Language and Linguistics
Books and Journals from Cambridge University Press

We are the world’s leading publisher in language and linguistics, with a wide-ranging list of journals and books covering the scope of this discipline.

Our publishing encompasses theoretical, applied and sociolinguistics, and represents a breadth of subfields, including grammar and syntax, phonetics and phonology, semantics and pragmatics, historical linguistics, discourse and conversation analysis, psycholinguistics and neurolinguistics, and first and second language acquisition.

Our acclaimed book list includes state-of-the-art monographs as well as major reference works, guides to research methods, and textbooks at all levels.

For further details visit: cambridge.org/core-languare-and-linguistics
Journal of Child Language
The Journal of the International Association for the Study of Child Language

Editor
Johanne Paradis University of Alberta

Associate Editors
Elma Blom Utrecht University
Cécile De Cat University of Leeds
Caroline Rowland University of Liverpool
Melanie Soderstrom University of Manitoba

Holly Storkel University of Kansas
Laura Wagner Ohio State University
Elizabeth Wonnacott University College London

Editorial Assistant
Miles Lambert

Founding Editor
David Crystal (Bangor)

Editorial Board
S. Allen (Kaiserslautern)
E. Bavin (La Trobe)
R. Berman (Tel-Aviv)
H. Behrens (Basel)
E. Clark (Stanford)
S. Curtin (Calgary)
P. Dale (New Mexico)
A. De Houwer (Erlfort)
K. Demuth (Macquarie)
P. Fletcher (Cork)
S. Gelman (Michigan)
R. Golinkoff (Delaware)
M. T. Guasti (Milan)
E. Hoff (Florida Atlantic)
J. Iverson (Pittsburgh)
H. Jisa (Kyoto)
M. Kehoe-Winkler (Leipzig)
E. Kidd (Australia)
P. Li (Pennsylvania)
E. Lieven (Leipzig)

B. MacWhinney (Carnegie Mellon)
T. Marinis (Reading)
R. Mayberry (San Diego)
K. McGregor (Iowa)
G. Morgan (London)
Y. Oshima-Takane (McGil)
P. S. Pine (Liverpool)
L. Serratrici (Reading)
(The Secretary of the International Association for the Study of Child Language)

E. Clark (Stanford)
M. Tomasello (Berlin)
J. Snedeker (Harvard)
S. Stokes (Canterbury, NZ)
T. Suzuki (Kyoto)
M. Tommasello (Leipzig)
M. Vihman (Iowa)
J. Werker (British Columbia)
V. Yip (Hong Kong)

Editorial Policy
The journal publishes articles on all aspects of the scientific study of language behaviour in children, the principles which underlie it, and the theories which may account for it. The international range of authors and breadth of coverage allow the journal to forge links between many different areas of research including psychology, linguistics, cognitive science and anthropology. This interdisciplinary approach spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics, and any other recognised facet of cognitive science and anthropology. This interdisciplinary approach spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics, and any other recognised facet of cognitive science and anthropology. This interdisciplinary approach spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics, and any other recognised facet of cognitive science and anthropology. This interdisciplinary approach spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics, and any other recognised facet of cognitive science and anthropology. This interdisciplinary approach spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics, and any other recognised facet of cognitive science and anthropology. This interdisciplinary approach spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics, and any other recognised facet of cognitive science and anthropology. This interdisciplinary approach spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics, and any other recognised facet of cognitive science and anthropology. This interdisciplinary approach spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics, and any other recognised facet of cognitive science and anthropology. This interdisciplinary approach spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics, and any other recognised facet of cognitive science and anthropology.

Abstracting
The journal is covered by relevant abstracting and indexing services including: Abstracts in Anthropology, Applied Social Sciences Index & Abstracts, Arts & Humanities Citation Index (A&HCI), Association for Education and Rehabilitation of the Blind and Visually Handicapped Yearbook, Bibliography of Developmental Medicine & Child Neurology, British Education Abstracts, Chicorel Abstracts to Reading and Learning Disabilities, Child Development Abstracts, Communication Abstracts, Current Contents, Current Index to Journals in Education, Education Index, Education Resources Information Center, European Reference Index for the Humanities and Social Sciences (ERIH PLUS), Language Teaching, Linguistic Abstracts, Linguistic Bibliography, Linguistics and Language Behaviour Abstracts, MLA Bibliography, PsychINFO, Psychological Abstracts, Sage Family Studies Abstracts, Scopus, Social Sciences Citation Index (SSCI), Sociological Abstracts.

Subscriptions
Journal of Child Language (ISSN 0305-0009) is published six times a year, in January, March, May, July, September and November; six parts form a volume.

The subscription price (excluding VAT) for institutions of Volume 44, 2017 is: £529 ($878) for print and online access; £440 ($739) for online-only access; £494 ($817) for print-only access. For individuals ordering direct from the publishers and certifying that the journal is for the personal use the price is £84 ($144) for print and online access; £80 ($130) for print only. Single part costs are £95 each ($157 in the USA, Canada and Mexico) plus postage.

The journal is offered to individual members of the International Association for the Study of Child Language at the special price of £41 ($64) for print only and £25 ($40) for online-only access. Orders, which must be accompanied by payment, should be sent to a bookseller or subscription agent or direct to the publisher: Cambridge University Press, Journals Fulfillment Department, UPH, Shaftesbury Road, Cambridge CB2 8BS, UK (in the USA, Canada and Mexico, to Cambridge University Press, Journals Fulfillment Department, 1 Liberty Plaza, Floor 20, New York, NY 10006, USA).

EU subscribers (outside the UK) who are not registered for VAT should add VAT at their country’s rate. VAT registered subscribers should provide their VAT registration number.

Japanese prices for institutions are available from Kinokuniya Company Ltd, P.O. Box 55, Chitose, Tokyo 156, Japan.

Prices include delivery by air when appropriate. Periodicals postage paid at New York, NY and at additional mailing offices.

Postmaster
Send address changes in the USA, Canada and Mexico to: Journal of Child Language, Cambridge University Press, 1 Liberty Plaza, Floor 20, New York, NY 10006, USA.

Copying
This journal is registered with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923, USA. Organizations in the USA who are also registered with C.C.C. may therefore copy material (beyond the limits permitted by sections 107 and 108 of US copyright law) subject to payment to C.C.C. of the per-copy fee of $16.00. This consent does not extend to multiple copying for promotional or commercial purposes.

Code 0305-0009/2017 $16.00. Organizations authorized by the Copyright Licensing Agency may also copy material subject to the usual conditions.

JSI Tear Sheet Service, 3501 Market Street, Philadelphia, Pennsylvania 19104, USA, is authorized to supply single copies of separate articles for private use only. For all other use, permission should be sought from the Cambridge or the American Branch of Cambridge University Press.

Internet Access
This journal is included in the Cambridge Core service which can be found at cambridge.org/core.

Instructions for contributors
Notes for contributors can be downloaded from the journal’s website: cambridge.org/jcl.

© Cambridge University Press 2017

Printed in the UK by Bell & Bain Limited.

This journal issue has been printed on FSC-certified paper and cover board. FSC is an independent, non-governmental, not-for-profit organization established to promote the responsible management of the world’s forests. Please see www.fsc.org for information.

https://doi.org/10.1017/S0305000917000101 Published online by Cambridge University Press
Interfaces between cognition and language development edited by Johanne Paradis and Cecile De Cat

De Cat, Cecile & Paradis, Johanne

Introduction: special section on interfaces between cognition and language development 497

Graham, Susan A., San Juan, Valerie & Khu, Melanie

Words are not enough: how preschoolers’ integration of perspective and emotion informs their referential understanding 500

Ferguson, Brock & Waxman, Sandra

Linking language and categorization in infancy 527

Barner, David

Language, procedures, and the non-perceptual origin of number word meanings 553

D’Souza, Dean, D’Souza, Hana & Karmiloff-Smith, Annette

Precursors to language development in typically and atypically developing infants and toddlers: the importance of embracing complexity 591

Articles

Habib, Rania

Parents and their children’s variable language: Is it acquisition or more? 628

Bunce, John P. & Scott, Rose M.

Finding meaning in a noisy world: exploring the effects of referential ambiguity and competition on 2-5-year-olds’ cross-situational word learning 650

Frank, Michael C., Braginsky, Mika, Yurovsky, Daniel & Marchman, Virginia A.

Wordbank: an open repository for developmental vocabulary data 677

Chen, Jidong

When transparency doesn’t mean ease: learning the meaning of resultative verb compounds in Mandarin Chinese 695

Brief Research Reports

Schwartz, Amy Louise, Van Kleck, Anne, Maquire, Mandy J. & Abdi, Hervé

Do acting out verbs with dolls and comparison learning between scenes boost toddlers’ verb comprehension? 719

Conwell, Erin

Prosodic disambiguation of noun/verb homophones in child-directed speech 734

Choe, Jinsun & O’Grady, William

Asymmetry in children’s comprehension of raising 752

Cambridge Core

For further information about this journal please go to the journal website at: cambridge.org/jcl

https://doi.org/10.1017/S0305000917000101 Published online by Cambridge University Press