Profiling Linguistic Disability

David Crystal

Profiling has been acknowledged as a major contribution to the treatment of language disorder. This book extends the idea of profiling to other areas. It is based on several years of research and clinical application and introduces profiling procedures for three other important areas of language disability – segmental phonology, prosody and semantics – besides including a revised version of the grammatical profiling procedure, LARSP. Professor Crystal presents a detailed account of each profiling procedure, with explicit guidance on its use and examples of its application.

£7.95 approx paper
256 pages approx
November

Edward Arnold
41 Bedford Square
London WC1B 3DQ

https://doi.org/10.1017/S0305000900004888 Published online by Cambridge University Press

Journal of Child Language

Volume 9
1982

Number 1: 1–288
Number 2: 289–526
Number 3: 527–711

Cambridge
at the University Press
1982

https://doi.org/10.1017/S0305000900004888 Published online by Cambridge University Press

PUBLISHED BY
THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge CB2 1RP
32 East 57th Street, New York, NY 10022

© Cambridge University Press 1982

Printed in Great Britain at the University Press, Cambridge

https://doi.org/10.1017/S0305000900004888 Published online by Cambridge University Press

CONTENTS

VOLUME 9

Articles *page*

ANGIOLILLO, C. J. & GOLDIN-MEADOW, S.: Experimental evidence for agent-patient categories in child language 627

BERMAN, R. A.: Verb-pattern alternation: the interface of morphology, syntax, and semantics in Hebrew child language 169

BERNINGER, G. & GARVEY, C.: Tag constructions: structure and function in child discourse 151

CHIAT, S.: If I were you and you were me: the analysis of pronouns in a pronoun-reversing child 359

COHEN LEVINE, S. & CAREY, S.: Up front: the acquisition of a concept and a word 645

COWAN, N. & LEAVITT, L. A.: Talking backward: exceptional speech play in late childhood 481

DROMI, E. & BERMAN, R. A.: A morphemic measure of early language development: data from modern Hebrew 403

DUNN, J. & KENDRICK, C.: The speech of two- and three-year-olds to infant siblings: 'baby talk' and the context of communication 579

EILERS, R. E., GAVIN, W. J. & OLLER, D. K.: Cross-linguistic perception in infancy: early effects of linguistic experience 289

FEE, J. & INGRAM, D.: Reduplication as a strategy of phonological development 41

FEY, M. E. & GANDOUR, J.: The pig dialogue: phonological systems in transition 517

FEY, M. E. & GANDOUR, J.: Rule discovery in phonological acquisition 71

FRITZ, J. J. & SUCI, G. J.: Facilitation of semantic comprehension at the one-word stage of language development 31

GILBERT, J. H. V.: Babbling and the deaf child: a commentary on Lenneberg *et al.* (1965) and Lenneberg (1967) 511

GOPNIK, A.: Words and plans: early language and the development of intelligent action 303

GREENFIELD, P. M.: The role of perceived variability in the transition to language 1

GREENFIELD, P. M. & DENT, C. H.: Pragmatic factors in children's phrasal coordination 425

HAKUTA, K., DE VILLIERS, J. & TAGER-FLUSBERG, H.: Sentence coordination in Japanese and English 193

https://doi.org/10.1017/S0305000900004888 Published online by Cambridge University Press

HARNER, L.: Immediacy and certainty: factors in understanding future reference 115
HIRSH-PASEK, K. & TREIMAN, R.: Doggerel: motherese in a new context 229
HIRST, W. & WEIL, J.: Acquisition of epistemic and deontic meaning of modals 659
HUDSON, L. M., GUTHRIE, K. H. & SANTILLI, N. R.: The use of linguistic and non-linguistic strategies in kindergarteners' interpretations of 'more' or 'less' 125
JACKSON, S. & JACOBS, S.: Ambiguity and implicature in children's discourse comprehension 209
KAY, D. A. & ANGLIN, J. M.: Overextension and underextension in the child's expressive and receptive speech 83
LEONARD, L. B., ROWAN, L. E., MORRIS, B. & FEY, M. E.: Intra-word phonological variability in young children 55
MACKAIN, K. S.: Assessing the role of experience on infants' speech discrimination 527
MCDONALD, L. & PIEN, D.: Mother conversational behaviour as a function of interactional intent 337
MCNEILL, D.: Explicating the conceptual basis of language 521
MASUR, E. F.: Mothers' responses to infants' object-related gestures: influences on lexical development 23
OLLER, D. K. & EILERS, R. E.: Similarity of babbling in Spanish- and English-learning babies 565
OLSEN-FULERO, L.: Style and stability in mother conversational behaviour: a study of individual differences 543
PEA, R. D.: Origins of verbal logic: spontaneous denials by two- and three-year-olds 579
PRESSON, C. C.: Understanding sentences in varying contexts 217
RUBIN, D. L.: Adapting syntax in writing to varying audiences as a function of age and social cognitive ability 497
SCHOLNICK, E. K. & WING, C. S.: The pragmatics of subordinating conjunctions: a second look 461
SCHWARTZ, R. G. & LEONARD, L. B.: Do children pick and choose? an examination of phonological selection and avoidance in early lexical acquisition 319
SMOLAK, L.: Cognitive precursors of receptive vs. expressive language 13
TODD, P.: Tagging after red herrings: evidence against the processing capacity explanation in child language 99
TROSBORG, A.: Children's comprehension of 'before' and 'after' reinvestigated 381
VAN HEKKEN, S. M. J. & ROELOFSEN, W.: More questions than

https://doi.org/10.1017/S0305000900004888 Published online by Cambridge University Press

answers: a study of question–answer sequences in a naturalistic setting 445
WILCOX, S. & PALERMO, D. S.: Children's use of lexical and non-lexical information in responding to commands 139

Notes and Discussion

CHOMSKY, C.: 'Ask' and 'tell' revisited: a reply to Warden 667
KAMHI, A. G.: Overextensions and underextensions: how different are they? 243
SMITH CAIRNS, H. & HSU, J. R.: On children's comprehension of *when*-questions: a reply to French 239
VIHMAN, M. M.: A note on children's lexical representations 249

Reviews

BELLUGI, U. & STUDDERT-KENNEDY, M. (eds): *Signed and spoken language: biological constraints on linguistic form* (D. Bishop) 692
BERRY, M. F.: *Teaching linguistically handicapped children* (J. H. Connolly) 277
BIERE, B. U.: *Kommunikation unter Kindern–Methodische Reflexion und exemplarische Beschreibung* (H. Burmeister) 274
CHIPMAN, H.: *Children's construction of the English pronominal system* (R. Charney) 284
FAWCETT, R. P. & PERKINS, M. R.: *Child language transcripts* 6–12, volumes 1–4 (C. M. Scott) 704
FELIX, S. W.: *Linguistische Untersuchungen zum natürlichen Zweitspracherwerb* (A. E. Mills) 698
FLETCHER, P. & GARMAN, M. (eds): *Language acquisition* (J. de Villiers) 255
HAKES, D. T.: *The development of metalinguistic abilities in children* (P. Lloyd) 679
HOWE, C.: *Acquiring language in a conversational context* (C. Letts) 695
LLOYD, P. & BEVERIDGE, M.: *Information and meaning in child communication* (C. G. Sinha) 689
MCSHANE, J.: *Learning to talk* (G. Wells) 264
MEADOW, K. P.: *Deafness and child development* (J. Scott) 280
MILLER, M.: *The logic of language development in early childhood* (A. Elliot) 268
PARK, T. Z.: *The development of syntax in the child with special reference to German* (J. Průcha) 701
PINNELL, G. S. (ed): *Discovering language with children* (N. Coupe) 272
SAVIĆ, S.: *How twins learn to talk. A study of the speech development of twins from 1 to 3* (R. Grieve) 683
WELLS, LINFORS, J.: *Children's language and learning* (A. Cruttenden) 258
Index of books received 709

https://doi.org/10.1017/S0305000900004888 Published online by Cambridge University Press

NOTES FOR CONTRIBUTORS

Papers, notes and reviews should be sent to Prof. D. Crystal, Department of Linguistic Science, University of Reading, Whiteknights, Reading, Berkshire, 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.

https://doi.org/10.1017/S0305000900004888 Published online by Cambridge University Press

Journal of Child Language

Volume 9 Number 3 October 1982

Articles

page

MacKain, Kristine S.: Assessing the role of experience on infants' speech discrimination 527

Olsen-Fulero, Lynda: Style and stability in mother conversational behaviour: a study of individual differences 543

Oller, D. K. & Eilers, R. E.: Similarity of babbling in Spanish- and English-learning babies 565

Dunn, Judy & Kendrick, Carol: The speech of two- and three-year-olds to infant siblings: 'baby talk' and the context of communication 579

Pea, Roy D.: Origins of verbal logic: spontaneous denials by two- and three-year-olds 597

Angiolillo, Carl J. & Goldin-Meadow, Susan: Experimental evidence for agent–patient categories in child language 627

Levine, Susan Cohen & Carey, Susan: Up front: the acquisition of a concept and a word 645

Hirst, William & Weil, Joyce: Acquisition of epistemic and deontic meaning of modals 659

Notes and Discussion

Chomsky, Carol: 'Ask' and 'tell' revisited: a reply to Warden 667

Reviews

Hakes, David T.: The developm nt of metalinguistic abilities in children (P. Lloyd) 679

Savić, S.: How twins learn to talk. A study of the speech development of twins from 1 to 3 (R. Grieve) 683

Lloyd, P. & Beveridge, M.: Information and meaning in child communication (C. G. Sinha) 689

Bellugi, U. & Studdert-Kennedy, M. (eds): Signed and spoken language: biological constraints on linguistic form (D. Bishop) 692

Howe, Christine: Acquiring language in a conversational context (C. Letts) 695

Felix, S. W.: Linguistiche Untersuchungen zum naturlichen Zweitspracherwerb (A. E. Mills) 698

Park, Tschang-Zin: The development of syntax in the child with special reference to German (J. Průcha) 701

Fawcett, R. P. & Perkins, M. R.: Child language transcripts 6–12, volumes 1–4 (C. M. Scott) 704

Index of books received 709

© Cambridge University Press 1982

CAMBRIDGE UNIVERSITY PRESS

The Pitt Building, Trumpington Street, Cambridge CB2 1RP

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

Printed in Great Britain at the University Press, Cambridge

https://doi.org/10.1017/S0305000900004888 Published online by Cambridge University Press