

Applied Language Studies
Series editor: David Crystal

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.*

**Academic
Press**



A Subsidiary of Harcourt Brace Jovanovich, Publishers
London New York Toronto Sydney San Francisco
24-28 Oval Road, London NW1 7DX, England
111 Fifth Avenue, New York, NY 10003, USA

Call for book proposals for a
new series . . .

Cambridge Monographs and Texts in Applied Psycholinguistics

**General Editor: Sheldon Rosenberg,
University of Illinois at Chicago Circle**

The series will draw together monographs and texts by authors in all the applied psycholinguistics disciplines who approach applied problems from the vantage point of basic research and theory in psycholinguistics and cognitive psychology. It will include (1) monograph-length reports of original research; (2) monograph-length critical integrative reviews of research; (3) major theoretical monographs; (4) language intervention programs for language-disordered individuals; (5) language assessment programs; (6) high-quality texts; (7) carefully selected and edited collections of research and other articles including, possibly, occasional conference reports and symposia.

Specific problem areas of interest to the series . . .

■ Certain aspects of language and communicative development and functioning in normal children, and language and communicative functioning in normal adults: reading; writing; learning from texts and lectures (and other modes of verbal presentation); second-language learning and bilingualism; dialect and social-class differences; the assessment of linguistic maturity and communicative competence; and the application of psycholinguistics to computer language design and the design of written and oral information (e.g. instructions); nonverbal communication (e.g., sign language, gestures).

■ Language and communicative disorders in children and adults: delayed language development; adult aphasia; childhood aphasia; reading disorders; writing disorders; disorders of articulation, phonology, speech sound perception or fluency; autistic and childhood schizophrenic language; adult schizophrenic language; and disorders associated with mental retardation, environmental deprivation, motor impairment, specific learning disabilities other than reading and writing, sensory deficit (deafness, blindness), environmental deprivation, and senile dementia.

**Address inquiries to the Series Editor at
Department of Psychology
University of Illinois at Chicago Circle
Box 4348
Chicago, Illinois 60680
(312) 996-6643 475-0541**

**or to
Dr. Susan Milmoie
Cambridge University Press
(800) 221-4512/3**



**Cambridge
University Press**

32 East 57th Street, New York, N.Y. 10022

Communicative Acts and Shared Knowledge in Natural Discourse

Marga Kreckel

1981, xiv + 316pp., £17.60 (UK only) / \$39.50, 0.12.426180.9

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.

**Academic
Press**



A Subsidiary of Harcourt Brace Jovanovich, Publishers
London New York Toronto Sydney San Francisco
24-28 Oval Road, London NW1 7DX, England
111 Fifth Avenue, New York, NY 10003, USA

Measuring Emotions in Infants and Children

Carroll E. Izard, Editor

A comprehensive overview of the progress made in the last decade in conceptualizing and assessing emotion in infants and children. 347 pp.

\$29.50

Learning Through Interaction

The Study of Language Development

Gordon Wells, Editor

The first full-length report of the Bristol Study of Language Development, the most comprehensive research project of its kind. 304 pp.

Hardcover \$39.50 Paper \$10.95

Explanations in the Study of Child Language Development

Martin Atkinson

289 pp.

Hardcover \$39.95 Paper \$12.95

Child Language

Alison J. Elliot

A stimulating, comprehensive text for anyone interested in language development. 200 pp.

Hardcover \$29.95 Paper \$8.95

Behavioral Development

The Bielefeld Interdisciplinary Project

Klaus Immelmann, George W. Barlow, Lewis Petrino, and Mary Biggar Main, Editors

The first major attempt to break down barriers between fields and to create a common framework for the analysis of behavior development in humans and other animals. 745 pp.

Hardcover \$65.00 Paper \$24.95

Journal of Child Language

David Crystal,
University of Reading

Publishes material on all aspects of the scientific study of language behavior in children. Three issues a year.

Social Cognitive Development

Frontiers and Possible Futures

John H. Flavell and Lee Ross,
Editors

326 pp.

Hardcover \$32.50 Paper \$12.95

Of methodological interest...

Time-Series Analysis

A Comprehensive Introduction for Social Scientists

John M. Gottman

c. 368 pp.

\$24.95

The Development of Children's Friendships

Steven Asher and John Gottman,
Editors

346 pp.

Hardcover \$34.50 Paper \$12.95

Estimating the Effects of Social Interventions

Charles M. Judd and
David A. Kenny

240 pp.

Hardcover \$39.95 Paper \$12.95

INSTRUCTIONS TO AUTHORS

Components and style of the manuscript

Authors of articles or notes should submit their original manuscript plus two copies to:

Sheldon Rosenberg, Editor

Applied Psycholinguistics

Department of Psychology

University of Illinois at Chicago Circle

Box 4348

Chicago, Illinois 60680

Full length articles (original research, theoretical or methodological studies, literature reviews) should not exceed 14,000 words. Shorter notes may be, for instance, reports of work in progress or critical responses to articles or notes previously published in *Applied Psycholinguistics*.

Spelling, capitalization, and punctuation

should be consistent within each article and each note, and should follow the style recommended in the latest edition of the *Publication Manual of the American Psychological Association*. A title should be given for each article and note. An *auxiliary short title* should be given for any article or note whose title exceeds 50 characters. The *author's name* should be given in the form preferred for publication; the *affiliation* should include the author's full mailing address. An *abstract* should be prepared for each article (limited to 120 words) and note (limited to 60 words). *Tables and figures* (which comprise photographs, charts or other artwork) should be numbered consecutively throughout the article or note. *Bibliographic citations in the text* must include the author's last name and the date of publication and may include page references. Complete bibliographic information for each citation should be included in the list of references.

Examples of correct styling for bibliographic citations are: Brown (1973), Ingram (1976, 54-55), Smith and Miller (1966), (Smith & Miller, 1966), (Peterson, Danner & Flavell, 1972) and subsequently (Peterson et al., 1972).

References should be typed in alphabetical order using the style of the following examples:

Brown, R. Schizophrenia, language and reality.

American Psychologist, 1973, 28, 395-403.

Ingram, D. *Phonological disability in children*.

New York: Elsevier, 1976.

Krashen, S. D. Individual variation in the use of the Monitor. In W. C. Ritchie (Ed.), *Second language acquisition research*. New York: Academic Press, 1978.

Smith, F., & Miller, G. A. (Eds.), *The genesis of language*. Cambridge, Mass.: M.I.T. Press, 1966.

Titles of journals should not be abbreviated.

Preparation of the manuscript

The entire manuscript, including footnotes and references, should be typed double-spaced on 8½ by 11 inch or A4 paper, with margins set to accommodate approximately 70 characters per line and 25 lines per page, and should not exceed 50 typed pages. Each element of the article or note should begin on a new page and should be arranged as follows: title page (including title, short title, author's full name and affiliation, including mailing address), abstract, text with tables interspersed as they occur, appendixes, acknowledgments, footnotes, references (including reference notes for unpublished citations), captions and figures. Each table and figure should be submitted on a separate page. Manuscript pages should be numbered consecutively.

Figures should be ready for photographic reproduction; they cannot be redrawn by the printer. Charts, graphs, or other artwork should be drawn in black ink on white paper to occupy a standard area of 8½ by 11 or 8½ by 5½ inches before reduction. Photographs should be glossy black-and-white prints; 8 by 10 inch enlargements are preferred. All labels and details on figures should be clearly printed and large enough to remain legible after a reduction to half-size. It is recommended that labels be done in transfer type of a sans-serif face such as Helvetica.

Copyediting and proofreading

The publishers reserve the right to copyedit and proof all articles and notes accepted for publication. Authors will review their copyedited manuscripts only if changes have been substantial. Page proofs of articles and notes will be sent to authors for correction of typographical errors only; authors must notify the editorial office of any changes within 48 hours or approval will be assumed.

The latest edition of the *Publication Manual of the American Psychological Association* should be consulted for instructions on aspects of manuscript preparation and style not covered in these instructions. The Editor may find it necessary to return for reworking and retyping manuscripts that do not conform to requirements.

Each author will receive 25 offprints of his or her article or note without charge; additional copies may be purchased if ordered at proof stage.

Submission of an article or note implies that it has not been published elsewhere. Authors are responsible for obtaining written permission to publish material (quotations, illustrations, etc.) for which they do not own the copyright. Contributors of accepted articles and notes will be asked to assign their copyrights, on certain conditions, to Cambridge University Press.

Applied Psycholinguistics
Volume 3 Number 3 1982

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

©Cambridge University Press 1982

CAMBRIDGE UNIVERSITY PRESS

The Pitt Building, Trumpington Street, Cambridge CB2 1RP, England

32 East 57 Street, New York, N.Y. 10022, USA

296 Beaconsfield Parade, Middle Park, Melbourne 3206, Australia

Printed in the United States of America by Capital City Press, Montpelier, Vermont

<https://doi.org/10.1017/S0142716400001387> Published online by Cambridge University Press