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The Acquisition of Gender

A Study of English and German

1986. 14 figures, 26 tables. Approx. 180 pages. (Springer Series in Language and Communication, Volume 20)
Hard cover DM 98,-. ISBN 3-540-16740-4

This book presents a cross-linguistic comparison of the acquisition of gender by German- and English-language speaking children. It reveals the complex nature of the acquisition process in which factors such as linguistic structure, linguistic functions and adult usage emerge as important. A detailed description of the gender system of the two languages together with data on children's acquisition in this area are presented.

The results of the studies are of general relevance for language acquisition theory: they show among other things that a description of linguistic system alone is not sufficient to predict the process of acquisition, that a measure of the rule 'clarity' is needed, and also that claims about the semantic base of language learning cannot be upheld.

The Development of Word Meaning

Progress in Cognitive Development Research

Editors: S. A. Kuczaj, II, Dallas; M. D. Barrett, London

1986. 21 figures. XVIII, 351 pages. (Springer Series in Cognitive Development). Hard cover DM 168,-.
ISBN 3-540-96152-6

J. P. Forgas, Giessen

Language and Social Situations

1985. 14 figures. XVIII, 281 pages. (Springer Series in Social Psychology). Hard cover DM 108,-. ISBN 3-540-96090-2

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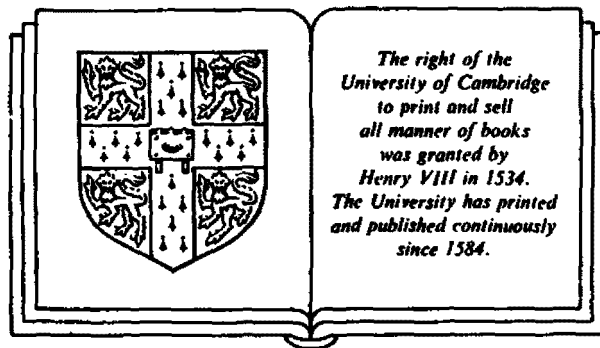
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NOTES FOR CONTRIBUTORS

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

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Clark, R. (1974). Performing without competence. *JChLang* 1. 1-10.

Ferguson, C. A. & Slobin, D. I. (eds) (1973). *Studies of child language development*. New York: Holt, Rinehart & Winston.

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

Reviewed by PATRICK GRIFFITHS,
Department of Language,
University of York.

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