

## NOTES FOR CONTRIBUTORS

Papers, notes and reviews should be sent to Dr A. Cruttenden, Department of General 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 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 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).

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. 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 15 Number 1 February 1988

## Articles

	<i>page</i>
HILKE, D. D. Infant vocalizations and changes in experience	1
PYE, CLIFTON, WILCOX, KIM A. & SIREN, KATHLEEN A. Refining transcriptions: the significance of transcriber 'errors'	17
STEMBERGER, JOSEPH PAUL. Between-word processes in child phonology	39
BEHREND, DOUGLAS A. Overextensions in early language comprehension: evidence from a signal detection approach	63
HARRIS, MARGARET, BARRETT, MARTYN, JONES, DAVID & BROOKES, SUSAN. Linguistic input and early word meaning	77
OSHIMA-TAKANE, YURIKO. Children learn from speech not addressed to them: the case of personal pronouns	95
GORDON, PETER. Count/mass category acquisition: distributional distinctions in children's speech	109
SOKOLOV, JEFFREY L. Cue validity in Hebrew sentence comprehension	129
ASTINGTON, JANET W. Children's understanding of the speech act of promising	157

## Notes and Discussion

HIGGINSON, ROY. The ISU/ChiLDES database – A bibliographic addition to ChiLDES	175
LEVY, YONATA. On the early learning of formal grammatical systems: evidence from studies of the acquisition of gender and countability	179

## Reviews

PINKER, S. <i>Language learnability and language development</i> (Martin D. S. Braine)	189
DONALDSON, M. L. <i>Children's explanations: a psycholinguistic study</i> (Ann E. McCabe)	199
FLETCHER, P. & GARMAN, M. (eds). <i>Language acquisition: studies in first language development</i> (Peter A. Reich)	201
CRYSTAL, DAVID. <i>Listen to your child: a parent's guide to children's language</i> (Michael F. McTear)	206
FRENCH, L. A. & NELSON, K. <i>Young children's knowledge of relational terms</i> (Morag L. Donaldson)	208
STUBBS, MICHAEL. <i>Educational linguistics</i> (Robert E. Shafer)	211
WELLS, GORDON. <i>The meaning makers: children learning language and using language to learn</i> (Neil Mercer)	217

© Cambridge University Press 1988

CAMBRIDGE UNIVERSITY PRESS

The Pitt Building, Trumpington Street, Cambridge CB2 1RP  
32 East 57th Street, New York, NY 10022, USA  
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

Printed in Great Britain by the University Press, Cambridge