Journal of Child Language

Volume 22

1995 Number 1: 1-243 Number 2: 245-472 Number 3: 473-741



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 1995

Printed in Great Britain by the University Press, Cambridge

CONTENTS

VOLUME 22

Articles	Page
Announcement	245
BACKSCHEIDER, ANDREA G. & GELMAN, SUSAN A. Children's under-	
standing of homonyms	107
BEHREND, DOUGLAS A., HARRIS, L. LYNN & CARTWRIGHT, KELLY B. Morphological cues to verb meaning: verb inflections and the initial mapping of verb meanings	89
BLACKMORE, AMANDA MARIE, PRATT, CHRIS & DEWSBURY, ALISON.	09
The use of props in a syntactic awareness task	405
BRUCK, MAGGIE & GENESEE, FRED. Phonological awareness in young	403
second language learners	307
CHOI, SOONJA & GOPNIK, ALISON. Early acquisition of verbs in	5-7
Korean: a cross-linguistic study	497
CLARK, EVE V., CARPENTER, KATHIE L. & DEUTSCH, WERNER.	177
Reference states and reversals: undoing actions with verbs	633
DAVIS, KATHARINE. Phonetic and phonological contrasts in the	
acquisition of voicing: voice onset time production in Hindi and	
English	275
DE VILLIERS, JILL & ROEPER, THOMAS. Relative clauses are barriers to	
wh-movement for young children	389
DROZD, KENNETH F. Child English pre-sentential negation as meta-	
linguistic exclamatory sentence negation	583
ELBERS, LOEKIE. Production as a source of input for analysis: evidence	
from the developmental course of a word-blend	47
GENESEE, FRED, NICOLADIS, ELENA & PARADIS, JOHANNE. Language differentiation in early bilingual development	611
GOLINKOFF, ROBERTA MICHNICK & ALIOTO, ANTHONY. Infant-	
directed speech facilitates lexical learning in adults hearing	
Chinese: implications for language acquisition	703
HARRIS, MARGARET, YEELES, CAROLINE, CHASIN, JOAN & OAKLEY,	
YVONNE. Symmetries and asymmetries in early lexical com-	
prehension and production	I
KERTOY, MARILYN K. & VETTER KLUPPEL, DOLORES. The effect of	
conversational setting on topic continuation in mother-child dyads	73
MASATAKA, NOBUO. The relation between index-finger extension and	
the acoustic quality of cooing in three-month-old infants	247
Merriman, William E., Jarvis, Lorna H. & Marazita, John M.	
How shall a deceptive thing be called?	129

JOURNAL OF CHILD LANGUAGE

MINAMI, MASAHIKO & MCCABE, ALLYSSA. Rice balls and bear hunts: Japanese and North American family narrative patterns MOORE, CHRIS, GILBERT, CHERYL & SAPP, FELICITY. Children's	423
comprehension of the distinction between <i>want</i> and <i>need</i> NAIGLES, LETITIA G. & GELMAN, SUSAN A. Overextensions in com- prehension and production revisited: preferential-looking in a	687
study of <i>dog</i> , <i>cat</i> and <i>cow</i> PEARSON, BARBARA ZURER, FERNÁNDEZ, SYLVIA & OLLER, D. K. Cross-language synonyms in the lexicons of bilingual infants: one language or two?	19
POULIN-DUBOIS, DIANE, GRAHAM, SUSAN & SIPPOLA, LORRIE. Early lexical development: the contribution of parental labelling and infants' categorization abilities	345 325
QUAY, SUZANNE. The bilingual lexicon: implications for studies of language choice	369
ROBINSON, ELIZABETH J., MITCHELL, PETER & NYE, REBECCA. Young children's treating of utterances as unreliable sources of knowledge	663
ROME-FLANDERS, TIBIE & CRONK, CAROLYN. A longitudinal study of infant vocalizations during mother-infant games	259
SMYTH, RON. Conceptual perspective-taking and children's inter- pretation of pronouns in reported speech	171
So, LYDIA K. H. & DODD, BARBARA J. The acquisition of phonology by Cantonese-speaking children	473
SURIAN, LUCA. Children's ambiguous utterances: a re-examination of processing limitations on production	151
THIBAUT, JEAN-PIERRE, RONDAL, JEAN A. & KÄENS, ANNE-MARIE. Actionality and mental imagery in children's comprehension of declaratives	189
VENEZIANO, EDY & SINCLAIR, HERMINA. Functional changes in early child language: the appearance of references to the past and of suplementions	-
explanations Xu, FEI & PINKER, STEVEN. Weird past tense forms	557 531
Notes and Discussion	
CHARLES-LUCE, JAN & LUCE, PAUL A. An examination of similarity neighbourhoods in young children's receptive vocabularies	727
INGRAM, DAVID. The cultural basis of prosodic modifications to infants and children: a response to Fernald's universalist theory	223
MARCUS, GARY F. Children's overregularization of English plurals: a quantitative analysis	447
MERVIS, CAROLYN B. & BERTRAND, JACQUELINE. Early lexical acquisi- tion and the vocabulary spurt: a response to Goldfield & Reznick	461
WATSON, RITA. Relevance and definition	211

.

JOURNAL OF CHILD LANGUAGE

Reviews

BISHOP, D. & MOGFORD, K. (eds), Language development in exceptional	
circumstances. (Ulrika Nettelbladt)	235
HULIT, L. M. & HOWARD, M. R. Born to talk : an introduction to speech	
and language development. (Eeva Leinonen)	240
MESSER, D. The development of communication : from social interaction	
to language. (Kathy Hirsh-Pasek & Jennifer Rehill)	469
Index of books received	737
Acknowledgement	74 I

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.
- 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/S0305000900009910 Published online by Cambridge University Press

Journal of Child Language

Volume 22 Number 3 October 1995

Articles

So, LYDIA K. H. & DODD, BARBARA J. The acquisition of phonology by Cantonese-speaking children	
Cantonese-speaking children	473
Сної, Soonja & Gopnik, Alison. Early acquisition of verbs in Korean: a	
cross-linguistic study	497
XU, FEI & PINKER, STEVEN. Weird past tense forms	531
VENEZIANO, EDY & SINCLAIR, HERMINA. Functional changes in early child language: the appearance of references to the past and of explanations	557
DROZD, KENNETH F. Child English pre-sentential negation as metalinguistic exclamatory sentence negation	583
GENESEE, FRED, NICOLADIS, ELENA & PARADIS, JOHANNE. Language differentiation in early bilingual development	611
CLARK, EVE V., CARPENTER, KATHIE L. & DEUTSCH, WERNER. Reference states and reversals: undoing actions with verbs	633
ROBINSON, ELIZABETH J., MITCHELL, PETER & NYE, REBECCA. Young children's treating of utterances as unreliable sources of knowledge	663
MOORE, CHRIS, GILBERT, CHERYL & SAPP, FELICITY. Children's comprehension of the distinction between <i>want</i> and <i>need</i>	687
GOLINKOFF, ROBERTA MICHNICK & ALIOTO, ANTHONY. Infant- directed speech facilitates lexical learning in adults hearing Chinese:	
implications for language acquisition	703
Note	
CHARLES-LUCE, JAN & LUCE, PAULA. An examination of similarity neighbourhoods in young children's receptive vocabularies	727
Index of books received	737
Acknowledgement	741





page