

ANNOUNCEMENT

A Child Language Data Exchange System is being established to facilitate the archiving, the exchange, and the reanalysis of child language transcript data. Transcripts will be stored in computer readable form together with whatever useful analyses have been carried out on them. The transcripts can then be made available to researchers for inspection and further analyses, subject to the restrictions placed on them by contributors. If you have child language transcript data (children in conversation with peers, caretakers, or teachers, or producing monologue forms such as narratives) which you would be willing to consider contributing to the system, please send the information called for in the following nine questions to:

Dr. Brian MacWhinney
Child Language Data Exchange System
Department of Psychology
Carnegie-Mellon University
Pittsburgh, PA 15213
Computer address: macwhinney@cmu-cs-a
Phone: 412-578-2656

Questions

1. Please provide a general description of the nature of any child language transcript data that you would be willing to contribute to the system. Please give the size of the corpora, numbers of subjects, ages of subjects, nature of communicative context, method of transcription, etc.
2. Please describe the nature of the media in which these data are coded; i.e., handwritten, typed, published, or computer-coded.
3. Are you willing to share these data with other researchers? What conditions of copyright or authorship would you wish to place upon their use?
4. Are there specific types of analyses that would be appropriate for the data (i.e., phonological, lexical, syntactic, semantic, speech act, discourse, individual differences, etc.)?
5. What kinds of data would you like to receive from the exchange system? Are you interested in particular types of transcripts? Particular types of codings? etc.
6. What computer systems do you use? What data formats can you read and write? Do you have access to ARPANET, BITNET, or CSNET?
7. What kinds of computer-based analytic procedures would be useful to you? What machine(s) would you run them on?
8. Are you involved in the development of coding systems or data-processing schemes that could be of general use to other members of the exchange system? Would you be willing to share your work in these areas?
9. In general, do you have suggestions regarding policies and directions for the exchange system?

Inquiries about the system and access to it can also be addressed to Brian MacWhinney.

Brian MacWhinney and Catherine Snow
Project Directors

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The Boston University School of Education announces the 9th Annual Conference on Language Development, to be held on 12, 13, and 14 October 1984. Papers on the topics of first and second language acquisition, bilingualism, language disorders, reading, writing, testing and evaluation, sign language, neurolinguistics, and sociolinguistics will be presented. Elinor Ochs, Department of Linguistics - University of Southern California, will present the keynote address, "Input and Folk Epistemology." To obtain information on pre-registration, write: Language Development Conference, School of Education, 605 Commonwealth Avenue, Boston University, Boston, MA 02215.

Language in Primates

Perspectives and Implications

Editors: **J. de Luce, H. T. Wilder**

1983. 8 figures. XI, 198 pages.
DM 38,-; approx. US \$ 14.20
ISBN 3-540-90799-8

Now available in a soft cover edition designed especially for students, **Languages in Primates** evaluates new results of experiments which seek to teach human sign language to nonhuman primates. Examining the sensitive methodological, conceptual and ethical issues generated by these studies, this book offers a balanced overview of the current debate in the field. Distinguished researchers in psychology, linguistics and philosophy have joined their efforts to create this work. Their multi-disciplinary viewpoints provide fresh insights into the interaction between communication, language and cognitive capacities of humans and primates.

Discourse Development

Editor: **S. A. Kuczaj, II.**

1984. Approx. 5 figures. Approx. 382 pages.
Cloth DM 76,-; approx. US \$ 28.40
(Springer Series in Cognitive Development)
ISBN 3-540-90938-9

This edited volume brings together current research pertaining to the development of communicative skills in children. In addition to learning how to articulate sound, attach meanings to words, and utilize grammar, children who are acquiring language for the first time must also perfect a number of complex interactional and communication skills. These skills include learning how to participate in a conversation, tell a story, offer an explanation, answer questions, and generally participate in discourse. The contributors to this volume approach the development of discourse skills from a number of perspectives, aimed mostly at exploring how communicative development is intertwined with other aspects of language development. Topics in the volume range from a discussion of the implications of ethology for communicative development to a consideration of communicative development in atypical language learners.



Springer-Verlag
Berlin Heidelberg New York Tokyo

Tiergartenstr. 17, D-6900 Heidelberg 1, 175 Fifth Ave., New York, NY 10010, USA,
37-3, Hongo 3-chome, Bunkyo-ku, Tokyo 113, Japan

2544/5/2 h

Reader: Essays in Reader-Oriented
Theory, Criticism, and Pedagogy

Editor: Elizabeth A. Flynn
Assistant Editor: Debra K. Johnson
Michigan Technological University

Reader is a semiannual publication issued in the fall and spring contributing to discussion of reader-response theory, criticism, and teaching. Recent issues have addressed such topics as "The Ideologies of Reader-Oriented Literary Theory" and "Relationships Between Response Theories and Reading Research." Future issues will focus on reading/writing relationships, response and emotion, deconstruction, and the work of Stanley Fish.

Subscription rates are \$5 per year, \$8 outside the United States. Make checks payable to Michigan Technological University. Address all inquiries to:

Elizabeth A. Flynn
Department of Humanities
Michigan Technological University
Houghton, MI 49931

INSTRUCTIONS TO AUTHORS

The Editors of *Applied Psycholinguistics* are Catherine E. Snow, Harvard Graduate School of Education, and John L. Locke, Massachusetts General Hospital. Authors should submit their original manuscript plus three copies to:

The Editorial Office, *Applied Psycholinguistics*
Harvard Graduate School of Education
Larsen Hall, 7th Floor
Cambridge, MA 02138

Submissions may be full length articles (original research, theoretical or methodological studies, issue-oriented literature reviews), short notes, or critical responses to articles previously published in *Applied Psycholinguistics*.

Spelling, capitalization, and punctuation should be consistent within each article and each note, and should follow the style recommended in the latest edition of the *Publication Manual of the American Psychological Association*. A *title* should be given for each article and note. An *auxiliary short title* should be given for any article or note whose title exceeds 50 characters. The *author's name* should be given in the form preferred for publication; the *affiliation* should include the author's full mailing address. An *abstract* should be prepared for each article (limited to 120 words) and note (limited to 60 words). *Tables and figures* (which comprise photographs, charts, or other artwork) should be numbered consecutively throughout the article or note. *Bibliographic citations in the text* must include the author's last name and the date of publication and may include page references. Complete bibliographic information for each citation should be included in the list of references. Examples of correct styling for bibliographic citations are: Brown (1973), Ingram (1976, 54–55), Smith and Miller (1966), (Smith & Miller, 1966), (Peterson, Danner & Flavell, 1972) and subsequently (Peterson et al., 1972). *References* should be typed in alphabetical order using the style of the following examples:

Brown R. (1973). Schizophrenia, language and reality. *American Psychologist*, 28, 395–403.

Ingram, D. (1976). *Phonological disability in children*. New York: Elsevier.

Krashen, S. D. (1978). Individual variation in the use of the Monitor. In W. C. Ritchie (Ed.), *Second language acquisition research*. New York: Academic Press.

Smith, F., & Miller, G. A. (Eds.). (1966). *The genesis of language*. Cambridge, Mass.: M.I.T. Press.

Titles of journals should *not* be abbreviated.

Preparation of the manuscript

The entire manuscript, including footnotes and references, should be typed double-spaced on 8½ by 11 inch or A4 paper, with margins set to accommodate approximately 70 characters per line and 25 lines per page, and should not exceed 50 typed pages. Each element of the article or note should begin on a new page and should be arranged as follows: title page (including title, short title, author's full name and affiliation, including mailing address), abstract, text with tables interspersed as they occur, appendixes, acknowledgments, footnotes, references (including reference notes for unpublished citations), captions and figures. Each table and figure should be submitted on a separate page. Manuscript pages should be numbered consecutively.

Figures should be ready for photographic reproduction; they cannot be redrawn by the printer. Charts, graphs, or other artwork should be drawn in black ink on white paper to occupy a standard area of 8½ by 11 or 8½ by 5½ inches before reduction. Photographs should be glossy black-and-white prints; 8 by 10 inch enlargements are preferred. All labels and details on figures should be clearly printed and large enough to remain legible after a reduction to half-size. It is recommended that labels be done in transfer type of a san-serif face such as Helvetica.

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Each author will receive 25 offprints of his or her article or note without charge; additional copies may be purchased if ordered at proof stage.

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Applied Psycholinguistics

Volume 5 Number 1 1984

Editor's overview 1

Articles

- FRED GENESSEE The socio-psychological significance of bilingual code switching for children 3
- MAVIS L. DONAHUE Learning disabled children's conversational competence: An attempt to activate the inactive listener 21
- ROBERT KAIL, CATHERINE A. HALE, LAURENCE B. LEONARD, and MARILYN A. NIPPOLD Lexical storage and retrieval in language-impaired children 37
- SUSAN GASS Development of speech perception and speech production abilities in adult second language learners 51

Book Reviews

- TZENG, OVID J. L. & SINGER, HARRY (Eds.) *Perception of print: Reading research in experimental psychology* (Frank R. Vellutino) 75
- OMARK, DONALD R. & ERICKSON, JOAN GOOD (Eds.) *The bilingual exceptional child* (Margaret Bruck) 81
- IRWIN, JOHN V. & WONG, SOEK P. (Eds.) *Phonological development in children 18 to 72 months* (Carla Dunn) 84
- STUDDERT-KENNEDY, MICHAEL (Ed.) *Psychobiology of language* (Karen A. Nolan) 89
- LONGACRE, ROBERT E. *The grammar of discourse* (G. G. Abkarian) 91
- SOMMERS, RONALD K. *Articulation disorders* (David Ingram) 96

©Cambridge University Press 1984

CAMBRIDGE UNIVERSITY PRESS

The Pitt Building, Trumpington Street, Cambridge CB2 1RP, England

32 East 57 Street, New York, N.Y. 10022, USA

296 Beaconsfield Parade, Middle Park, Melbourne 3206, Australia

Printed in the United States of America by Capital City Press, Montpelier, Vermont