

***“What is the ‘right’  
way to help  
children learn  
to read?”***

***This is the book that  
reconciles the debate  
that has divided  
theorists for decades. . .***

**BEGINNING  
TO READ**  
**Thinking and Learning  
About Print**  
**Marilyn Jager Adams**

Drawing on a rich array of research on the nature and development of reading proficiency, Marilyn Adams shows educators that they need not remain trapped in the phonics versus teaching-for-meaning dilemma and offers instructional alternatives. She proposes that phonics can work together with the “whole language” approach to teaching reading and provides an integrated treatment of the knowledge and processes involved in skillful reading, the issues surrounding their acquisition, and the implications for reading instruction.

*“Reading is not now, nor has it been for at least one hundred years, a plain, ordinary, simple subject matter to be taught to our children in school. I agree with Adams that reading instruction may be the most politicized*

*topic in the field of education.’ My bet is that this book will be one of the hottest items on reading instruction the field has seen for years.”—S. Jay Samuels, University of Minnesota*

*“Adams’ considerable talents as a writer emerge in her abilities to effectively use analogies and examples to get crucial points across . . . Moreover, teachers and teachers-in-training will appreciate that Adams does not lose sight of the complexity and reality of the classroom when she works out the implications for teaching reading.”—Deborah G. Kemler Nelson, Professor of Psychology, Swarthmore College*

A Bradford Book.  
504 pp., 10 illus. \$29.95

**The MIT Press**  
55 Hayward Street, Cambridge, MA 02142

# LANGUAGE AND EDUCATION: An International Journal

*Editor: David Corson, Education Department, Massey University*

*Associate Editor: Viv Edwards*

*Review Editor: Jenny Cheshire*

*Department of Applied Linguistics, Birkbeck College, University of London*

## **Editorial Board:**

Safder Alladina, David Aspin, J. B. Biggs, Pierre Bourdieu, David Bradley, Conrad Brann, Courtney Cazden, A. D. Edwards, Lars Sigfred Evensen, Kenneth Goodman, Shirley Brice Heath, Dell Hymes, Edward J. Pappas, D. P. Pattanayak, Katharine Perera, Bridie Raban, W. Peter Robinson, Suzanne Romaine, M. Saville-Troike, Jan Sturm, Merrill Swain, Renzo Titone, Bob Young.

The task of this quarterly journal is to encourage language specialists and language in education researchers to organise, construe and present their material in such a way as to highlight its educational implications, thereby influencing educational theorists and practitioners and therefore educational outcomes for individual children.

Articles will draw from their subject matter important and well-communicated implications for one or more of the following: *curriculum, pedagogy or evaluation* in education. An extensive **book review** section will keep the journal's readership abreast of the rapidly expanding range of titles that appear in this new area.

## **Details of recent issues:**

### **Volume 2 No. 4**

- Computer-using Students; Working in a Metacognitive Environment; *Bill Anderson*
- Error Analysis for High School English Teachers; *Harold M. Foster & Isadore Newman*
- Misbehaviour, Punishment and Put-down; Stress for Quechua Children in School; *Nancy H. Hornberger*
- Language and Mathematics Education for Aboriginal Australian Children; *Helen Watson*
- Book Reviews

### **Volume 3 No. 1**

- The Treatment of Children's Writing by Student Teachers; *P. Chandler, W. P. Robinson & P. Noyes*
- Peer Tutoring as a Context for Children Learning English as a Second Language; *Janet Tavener & Ted Glynn*
- Students and Stories; College Composition Students Examine Their World; *Madge Murray*
- Implementing Mother-Tongue Education amidst Societal Transition from Diglossia to Trigglossia in Hong Kong; *Daniel W. C. So*
- Book Reviews

Volume 4 (1990) 4 issues      Libraries/Institutions £59.00 (US\$122.00)  
Individuals £20.00 (US\$43.00)      Students £10.00 (US\$22.00)

*Payment may be made by*

**ACCESS/MASTERCARD/EUROCARD/AMERICAN EXPRESS/DINER'S CARD**



**MULTILINGUAL MATTERS LTD**  
**Bank House, 8a Hill Road, Clevedon**  
**Avon, England, BS21 7HH**



# FIRST LANGUAGE

---

Editor: KEVIN DURKIN, University of Western Australia

Published three times a year, **FIRST LANGUAGE** includes papers in all areas of child language – syntax, semantics, pragmatics, parentese, inferential communication etc.. Most issues contain Reviews of New Books: each year one issue carries the Abstracts of the British Child Language Seminar.

*The contents of Volume 9 Part 2, Precursors to Speech, edited by REBECCA EILERS are as follows:*

---

**REBECCA E. EILERS:** Editorial Introduction

**RACHEL E. STARK:** Temporal patterning of cry and non-cry sounds in the first eight months of life

**MECHTHILD & HANUS PAPOUSEK:** Forms and functions of vocal matching in interactions between mothers and their pre-canonical infants

**SHELLEY VELLEMAN:** Prelinguistic phonetic contingency: data from Down Syndrome

**BRUCE L. SMITH, SHARON BROWN-SWEENEY & CAROL STOEL-GAMMON:** A quantitative analysis of reduplicated and variegated babbling

**JOHN L. LOCKE:** Babbling and early speech: continuity and individual difference

**CAROL STOEL-GAMMON:** Prespeech and early speech development

**D. K. OLLER & REBECCA E. EILERS:** The natural logic of speech and speech-like acts with developmental implications

---

Subscription rates	Institutions	Private subscribers
UK	£26.00	£16.00
Americas & Japan	\$60.00*	\$39.00*
Rest of World	£29.00*	£18.00*

*\*Includes AIRMAIL postage*

---



Publisher:  
**ALPHA ACADEMIC**  
Halfpenny Furze, Mill Lane  
Chalfont St Giles, Bucks HP8 4NR, England

---

# International Journal of Behavioral Development

*Official Journal of the International Society for the Study of Behavioral Development*

**Editor: Harry McGurk, University of Surrey, UK**

**Associate Editors:** Margret Baltes, *Freie Universität Berlin, FRG*, Michael Chandler, *University of British Columbia, Canada*, Pierre Dasen, *Université de Genève, Switzerland*, Richard Lerner, *Pennsylvania State University, USA*, Doreen Rosenthal, *University of Melbourne, Australia*.

Exists to promote the discovery, dissemination and application of knowledge about developmental processes at all stages of the lifespan - infancy, childhood, adolescence, adulthood and old age. Established in 1978, the journal is a foremost international publication devoted to reporting interdisciplinary research, theoretical reviews, book reviews and other items of scientific communication. Commensurate with its international status, the journal publishes occasional state-of-the-art papers on behavior development research within particular geographical regions.

## Special Issues

1988 - Development Disability in Lifespan Context, guest editors David Wood, *University of Nottingham* and Bernard Tervoort, *University of Amsterdam*.

## Subscription Information

*Volume 13 (4 issues), 1990*

**ISSN 0165 0254**

*Institutions*

**UK £70.00, Overseas US\$120.00**

*Individuals*

**UK £30.00, Overseas US\$50.00**

**Special Offer to new subscribers (individuals only)**

*First year subscription at 25% discount*

*Individuals*

**UK£22.50, Overseas US\$37.50**

*Members of the ISSBD receive the journal at a reduced rate. APA Members receive a 20% discount.*

**ORDER FORM** Complete and return to: Lawrence Erlbaum Associates, 27 Palmeira Mansions, Church Road, Hove, East Sussex, BN3 2FA, England

Name \_\_\_\_\_

Address \_\_\_\_\_

Enter my subscription to *International Journal of Behavioral Development*, volume 13 (1990)

I am a new subscriber and am entitled to a 25% discount on the first year

Payment method: Access/Mastercard VISA Amex Cheque *Circle as appropriate*

Amount payable \_\_\_\_\_ Credit Card number \_\_\_\_\_

Expiry date \_\_\_\_\_ Signature \_\_\_\_\_

Cheques should be made payable to The Distribution Centre and should be in £ sterling or US\$ drawn on a UK bank. Eurocheques cannot be accepted.

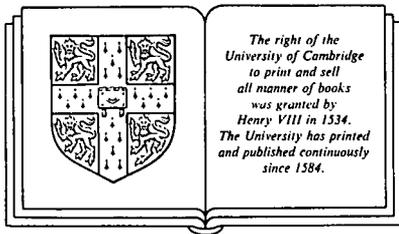
# Journal of Child Language

Volume 17  
1990

Number 1: 1-245

Number 2: 247-509

Number 3: 511-733



Cambridge  
at the University Press  
1990

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  
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

© Cambridge University Press 1990

*Printed in Great Britain by the University Press, Cambridge*

# CONTENTS

## VOLUME 17

<b>Articles</b>	<i>Page</i>
AU, TERRY KIT-FONG. Children's use of information in word learning	393
BAVIN, EDITH L. Locative terms and Warlpiri acquisition	43
BLOOM, PAUL. Syntactic distinctions in child language	343
BRAINE, MARTIN D. S., BRODY, RUTH E., FISCH, SHALOM M. & WEISBERGER, MARA J. Can children use a verb without exposure to its argument structure?	313
CHARLES-LUCE, JAN & LUCE, PAUL A. Similarity neighbourhoods of words in young children's lexicons	205
CLARK, EVE V. On the pragmatics of contrast	417
DEMUTH, KATHERINE. Subject, topic and Sesotho passive	67
FARRAR, MICHAEL JEFFREY. Discourse and the acquisition of grammatical morphemes	607
GOLDFIELD, BEVERLY A. & REZNICK, J. STEVEN. Early lexical acquisition: rate, content, and the vocabulary spurt	171
GOLDIN-MEADOW, SUSAN & MYLANDER, CAROLYN. The role of parental input in the development of a morphological system	527
HICKEY, TINA. The acquisition of Irish: a study of word order development	17
HIGGINSON, ROY. An update on the CHILDES/BIB (formerly ISU/CHILDES) database	473
HOFF-GINSBERG, ERIKA. Maternal speech and the child's development of syntax: a further look	85
HOFFNER, CYNTHIA, CANTOR, JOANNE & BADZINSKI, DIANE M. Children's understanding of adverbs denoting degree of likelihood	217
KARNIOL, RACHEL. Second-language acquisition via immersion in daycare	147
LEMPERT, HENRIETTA. Acquisition of passives: the role of patient animacy, salience, and lexical accessibility	677
LLEÓ, CONXITA. Homonymy and reduplication: on the extended availability of two strategies in phonological acquisition	267
LOCKE, JOHN L. & PEARSON, DAWN M. Linguistic significance of babbling: evidence from a tracheostomized infant	1
MACWHINNEY, BRIAN & SNOW, CATHERINE. The Child Language Data Exchange System: an update	457
MITCHELL, PAMELA R. & KENT, RAYMOND D. Phonetic variation in multisyllable babbling	247

CONTENTS

	<i>Page</i>
MORRA PELLEGRINO, MARIA LUISA & SCOPESI, ALDA. Structure and function of baby talk in a day-care centre	101
MURRAY, ANN D., JOHNSON, JEANNE & PETERS, JO. Fine-tuning of utterance length to preverbal infants: effects on later language development	511
NAIGLES, LETITIA. Children use syntax to learn verb meanings	357
PETERSON, CAROLE. The who, when and where of early narratives	433
PINE, JULIAN M. & LIEVEN, ELENA V. M. Referential style at thirteen months: why age-defined cross-sectional measures are inappropriate for the study of strategy differences in early language development	625
RISPOLI, MATTHEW. Lexical assignability and perspective switch: the acquisition of verb subcategorization for aspectual inflections	375
SHATZ, MARILYN & WATSON O'REILLY, ANNE. Conversational or communicative skill? A reassessment of two-year-olds' behaviour in miscommunication episodes	131
SNOW, CATHERINE E. The development of definitional skill	697
TAGER-FLUSBERG, HELEN & CALKINS, SUSAN. Does imitation facilitate the acquisition of grammar? Evidence from a study of autistic, Down's syndrome and normal children	591
TODA, SUEKO, FOGEL, ALAN & KAWAI, MASATOSHI. Maternal speech to three-month-old infants in the United States and Japan	279
TOMASELLO, MICHAEL, CONTI-RAMSDEN, GINA & EWERT, BARBARA. Young children's conversations with their mothers and fathers: differences in breakdown and repair	115
VENEZIANO, EDY, SINCLAIR, HERMINE & BERTHOUD, IOANNA. From one word to two words: repetition patterns on the way to structured speech	633
WIJNEN, FRANK. The development of sentence planning	651
WOOTTON, ANTHONY J. Pointing and interaction initiation: the behaviour of young children with Down's syndrome when looking at books	565
YOUSSEF, VALERIE. The early development of perfect aspect: adverbial, verbal and contextual specification	295
ZURER PEARSON, BARBARA. The comprehension of metaphor by preschool children	185
 <b>Notes and Discussion</b>	
COX, MAUREEN V. & ISARD, SARAH. Children's deictic and nondeictic interpretations of the spatial locatives <i>in front of</i> and <i>behind</i>	481
RONDAL, JEAN A. & CESSION, ANNE. Input evidence regarding the semantic bootstrapping hypothesis	711
YOUSSEF, VALERIE. On the confirmation of bioprograms	233

CONTENTS

	<i>Page</i>
<b>Reviews</b>	
AKSU-KOÇ, AYHAN. <i>The acquisition of aspect and modality</i> (J. E. Miller)	723
BATES, ELIZABETH, BRETHERTON, INGE & SNYDER, LYNN. <i>From first words to grammar : individual differences and dissociable mechanisms</i> (Elena Lieven and Julian Pine)	495
BENNETT-KASTOR, TINA. <i>Analyzing children's language</i> (Christine Howe)	237
DROMI, ESTHER. <i>Early lexical development</i> (Steven Gillis)	489
FRANKLIN, M. B. & BARTON, S. S. (eds). <i>Child language : a reader</i> (Dennis Bancroft)	506
OCHS, ELINOR. <i>Culture and language development : language acquisition and language socialization in a Samoan village</i> (Stephen Boggs)	502
SCHAERLAEKENS, A. M. & GILLIS, S. <i>De taalverwerving van het kind. Een hernieuwde oriëntatie in het Nederlandstalig onderzoek</i> (Annick de Houwer)	240
STEVENSON, R. <i>Models of language development</i> (Clare Gallaway)	719
VON TETZCHNER, STEPHEN, SIEGEL, LINDA S. & SMITH, LARS (Eds). <i>The social and cognitive aspects of normal and atypical language development</i> (Gina Conti-Ramsden)	728
INDEX OF BOOKS RECEIVED	731
ACKNOWLEDGEMENT	733

## NOTES FOR CONTRIBUTORS

Papers, notes and reviews should be sent to Dr K. Perera, Department of Linguistics, University of Manchester, Manchester, M13 9PL, UK. They should normally be written in English. Major articles should not exceed twenty printed pages.

Three copies of the typescript should be submitted, and of any revisions or resubmissions. 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 should not be used unless absolutely necessary, and should be listed on a separate sheet (double-spaced) 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. A separate title-page should include the title, author's name and affiliation, together with an asterisked footnote which should include acknowledgements and an address for correspondence. Titles should be so worded that part may be used as a running headline (with a maximum length of 40 characters, including spaces). An abstract of the article, giving aims, general method, and principal conclusions, should be typed on a separate sheet (max. 120 words for articles and 60 words for notes).

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 or technical terms 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. A group of references within the text should be date-ordered.

All works referred to should be listed at the end of the article, double-spaced and in alphabetical order. The titles of journals should be given in full. Examples of references (note the use of punctuation marks) are:

- Brown, R. (1973). *A first language: the early stages*. Cambridge MA: Harvard University Press.
- Crystal, D. (1986). Prosodic development. In P. Fletcher & M. Garman (eds), *Language acquisition: studies in first language development*. Second edition. Cambridge: C.U.P.
- Clark, R. (1974). Performing without competence. *Journal of Child Language* 1. 1-10.
- Ferguson, C. A. & Slobin, D. I. (eds) (1973). *Studies of child language development*. New York: Holt, Rinehart & Winston.

With the exception of the title-page, book reviews should be submitted in the same form as articles. (Three copies should be sent.) The heading should be in the following form:

M. BOWERMAN, *Early syntactic development: a cross-linguistic study with special reference to Finnish*. Cambridge: C.U.P., 1973. Pp. xii + 302.

and the ending as follows:

Reviewed by PATRICK GRIFFITHS,  
*Department of Language,*  
*University of York,*  
*Heslington,*  
*York YO1 5DD, UK.*

# Journal of Child Language

Volume 17 Number 3 October 1990

<b>Articles</b>	<i>page</i>
MURRAY, ANN D., JOHNSON, JEANNE & PETERS, JO. Fine-tuning of utterance length to preverbal infants: effects on later language development	511
GOLDIN-MEADOW, SUSAN & MYLANDER, CAROLYN. The role of parental input in the development of a morphological system	527
WOOTTON, ANTHONY J. Pointing and interaction initiation: the behaviour of young children with Down's syndrome when looking at books	565
TAGER-FLUSBERG, HELEN & CALKINS, SUSAN. Does imitation facilitate the acquisition of grammar? Evidence from a study of autistic, Down's syndrome and normal children	591
FARRAR, MICHAEL JEFFREY. Discourse and the acquisition of grammatical morphemes	607
PINE, JULIAN M. & LIEVEN, ELENA V. M. Referential style at thirteen months: why age-defined cross-sectional measures are inappropriate for the study of strategy differences in early language development	625
VENEZIANO, EDY, SINCLAIR, HERMINE & BERTHOUD, IOANNA. From one word to two words: repetition patterns on the way to structured speech	633
WIJNEN, FRANK. The development of sentence planning	651
LEMPERT, HENRIETTA. Acquisition of passives: the role of patient animacy, salience, and lexical accessibility	677
SNOW, CATHERINE E. The development of definitional skill	697
<b>Notes and Discussion</b>	
RONDAL, JEAN A. & CESSION, ANNE. Input evidence regarding the semantic bootstrapping hypothesis	711
<b>Reviews</b>	
STEVENSON, R. Models of language development (Clare Gallaway)	719
AKSU-KOÇ, AYHAN. The acquisition of aspect and modality (J. E. Miller)	723
VON TETZCHNER, STEPHEN, SIEGEL, LINDA S. & SMITH, LARS (Eds). The social and cognitive aspects of normal and atypical language development (Gina Conti-Ramsden)	728
Index of Books Received	731
Acknowledgement	733

© Cambridge University Press 1990

CAMBRIDGE UNIVERSITY PRESS

The Pitt Building, Trumpington Street, Cambridge CB2 1RP  
40 West 20th Street, New York, NY 10011, USA  
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

*Printed in Great Britain by the University Press, Cambridge*