



Cornell  
University  
Press

A new technique for  
measuring language growth...

# Structure and Development in Child Language

*The Preschool Years*

By MARION POTTS, PATRICIA CARLSON, RODNEY COCKING, and CAROL COPPLE. Unique in the literature on child language, this study sets forth a new, extensively researched technique for measuring language growth – a ten-minute test which subjects take by playing a game of finishing a series of incomplete stories with words or phrases. The authors present valuable information about the emergence of language patterns and structures, making this book useful both as a reference and as a text. \$15.00

CORNELL UNIVERSITY PRESS Ithaca, New York 14850

## **Tenth Annual International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions Emphasis : *Language Acquisition and Remediation* February 1 & 2, 1980**

The University Affiliated Program at the Children's Hospital of Los Angeles, the USC School of Education, the USC Department of Linguistics and the Programs in Speech Pathology and Audiology of the California State Universities at Fullerton, Long Beach, Los Angeles and Northridge, and the University of California at Santa Barbara are co-sponsoring a two-day Conference at the University of Southern California. The four main speakers will be: ELIZABETH BATES, Ph.D., DAVID ELKIND, Ph.D., LAWRENCE LEONARD, Ph.D., and ELINOR OCHS, Ph.D.

Recent films and videotapes dealing with Piagetian concepts will be shown. *Papers will be presented on many facets of Piagetian Theory in addition to those related to language acquisition and remediation.* The afternoon sessions will include papers and Piagetian tests demonstrations as well as special workshop sessions. Monographs containing the papers of the previous conferences are available at a small fee from the USC Bookstore, Mail Order Department, Los Angeles, CA 90007.

If you are interested in attending or presenting a paper, please contact:

Piaget Conference Committee  
University Affiliated Program  
Children's Hospital of Los Angeles  
P.O. Box 54700  
Los Angeles, California 90054

Call for papers—First issue 1980

# APPLIED PSYCHOLINGUISTICS

Editor: Sheldon Rosenberg

Announcing *Applied Psycholinguistics* (AP)—a new quarterly journal created to reflect the belief in the relationships between work in basic and applied psycholinguistics held by a growing number of researchers and practitioners in a wide range of fields—psychology, linguistics, speech and hearing, education (including special education), language learning, neurology, psychiatry.

AP is calling for papers reporting work (empirical, theoretical and methodological studies; literature reviews) in which applied problems are approached from the standpoint of basic research and theory in experimental, developmental and social psycholinguistics and related areas of cognitive psychology.

AP's scope encompasses work on both normal and disordered language and communicative development in children, and normal and disordered language and communicative functioning in adults. Articles and notes may deal with processes, etiology (where appropriate), development, social and other environmental interactions, assessment, intervention and pedagogy, but must reflect the journal's basic research and theory orientation toward applied psycholinguistics.

For further details and instructions for authors, write to the Editor, **Sheldon Rosenberg, Department of Psychology and Institute for the Study of Developmental Disabilities, Box 4348, University of Illinois at Chicago Circle, Chicago, Illinois 60680.**

*For subscription information, contact:*



**Cambridge University Press**

P.O. Box 110, Cambridge CB2 3RL, England  
32 East 57 Street, New York, NY 10022

# Springer Series in Language and Communication

Editor: W. J. M. Levelt

**Volume 1:** W. KLEIN, N. DITTMAR

## Developing Grammars

The Acquisition of German Syntax  
by Foreign Workers

1979. Cloth DM 40,—; approx. US \$22.00  
ISBN 3-540-09580-2

### Contents:

Variation in Language and Its Description: Fluctuating Linguistic Structures. Dimensions of Language Variability. Probabilistic Grammars. The Empirical Study of Language Variation. — Developing Grammars in the Acquisition of German in Social Context: Foreign Language Acquisition in Social Context and Its Role for Foreign Language Teaching. Outline of the Project. The Acquisition of German Syntax. Determining Factors in the Foreign Language Acquisition of Foreign Workers. — References. — Subject Index.

### Volume 2:

## The Child's Conception of Language

Editors: A. Sinclair, R. J. Jarvella, W. J. M. Levelt

1978. Cloth DM 38,—; approx. US \$20.90  
ISBN 3-540-09153-X

### Contents:

*W. J. M. Levelt, A. Sinclair, R. J. Jarvella:* Causes and Functions of Linguistic Awareness in Language Acquisition: Some Introductory Remarks. — *E. V. Clark:* Awareness of Language: Some Evidence from what Children Say and Do. — *D. I. Slobin:* A Case Study of Early Language Awareness. — *I. Berthoud-Papandropoulou:* An Experimental Study of Children's Ideas About Language. — *C. Read:* Children's Awareness of Language, with Emphasis on Sound Systems. — *I. Lundberg:* Aspects of Linguistic Awareness Related to Reading. — *K. Hirsh-Pasek, L. R. Gleitman, H. Gleitman:* What Did the Brain Say to the Mind? A Study of the Detection and Report of Ambiguity by Young Children. — *G. B. Flores d'Arcais:* Levels of Semantic Knowledge in Children's Use of Connectives. — *V. Heeschen:* The Metalinguistic Vocabulary of a Speech Community in the Highlands of Irian Jaya (West New Guinea). — *H. Sinclair:* Conceptualization and Awareness in Piaget's Theory and Its Relevance to the Child's Conception of Language. — *P. Seuren:* Grammar as an Underground Process. — *J. C. Marshall, J. Morton:* On the Mechanics of Emma. — *J. S. Bruner:* The Role of Dialogue in Language Acquisition.

### Volume 3:

## The Logic of Language

### Development in Early Childhood

Translated from the German by R. T. King  
1979. Cloth DM 49,—; approx. US \$27.00  
ISBN 3-540-09606-X

### Contents:

Introduction. — Description of the Project: Cognitive and Social Determinants of Language Acquisition. — A Quantitative Analysis of the Early Linguistic Development of Meike and Simone. — Problems in the Transformational Analysis of Early Child Language. — Aspects of the Early Linguistic Development of Meike and Simone. — Conclusion. — Appendix. — References. — Subject Index.

### Volume 4:

## Inferring from Language

With a Foreword by H. H. Clark

1979. Cloth DM 38,—; approx. US \$20.90  
ISBN 3-540-09386-9

### Contents:

Introduction. — Processing Comparative Relations: Empirical Questions. A Model for Solving Verbal Problems. Storing the Information During a Time Interval. Solving Pictorial Problems. — Processing Conditional Relations: On the Interpretation of Conditional Conjunctions. Storing Conditional Relations. The Processing of Conditional Sentences. — Foreground and Background Information in Inferential Processes: Presupposed or Background Information. Differences in Background Information. Dependency of Background Information on Context. Variability of Foreground and Background Information. Summary and Conclusions. — References. — Author Index. — Subject Index.

### Volume 5:

## Retrieval from Semantic Memory

With a Foreword by J. C. Marshall

1979. Cloth DM 29,50; approx. US \$16.30  
ISBN 3-540-09219-6

### Contents:

Introduction. — Statistical Analysis of the Reaction Time Data. — A Model for Verifying Semantic Relations: The Selection of the Material from the Hierarchical Domain. The Verification of Hierarchical Relations. — Generalization to Another Task: Judging the Semantic Similarity in a Hierarchical Domain. Generalization to Another Semantic Domain: The Kinship Domain. The Verification of Kinship Relations. Summary and Conclusion.

### Volume 6:

## Semantics from Different Points of View

Editors: R. Bäuerle, U. Egli, A. v. Stechow

1979. Cloth DM 49,—; approx. US \$27.00  
ISBN 3-540-09676-0

Springer-Verlag  
Berlin Heidelberg New York



# **The Making of Mind**

*A Personal Account of Soviet Psychology*

**A. R. Luria**

Michael and Sheila Cole, Editors

In this uniquely personal book, Luria tells the story of his life-work. It is the only integrated summary of Luria's efforts in the areas of culture and thought, mental development in the child, mental retardation, and the brain's organization of behavior. The introduction and epilog provide a rich account of the history and personal context of Luria's intellectual accomplishment. \$15.00

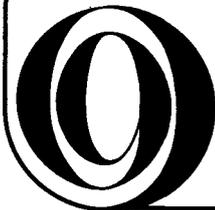
# **Semantic and Conceptual Development**

*An Ontological Perspective*

**Francis C. Keil**

In this first psychological investigation of the developing child's ontological knowledge, Keil shows that ontological categories develop in a highly predictable progression.

His results represent the sort of interdisciplinary study of the human mind which is gradually emerging as the new field of cognitive science. This work is the first book in the *Cognitive Science Series*, designed to foster major empirical and theoretical contributions to this new field. \$16.50



*Harvard*  
*University*  
*Press* 79 Garden Street  
Cambridge, MA 02138



# Language and Disadvantage

John R. Edwards

*Studies in Language Disability and Remediation 5*

The author treats the problems of disadvantaged speakers as essentially a sociolinguistic issue, although he does not assume that the difficulties faced by such speakers are any the less real or important if they derive from social attitudes to speech rather than from linguistic deficiency itself. Indeed, problems whose existence depends upon prevailing social norms are among the most intractable. Throughout the book the work of therapists, teachers and others directly concerned with the problems of the disadvantaged speaker is considered. The purpose of the book, however, is not to suggest a 'cure' for disadvantaged speech, since the author argues that any 'solution' to the problem must lie, in the long term at least, in the moderation or eventual elimination of prejudicial attitudes towards certain speech styles. The author has aimed to examine the relevant issues, to present a picture of disadvantaged language which reflects the current state of research and theory – in other words, to provide a balanced and detailed overview for those concerned with this vexed but crucial question.

Boards £14.00 approx Paper £5.50 approx

Publication October

# Working with LARSP

David Crystal

*Studies in Language Disability and Remediation 1A*

Volume 1 in this series, *The Grammatical Analysis of Language Disability*, sets out a new procedure for treatment of grammatical disability – the Language Assessment, Remediation and Screening Procedure. *LARSP* is now widely used in clinical and educational institutions in the UK and elsewhere. The authors have also given many in-service courses to clinicians and teachers. The purpose of this new book is to give detailed help with practical problems of using this remedial procedure – sampling, transcription, grammatical analysis, profiling, profile interpretation and the devising of remedial procedures. In addition, the book contains case studies and brief contributions on the use of the programme in major centres.

Boards £17.50 Paper £8.95



**Edward Arnold**

41 Bedford Square, London WC1B 3DQ

# **Modification of the Mother–Child Interchange in Language, Speech and Hearing**

**Gillian Clezy**

This book challenges many traditional approaches to the treatment of children with speech or hearing impairments. It not only makes a strong case for involving the mother in all diagnostic assessment and therapeutic procedures, but also shows how to do it. The book adapts recent research findings from such allied disciplines as linguistics, neuropsychology, developmental psychology, acoustics and audiology to the practical needs of the speech therapist and the audiologist.

Boards £7.50

## **Young Children and Language**

**V. J. Cook**

This book is written for all those who are concerned professionally or personally with the language development of the young child. The author has set out to distinguish the main areas of information necessary as a basis for understanding language development, encouraging it, and helping to solve any problems that may occur. The book does not presume any particular academic background in the reader, and is written in a straightforward and accessible style. It represents one of the first attempts to introduce the rapidly-changing area of children's language to a non-academic audience.

The book is based on a wide variety of current research into children's language, and also on the author's involvement with courses for playgroup leaders. It provides a practical and up-to-date introduction to basic aspects of language development.

Boards £4.50 Paper £2.25



**Edward Arnold**

41 Bedford Square, London WC1B 3DQ

# Journal of Child Language

Volume 6  
1979

Cambridge  
at the University Press  
1979

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 1979

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

# CONTENTS

## VOLUME 6

### Articles

	<i>page</i>
BATES, E. & RANKIN, J.: Morphological development in Italian: connotation and denotation	29
BELLINGER, D.: Changes in the explicitness of mothers' directives as children age	443
BENEDICT, H.: Early lexical development: comprehension and production	183
BLANK, M., GESSNER, M. & ESPOSITO, A.: Language without communication: a case study	329
BONVILLIAN, J. D., RAEBURN, V. P. & HORAN, E. A.: Talking to children: the effects of rate, intonation and length on children's sentence imitation	459
BRANIGAN, G.: Some reasons why successive single word utterances are not	411
BRIDGES, A.: Directing two-year-olds' attention; some clues to understanding	211
CARR, D. B.: The development of young children's capacity to judge anomalous sentences	227
CHARNEY, R.: The comprehension of 'here' and 'there'	69
DEUTSCH, W.: The conceptual impact of linguistic input. A comparison of German family-children's and orphans' acquisition of kinship terms	313
DROMI, E.: More on the acquisition of locative prepositions: an analysis of Hebrew data	547
DUCHAN, J. & LUND, N. J.: Why not semantic relations?	243
EDWARDS, J. R.: Social class differences and the identification of sex in children's speech	121
EILERS, R. E., WILSON, W. R. & MOORE, J. M.: Speech discrimination in the language-innocent and the language-wise: a study in the perception of voice onset time	1
EMERSON, H. F.: Children's comprehension of 'because' in reversible and non-reversible sentences	279
FRANCIS, H.: What does the child mean? A critique of the 'functional' approach to language acquisition	201
FURROW, D., NELSON, K. & BENEDICT, H.: Mothers' speech to children and syntactic development: some simple relationships	423
HIDI, S. E. & HILDYARD, A.: Four-year-olds' understanding of <i>pretend</i> and <i>forget</i> : no evidence for propositional reasoning	493

## CONTENTS

JOHNSTON, J. R. & SLOBIN, D. I.: The development of locative expressions in English, Italian, Serbo-Croatian and Turkish	529
KUCZAJ II, S. A. & DALY, M. J.: The development of hypothetical reference in the speech of young children	563
LAYTON, T. L. & STICK, S. L.: Comprehension and production of comparatives and superlatives	511
MUMA, J. R. & ZWYCEWICZ-EMORY, C. L.: Contextual priority: verbal shift at seven?	301
PEA, R. D.: Can information theory explain early word choice?	397
POLLIO, M. R. & POLLIO, H. R.: A test of metaphoric comprehension and some preliminary data	111
RICHARDS, M. M.: Adjective ordering in the language of young children: an experimental investigation	253
RODGON, M. M.: Knowing what to say and wanting to say it: some communicative and structural aspects of single-word responses to questions	81
SIMÕES, M. C. P. & STOEL-GAMMON, C.: The acquisition of inflections in Portuguese: a study of the development of person markers on verbs	53
SMITH, B. L.: A phonetic analysis of consonantal devoicing in children's speech	19
UMIKER-SEBEOK, D. J.: Preschool children's intraconversational narratives	91
WINNER, E.: New names for old things: the emergence of metaphoric language	469

### Notes and Discussion

BERKOVITS, R. & WIGODSKY, M.: On interpreting non-coreferent pronouns: a longitudinal study	585
CLUMECK, H.: A parallel between child and adult language: a study in the phonetic explanation of sound patterns	593
COX, M. V.: Young children's understanding of <i>in front of</i> and <i>behind</i> in the placement of objects	371
DORE, J.: What's so conceptual about the acquisition of linguistic structures?	129
KAVANAUGH, R. D.: Observations on the role of logically constrained sentences in the comprehension of <i>before</i> and <i>after</i>	353
KESS, J. F.: Focus types and agent-patient word-order preference in Tagalog	359
LODGE, K. R.: The use of the past tense in games of pretend	365
MACNAMARA, J.: Let's see	581
MORSBACH, G. & MURPHY, M. C.: Recognition of individual neonates' cries by experienced and inexperienced adults	175

## CONTENTS

NELSON, K.: Features, contrasts and the FCH: some comments on Barrett's lexical development hypothesis	139
PARK, T. Z.: Some facts on negation: Wode's four-stage developmental theory of negation revisited	147
SAVIC, S.: Mother-child verbal interaction: the functioning of completions in the twin situation	153
TERVOORT, B. T.: Foreign language awareness in a five-to-nine-year-old lexicographer	159
VARMA, T. L.: Stage I speech of a Hindi-speaking child	167
ZEI, B.: The psychological reality of phonemes	375
<b>Observations</b>	
EDWARDS, M. L.: 'Cet ten' or 'just pretend': a lexical mismatch transmitted from brother to sister	181
<b>Reviews</b>	
GARVEY, C.: <i>Play</i> (Jacqueline Sachs)	390
SLAMA-CAZACU, T.: <i>Dialogue in children</i> (Martin Montgomery)	394
STRAIGHT, H. S.: <i>The acquisition of Maya phonology: variation in Yucatec child language</i> (T. M. S. Priestley)	383

## 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. Line diagrams, which should also be kept to a minimum, may be left in the text, but should be numbered independently of examples or 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) in-

vestigates...'. 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 within references): 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.

Drawings, graphs, tables and figures should be done to professional standards in Indian ink on heavy unruled paper, or on graph paper ruled in light blue. Lettering on graphs, etc., is to be indicated in blue pencil or (preferably) on an overlying sheet of tracing paper.

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.*

# Journal of Child Language

Volume 6 Number 3 October 1979

## Articles

	<i>page</i>
ROY D. PEA: Can information theory explain early word choice	397
GEORGE BRANIGAN: Some reasons why successive single word utterances are not	411
DAVID FURROW, KATHERINE NELSON & HELEN BENEDICT: Mothers' speech to children and syntactic development: some simple relationships	423
DAVID BELLINGER: Changes in the explicitness of mothers' directives as children age	443
JOHN D. BONVILLIAN, VICKI P. RAEBURN & ELIZABETH A. HORAN: Talking to children: the effects of rate, intonation, and length on children's sentence imitation	459
ELLEN WINNER: New names for old things: the emergence of metaphoric language	469
SUZANNE E. HIDI & ANGELA HILDYARD: Four-year olds' understanding of pretend and forget: no evidence for propositional reasoning	493
THOMAS L. LAYTON & SHELDON L. STICK: Comprehension and production of comparatives and superlatives	511
JUDITH R. JOHNSTON & DAN I. SLOBIN: The development of locative expressions in English, Italian, Serbo-Croatian and Turkish	529
ESTHER DROMI: More on the acquisition of locative prepositions: an analysis of Hebrew data	547
STAN A. KUCZAJ II & MARY J. DALY: The development of hypothetical reference in the speech of young children	563
<b>Notes and Discussion</b>	
JOHN MACNAMARA: Let's see	581
ROCHELE BERKOVITS & MIRYAM WIGODSKY: On interpreting non-coreferent pronouns: a longitudinal study	585
HAROLD CLUMECK: A parallel between child and adult language: a study in the phonetic explanation of sound patterns	593

© Cambridge University Press 1979

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*