

Applied Language Studies
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Information and Meaning in Child Communication

Peter Lloyd and Michael Beveridge

1981, xii + 198pp., £13.60 (UK only) / \$33.00, 0.12.453520.8

Many recent studies have linked the ability of young children to engage in purposeful communication with their general level of cognitive function. Understanding what children mean by what they say is a key problem in the study of cognitive development. This book is concerned with the problem of how children use language to convey information and influence the actions of others.

Contents

Child language – context and communication. Methodology and the study of communication. Young children's communicative competence in a structural situation: a representative study. The "Ideal" situation – children communicating with adults. Communication with a talking doll. Communicating spatial relations: a further talking doll study. Communication and the mentally handicapped child. Teaching children and children teaching: communication and education. Metacognition and communication. Referential communication: perspectives and prospects. *Index.*

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Marga Kreckel

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Discourse analysis investigates how communicants transmit and interpret messages in natural discourse, and on which cues within the conversation these messages depend. Using as empirical data a cinéma-vérité film of a British family recorded in their own home over a period of many weeks, the author examines the natural interaction between people who know each other well, showing how their interpretations differ from those of outside observers.

Mutual Knowledge

edited by N.V. Smith

January/February 1982, xx + 270pp., £16.80 (UK only) / \$34.50, 0.12.652980.9

The successful interpretation of utterances in context presupposes a fund of shared or mutual knowledge among the participants in a discourse. This topic — one aspect of pragmatics — was originally the exclusive preserve of philosophers but more recently there has been a convergence of interest in the subject by workers in psychology, artificial intelligence and linguistics. This book is the result of a colloquium on mutual knowledge, held at the University of Surrey, 19–22 September 1980. Here, leading ideas from differing areas are brought together in an attempt to elucidate the central problem from a number of different perspectives. The volume also presents several new theories on the subject.

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Articles

WILLIAM J. BAKER and BRUCE L. DERWING	Response coincidence analysis as evidence for language acquisition strategies	193
ROBERTA CORRIGAN and LORRAINE DI PAUL	Measurement of language production in two-year-olds: A structured laboratory technique	223
AMY SHELDON and WINIFRED STRANGE	The acquisition of /r/ and /l/ by Japanese learners of English: Evidence that speech production can precede speech perception	243
RITA SLOAN BERNDT and ALFONSO CARAMAZZA	Phrase comprehension after brain damage	263
GUIDO GAINOTTI	Some aspects of semantic-lexical impairment in aphasia	279

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