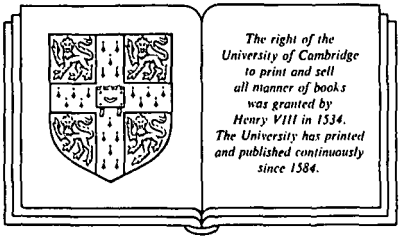
Journal of Child Language

Volume 18
1991

Number 1: 1–229
Number 2: 231–474
Number 3: 475–723



Cambridge
at the University Press
1991

https://doi.org/10.1017/S030500090001120X Published online by Cambridge University Press

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, Victoria 3166, Australia

© Cambridge University Press 1991

Printed in Great Britain by the University Press, Cambridge

https://doi.org/10.1017/S030500090001120X Published online by Cambridge University Press

CONTENTS

VOLUME 18

Articles *Page*

AKHTAR, NAMEERA, DUNHAM, FRANCES & DUNHAM, PHILIP J. Directive interactions and early vocabulary development: the role of joint attentional focus 41

ANDERSON, ANNE H., CLARK, AILEEN & MULLIN, JAMES. Introducing information in dialogues: forms of introduction chosen by young speakers and the responses elicited from young listeners 663

BAMBERG, MICHAEL & DAMRAD-FRYE, ROBIN. On the ability to provide evaluative comments: further explorations of children's narrative competencies 689

BARRETT, MARTYN, HARRIS, MARGARET & CHASIN, JOAN. Early lexical development and maternal speech: a comparison of children's initial and subsequent uses of words 21

CARABINE, BOB. Fuzzy boundaries and the extension of object-words 355

CARPENTER, KATHIE. Later rather than sooner: extralinguistic categories in the acquisition of Thai classifiers 93

CHARVILLAT, AGNÈS & KAIL, MICHÈLE. The status of 'canonical SVO sentences' in French: a developmental study of the on-line processing of dislocated sentences 591

DOWKER, ANN D. Modified repetition in poems elicited from young children 625

FLAX, JUDY, LAHEY, MARGARET, HARRIS, KATHERINE & BOOTHROYD, ARTHUR. Relations between prosodic variables and communicative functions 3

GROPEN, JESS, PINKER, STEVEN, HOLLANDER, MICHELLE & GOLDBERG, RICHARD. Syntax and semantics in the acquisition of locative verbs 115

HICKEY, TINA. Mean length of utterance and the acquisition of Irish 553

HOYLE, SUSAN M. Children's competence in the specialized register of sportscasting 435

HSU, JENNIFER RYAN, CAIRNS, HELEN SMITH, EISENBERG, SARITA & SCHLISSELBERG, GLORIA. When do children avoid backwards coreference? 339

LEONARD, LAURENCE B. & MCGREGOR, KARLA K. Unusual phonological patterns and their underlying representations: a case study 261

LLOYD, PETER. Strategies used to communicate route directions by telephone: a comparison of the performance of 7-year-olds, 10-year-olds and adults 171

MCGHEE-BIDLACK, BETTY. The development of noun definitions: a metalinguistic analysis 417

https://doi.org/10.1017/S030500090001120X Published online by Cambridge University Press

Page

McPherson, Leslie Maggie Perrin. *A little* goes a long way: evidence for a perceptual basis of learning for the noun categories COUNT and MASS 315

D'Odorico, Laura & Franco, Fabia. Selective production of vocalization types in different communication contexts 475

Ogura, Tamiko. A longitudinal study of the relationships between early language development and play development 273

Perera, Katharine. Editorial 1

Pérez-Pereira, Miguel. The acquisition of gender: what Spanish children tell us 571

Peterson, Carole & Dodsworth, Pamela. A longitudinal analysis of young children's cohesion and noun specification in narratives 397

Pynte, Joel, Girotto, Vittorio & Baccino, Thierry. Children's communicative abilities revisited: verbal versus perceptual disambiguating strategies in referential communication 191

Rispoli, Matthew. The mosaic acquisition of grammatical relations 517

Schober-Peterson, Debra & Johnson, Cynthia J. Non-dialogue speech during preschool interactions 153

Shatz, Marilyn & Ebeling, Karen. Patterns of language learning-related behaviours: evidence for self-help in acquiring grammar 295

Silva, Marilyn N. Simultaneity in children's narratives: the case of *when*, *while* and *as* 641

Sorsby, Angela J. & Martlew, Margaret. Representational demands in mothers' talk to preschool children in two contexts: picture book reading and a modelling task 373

Vaidyanathan, R. Development of forms and functions of negation in the early stages of language acquisition: a study in Tamil 51

Weist, Richard M., Wysocka, Hanna & Lyytinen, Paula. A cross-linguistic perspective on the development of temporal systems 67

Whalen, D. H., Levitt, Andrea G. & Wang, Qi. Intonational differences between the reduplicative babbling of French- and English-learning infants 501

Youssef, Valerie. 'Can I put – I want a slippers to put on': young children's development of request forms in a code-switching environment 609

Notes and Discussion

Beveridge, Michael & Marsh, Lesley. The influence of linguistic context on young children's understanding of homophonic words 459

Bloom, Lois. On the acquisition of negation in Tamil and English 715

Burnham, Denis K., Earnshaw, Lynda J. & Clark, John E.

https://doi.org/10.1017/S030500090001120X Published online by Cambridge University Press

Page

Development of categorical identification of native and non-native bilabial stops: infants, children and adults 231

INGRAM, DAVID. An historical observation on 'Why "Mama" and "Papa"?' 711

LUST, BARBARA & EISELE, JULIE. On the acquisition of syntax in Tamil: a comment on Garman (1974) 215

SURIAN, LUCA. Do children exploit the Maxim of Antecedent in order to interpret ambiguous descriptions? 451

Reviews

ANDERSEN, ELAINE SLOSBERG. *Speaking with style: the sociolinguistic skills of children* (Susan A. Gelman) 471

JAMES, S. L. *Normal language acquisition* (Ann French) 469

MARKMAN, E. M. *Categorization and naming in children. Problems of induction* (Beatrice Benelli) 717

SPEIDEL, G. E. & NELSON, K. E. *The many faces of imitation in language learning* (David Messer) 227

INDEX OF BOOKS RECEIVED 721

ACKNOWLEDGEMENT 723

https://doi.org/10.1017/S030500090001120X Published online by Cambridge University Press

NOTES FOR CONTRIBUTORS

Articles, and papers for the Notes and Discussion section, should be sent to The Editor, Dr K. Perera, Department of Linguistics, University of Manchester, Manchester, M13 9PL, UK. All submissions are read by a member of the editorial team to check whether, with regard to readability and content, they are appropriate to send to referees. All eligible manuscripts are then sent, anonymously, to two referees. When the referees' reports are received, each manuscript is evaluated by the editorial team, and the Editor informs the author of their decision. Articles should be written in English and should not normally exceed 24 printed pages (roughly 10,000 words). Typescripts that conform to the following guidelines help to speed the production process. (For a more detailed style sheet, please write to the Editor.)

1. THREE copies should be submitted.
2. Submissions should be typed on A4 paper (or 21·6 cm), on one side of the paper only. The entire text should be double-spaced, with ample margins.
3. Each copy should have a separate title page giving the title, the full names of the author(s) with their affiliations, any acknowledgements, a full address for correspondence and – at the top – a running headline of not more than 40 characters. Other pages in the typescript should NOT carry the author's name.
4. Each copy should have an abstract on a separate sheet (not more than 150 words long for articles and 100 words for notes). The abstract should give the aims of the study, the general method and the principal conclusions.
5. Articles should be clearly divided into appropriately-labelled but unnumbered sections: often, but not necessarily, Introduction, Method, Results, and Discussion. Side headings should be used within these sections, e.g. *Subjects*, *Procedure*, etc.
6. Footnotes, which are expensive to set, should not be used unless absolutely necessary; they should not contain phonetic characters or other special symbols. They should be numbered and listed on a separate sheet at the end of the article.
7. Each table and figure should be on a separate sheet at the end of the article; their position in the text should be clearly indicated. They should have a title and should be numbered independently of any numbered examples in the text. Figures should, if possible, be camera-ready.
8. Ages should be stated in years, months and – if necessary – days, like this: 1;10.22.
9. Phonetic transcriptions should, wherever possible, employ the IPA symbols.
10. Emphasis and technical terms should be marked by double underlining (small capitals). Standard linguistic abbreviations should be in large capitals, e.g. AUX, NP. Language examples in the body of the text should be underlined (italics). Translations and glosses should be given between single inverted commas.
11. References in the body of the text should be made like this:

    According to Snow (1990: 698); OR, In the sixties and seventies, several authors published important work on combinatorial speech (Braine, 1963; Miller & Ervin, 1964; Bloom, 1970; Schlesinger, 1974).

    Note that such references are in DATE order, not alphabetical order, and that pairs of authors are joined by &.
12. All works referred to should be listed at the end of the article in alphabetical order, as in these examples:

    Cruttenden, A. (1986). *Intonation*. Cambridge: C.U.P.

    Karmiloff-Smith, A. (1986). Some fundamental aspects of language development after age five. In P. Fletcher & M. Garman (eds), *Language acquisition : studies in first language development*. Second edition. Cambridge: C.U.P.

    O'Grady, W., Peters, A. M. & Masterson, D. (1989). The transition from optional to required subjects. *Journal of Child Language* **16**, 513–29.

https://doi.org/10.1017/S030500090001120X Published online by Cambridge University Press

Journal of Child Language

Volume 18 Number 3 October 1991

page

Articles

D'Odorico, Laura & Franco, Fabia. Selective production of vocalization types in different communication contexts 475

Whalen, D. H., Levitt, Andrea G. & Wang, Qi. Intonational differences between the reduplicative babbling of French- and English-learning infants 501

Rispoli, Matthew. The mosaic acquisition of grammatical relations 517

Hickey, Tina. Mean length of utterance and the acquisition of Irish 553

Pérez-Pereira, Miguel. The acquisition of gender: what Spanish children tell us 571

Charvillat, Agnès & Kail, Michèle. The status of 'canonical SVO sentences' in French: a developmental study of the on-line processing of dislocated sentences 591

Youssef, Valerie. 'Can I put – I want a slippers to put on': young children's development of request forms in a code-switching environment 609

Dowker, Ann D. Modified repetition in poems elicited from young children 625

Silva, Marilyn N. Simultaneity in children's narratives: the case of *when*, *while* and *as* 641

Anderson, Anne H., Clark, Aileen & Mullin, James. Introducing information in dialogues: forms of introduction chosen by young speakers and the responses elicited from young listeners 663

Bamberg, Michael & Damrad-Frye, Robin. On the ability to provide evaluative comments: further explorations of children's narrative competencies 689

Notes and Discussion

Ingram, David. An historical observation on "why 'Mama' and 'Papa'? 711

Bloom, Lois. On the acquisition of negation in Tamil and English 715

Review

Markman, E. M. Categorization and naming in children. Problems of induction. (Beatrice Benelli) 717

Index of Books Received 721

Acknowledgement 723

© Cambridge University Press 1991

CAMBRIDGE UNIVERSITY PRESS
The Pitt Building, Trumpington Street, Cambridge CB2 1RP
40 West 20th Street, New York, NY 10011–4211, USA
10 Stamford Road, Oakleigh, Victoria 3166, Australia

Printed in Great Britain by the University Press, Cambridge

https://doi.org/10.1017/S030500090001120X Published online by Cambridge University Press