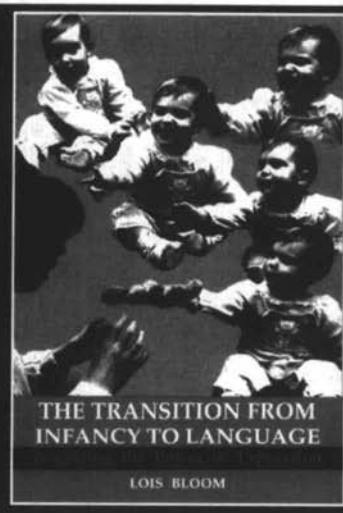
The Transition from Infancy to Language

Acquiring the Power of Expression

Lois Bloom

Examines the expressive power children acquire as they begin to talk and analyzes their cognitive development, affect expression, and the social context for making the transition from prelinguistic expression to the expression of contents of mind.

1993 363 pp. 44031-9 Hardback $44.95



Now in paperback....

Language Development from Two to Three

Lois Bloom

"...an important first step toward the goal of finding ways to integrate children's acquisition of grammar into their more general cognitive and social-cognitive development..."

— Michael Tomasello, Merrill-Palmer Quarterly

"... an excellent approach which is absolutely essential reading for anyone interested in the study of syntax acquisition."

— Almuena Gimenez de la Pena, First Language

523 pp. 43583-8 Paperback $24.95

Available in bookstores or from

CAMBRIDGE UNIVERSITY PRESS

40 West 20th Street,
New York, NY 10011-4211.
Call toll free 800-872-7423.
MasterCard/VISA accepted. Prices subject to change.

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

W DE G

Walter de Gruyter
Berlin • New York

Linguistic Disorders and Pathologies

An International Handbook

Edited by
Gerhard Blanken, Jürgen Dittmann, Hannelore Grimm, John C. Marshall, Claus-W. Wallesch

1993. 27,0 x 19,0 cm. XIV, 962 pages. With numerous figures and one plate. Cloth DM 830,-/öS 6.474,-/sFr 784,- ISBN 3-11-011324-4

(Handbücher zur Sprach- und Kommunikationswissenschaft/Handbooks of Linguistics and Communication Science/Manuels de linguistique et des sciences de communication, Volume 8)

In 87 articles, leading international authorities present an overview of pathological and non-pathological disturbances of language behavior. The following areas are covered:

- language processing in normal speakers and its disorders, e.g., slips of tongue,
- language disorders resulting from brain damage,
- speech disorders in neurological disease,
- language behavior in neurotic and psychotic conditions,
- disorders of language development.

The implications of these various forms of deviant language behavior for our understanding of linguistic processus and their cerebral basis are analyzed and discussed in detail. In addition, psychological, neurological and psychiatric aspects of linguistic disorders are reviewed.

Contents: I. Language Use in Normal Speakers and its Disorders. II. Acquired Organic Pathologies of Language Behavior: Neurolinguistic Disorders. III. Acquired Organic Pathologies of Language Behavior: Neurophonetic Disorders. IV. Pathologies of Language Use in Psychiatric Disorders. V. Pathologies and Disorders of Language Development. VI. Indexes

Price is subject to change

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

CAMBRIDGE

Anniversary issue available in book form

Growing Points in Child Language

Edited by KATHARINE PERERA, GLYN COLLIS and BRIAN RICHARDS

This volume makes available in book form, complete with index, the twentieth anniversary issue of the *Journal of Child Language*.

£12.95 net PB 0 521 46906 6 272 pp.

The Lexicon in Acquisition

EVE V. CLARK

Eve Clark here argues for the centrality of the lexicon in language and language acquisition.

£30.00 net HB 0 521 44050 5 312 pp
Cambridge Studies in Linguistics 65

The Transition from Infancy to Language

Acquiring the Power of Expression

LOIS BLOOM

A study of how developments in language, cognition, and emotional expression integrate in the process of early development.

£35.00 net HB 0 521 44031 9 364 pp.

Input and Interaction in Language Acquisition

Edited by CLARE GALLAWAY and BRIAN J. RICHARDS

This collection by linguists and psychologists examines the nature and effects of language addressed to language learners, and assesses their relevance for the practitioner and their theoretical implications.

£40.00 net HB 0 521 43109 3 331 pp.
£14.95 net PB 0 521 43725 3

Progression and Regression in Language

Sociocultural, Neuropsychological and Linguistic Perspectives

Edited by KENNETH HYLTENSTAM and ÅKE VIBERG

A cross linguistic collection of studies of language progression and regression at the societal and individual level, assessing the processes from sociocultural, neuropsychological and linguistic perspectives.

£45.00 net HB 0 521 43290 1 504 pp.
£17.95 net PB 0 521 43874 8

CAMBRIDGE
UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

Essential Language from Cambridge

The Transition from Infancy to Language
Acquiring the Power of Expression
Lois Bloom
Explores the expressive power children acquire as they begin to talk and analyzes their cognitive development, affect expression, and the social context for making the transition from prelinguistic expression to the expression of contents of mind.
1993 384 pp.
44031-9 Hardcover $44.95

Sociocultural Approaches to Language and Literacy
An Interactionist Perspective
Edited by Vera John-Steiner, Carolyn P. Panofsky, and Larry W. Smith
Examines one of the most crucial areas of education—the acquisition of literacy—with an effective combination of theory and practice.
1994 384 pp.
37301-8 Hardcover $59.95

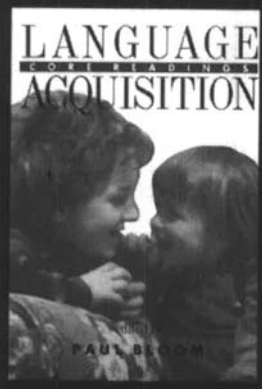
Now in paperback...

Becoming a Reader
The Experience of Fiction from Childhood to Adulthood
J.A. Appleyard
228 pp. 46756-X Paper $14.95

Language Development from Two to Three
Lois Bloom
524 pp. 43583-8 Paper $24.95

Available in bookstores or from
CAMBRIDGE UNIVERSITY PRESS
40 West 20th Street, New York, NY 10011-4211.
Call toll free 800-872-7423.MasterCard/VISA accepted. Prices subject to change.

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press



To order call toll-free 1-800-356-0343 (US & Canada) or (617) 625-8569. MasterCard & VISA accepted. Prices will be higher outside the U.S and are subject to change without notice.

The MIT Press
55 Hayward Street
Cambridge, MA 02142

Child Language

Original in Paperback

LANGUAGE ACQUISITION
Core Readings
edited by Paul Bloom

Language Acquisition offers, in one convenient reader, work by the most outstanding researchers in each field and is intended as a snapshot of the sort of theory and research taking place in language acquisition in the 1990s. All of the articles and chapters were chosen to reflect topics and debates of current interest, and all take an interdisciplinary approach to language development, relating the study of how a child comes to possess a language to issues within linguistics, computational theory, biology, social cognition, and comparative psychology.

A Bradford Book 624 pp. $22.50 paper

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

NOTES FOR CONTRIBUTORS

Articles, and papers for the Notes and Discussion section, should be sent to The Editor, Professor K. Perera, Department of Linguistics, University of Manchester, Manchester, M13 9PL, UK. All submissions are read by a member of the editorial team to check whether, with regard to readability and content, they are appropriate to send to referees. All eligible manuscripts are then sent, anonymously, to two referees. When the referees' reports are received, each manuscript is evaluated by the editorial team, and the Editor informs the author of their decision. Articles should be written in English and should not normally exceed 24 printed pages (roughly 10,000 words). Typescripts that conform to the following guidelines help to speed the production process. (For a more detailed style sheet, please write to the Editor.)

1. FOUR copies should be submitted.
2. Submissions should be typed on A4 paper (or 21·6 cm), on one side of the paper only. The entire text should be double-spaced, with ample margins.
3. Each copy should have a separate title page giving the title, the full names of the author(s) with their affiliations, any acknowledgements, a full address for correspondence and – at the top – a running headline of not more than 40 characters. Other pages in the typescript should NOT carry the author's name.
4. Each copy should have an abstract on a separate sheet (not more than 150 words long for articles and 100 words for notes). The abstract should give the aims of the study, the general method and the principal conclusions.
5. Articles should be clearly divided into appropriately-labelled but unnumbered sections: often, but not necessarily, Introduction, Method, Results, and Discussion. Side headings should be used within these sections, e.g. *Subjects*, *Procedure*, etc.
6. Footnotes, which are expensive to set, should not be used unless absolutely necessary; they should not contain phonetic characters or other special symbols. They should be numbered and listed on a separate sheet at the end of the article.
7. Each table and figure should be on a separate sheet at the end of the article; their position in the text should be clearly indicated. They should have a title and should be numbered independently of any numbered examples in the text. Figures should, if possible, be camera-ready.
8. Ages should be stated in years, months and – if necessary – days, like this: 1;10.22.
9. Phonetic transcriptions should, wherever possible, employ the IPA symbols.
10. Emphasis and technical terms should be marked by double underlining (small capitals). Standard linguistic abbreviations should be in large capitals, e.g. AUX, NP. Language examples in the body of the text should be underlined (italics). Translations and glosses should be given between single inverted commas.
11. References in the body of the text should be made like this:

    According to Snow (1990: 698); OR, In the sixties and seventies, several authors published important work on combinatorial speech (Braine, 1963; Miller & Ervin, 1964; Bloom, 1970; Schlesinger, 1974).

    Note that such references are in DATE order, not alphabetical order, and that pairs of authors are joined by &.
12. All works referred to should be listed at the end of the article in alphabetical order, as in these examples:

    Cruttenden, A. (1986). *Intonation*. Cambridge: C.U.P.

    Karmiloff-Smith, A. (1986). Some fundamental aspects of language development after age five. In P. Fletcher & M. Garman (eds), *Language acquisition: studies in first language development*. Second edition. Cambridge: C.U.P.

    O'Grady, W., Peters, A. M. & Masterson, D. (1989). The transition from optional to required subjects. *Journal of Child Language* 16, 513–29.

Printed in Great Britain by the University Press, Cambridge

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press

Journal of Child Language

Volume 21 Number 3 October 1994

page

Articles

VIHMAN, MARILYN MAY & MCCUNE, LORRAINE. When is a word a word? 517

WOOTTON, ANTHONY J. Object transfer, intersubjectivity and third position repair: early developmental observations of one child 543

GERKEN, LOUANN. A metrical template account of children's weak syllable omissions from multisyllabic words 565

SCHNITZER, MARC L. & KRASINSKI, EMILY. The development of segmental phonological production in a bilingual child 585

BARD, ELLEN GURMAN & ANDERSON, ANNE H. The unintelligibility of speech to children: effects of referent availability 623

BASSANO, DOMINIQUE & MENDES-MAILLOCHON, ISABELLE. Early grammatical and prosodic marking of utterance modality in French: a longitudinal case study 649

MARCOS, HAYDÉE & BERNICOT, JOSIE. Addressee co-operation and request reformulation in young children 677

DAVIES, IAN, CORBETT, GREVILLE, MCGURK, HARRY & JERRETT, DAVID. A developmental study of the acquisition of colour terms in Setswana 693

EISENBERG, SARITA L. & CAIRNS, HELEN, S. The development of infinitives from three to five 713

Note

TREHUB, SANDRA E., UNYK, ANNA M. & HENDERSON, JOANNA L. Children's songs to infant siblings: parallels with speech 735

Reviews

DÖPKE, S. *One parent one language. An interactional approach.* (Annick de Houwer) 745

TOMASELLO, M. *First verbs: A case study of early grammatical development.* (Douglas A. Behrend) 748

Index of books received 753

Acknowledgement 757

CAMBRIDGE
UNIVERSITY PRESS

0305-0009(199410)21:3;1-V

https://doi.org/10.1017/S0305000900009430 Published online by Cambridge University Press