Comprehension and Learning:A Perspective for Educational Psychology

By Frank Smith

Ontario Institute for Studies in Education, Canada

This book focuses on how a child is born competent to initiate and direct his own learning, and the kinds of difficulties he can experience in his efforts to learn, especially at school. **Comprehension and Learning** draws on cognitive psychology, developmental psychology, and psycholinguistics.

288 pp June 1975 Paperback £3.75 ISBN 0 03 011011 4

See a copy now at your local bookshop, or, in cases of difficulty, write for an inspection copy to Colin Dann, Publicity Manager, at the address below. Please quote reference H.R.W. 62 with your reply.

Holt, Rinehart & Winston

120 Golden Lane, London EC1Y 0TU

PUBLISHED BY THE SYNDICS OF THE CAMBRIDGE UNIVERSITY PRESS

Bentley House, 200 Euston Road, London NWI 2DB American Branch: 32 East 57th Street, New York, NY 10022

Cambridge University Press 1975

Printed in Great Britain at the University Printing House, Cambridge

CONTENTS

VOLUME 2

Articles	page
Andersen, Elaine S: Cups and glasses: learning that boundaries are	
vague	79
Bruner, Jerome S. The ontogenesis of speech acts	I
CARTER, ANNE L. The transformation of sensorimotor morphemes into	
words: a case study of the development of 'more' and 'mine'	233
DE VILLIERS, JILL G. & TAGER FLUSBERG, HELEN B: Some facts one simply cannot deny	279
Dore, John: Holophrases, speech acts and language universals	21
GARDNER, HOWARD, KIRCHER, MARY, WINNER, ELLEN & PERKINS, DAVID:	
Children's metaphoric productions and preferences	125
GARVERY, CATHERINE: Requests and responses in children's speech	41
HARRIS, PAUL: Inferences and semantic development	143
HART, BETTY: The use of adult cues to test the language competence of young children	105
MACWHINNEY, BRIAN: Rules, rote, and analogy in morphological	,
formations by Hungarian children	65
MENYUK, PAULA & KLATT, MARY: Voice onset time in consonant cluster	,
production by children and adults	223
MURRY, THOMAS, HOLLIEN, HARRY & MÜLLER, ERIC: Perceptual	5
responses to infant crying: maternal recognition and sex judgments	199
SAVIĆ, SVENKA: Aspects of adult-child communication: the problem of question acquisition	251
Söderbergh, Ragnhald: Language by ear and by eye	153
STARK, RACHEL E., Rose, Susan N., & McLagen, Margaret: Features of infant sounds: the first eight weeks of life	
THIEMAN, THOMAS J: Imitation and recall of optionally deletable	205
sentences by young children	261
Townsend, David, J. & Erb, Melinda: Children's strategies for inter-	201
preting complex comparative questions	271
Notes and Discussion	
BARTON, DAVID: Statistical significance in phonemic perception experiments	297
HURFORD, JAMES R: A child and the English question formation rule	299
INGRAM, DAVID: Surface contrast in children's speech	287
MENN, LISE: Counter example to 'fronting' as a universal of child	•
phonology	293

Reviews	page
ALLEN, R. M. & CORTAZZO, A. D., Psycholinguistic development in children:	
implications for children with developmental disabilities (W. Kaper)	192
BAUDOUIN DE COURTENAY, JAN, Spostrzeżenia nad językiem dziecka	,
(Svenka Savić)	326
BLOOM, LOIS, One work at a time (R. Clark)	169
LANGE, S. & LARSSON, K, Syntactical development of a Swedish girl, Embla	
(Sascha W. Felix)	329
MAJOR, DIANA, The acquisition of modal auxiliaries in the language of children (Paul J. Fletcher)	318
MOORE, T, Cognitive development and the acquisition of language (Carlota S.	
Smith)	303
Ohnesorg, K., Colloquium paedolinguisticum (M. S. Blaubergs)	187
ROSEN, C. & H., The language of primary school children (C. B. Cazden)	184
RUTTER, M. & MARTIN, J. A. M., The child with delayed speech (Richard L.	
Schiefelbusch) Schaerlaekens, A. M., The two-word sentence in child language develop-	333
ment (Arthur W. Staats)	322
Schiefelbusch, R. L., Language of the mentally retarded (Michael	·
Rutter)	334
Project Reports	
The acquisition of derivational morphology: University of Alberta	337
International Centre for Research on Bilingualism, Université Laval	196
Institut za lingvistiku, Novi Sad, Yugoslavia	195
Index of Rook Received	

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.

Two 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 italicisation 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 10. 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 2 Number 2 November 1975 Articles page THOMAS MURRY, HARRY HOLLIEN & ERIC MÜLLER: Perceptual responses to infant crying: maternal recognition and sex judgments 199 RACHEL E. STARK, SUSAN N. ROSE & MARGARET McLAGEN: Features of infant sounds: the first eight weeks of life 205 PAULA MENYUK & MARY KLATT: Voice onset time in consonant cluster production by children and adults 223 Anne L. Carter: The transformation of sensorimotor morphemes into words: a case study of the development of 'more' and 'mine' 233 SVENKA SAVIĆ: Aspects of adult-child communication: the problem of question acquisition 251 THOMAS J. THIEMAN: Imitation and recall of optionally deletable sentences by young children 261 DAVID J. TOWNSEND & MELINDA ERB: Children's strategies for interpreting complex comparative questions 271 JILL G. DE VILLIERS & HELEN B. TAGER FLUSBERG: Some facts one simply cannot deny 279 Notes and Discussion DAVID INGRAM: Surface contrast in children's speech 287 LISE MENN: Counter example to 'fronting' as a universal of child phonology 293 DAVID BARTON: Statistical significance in phonemic perception experiments 297 JAMES R. HURFORD: A child and the English question formation rule 299 Reviews T. Moore: Cognitive development and the acquisition of language (Carlota S. 303 DIANA MAJOR: The acquisition of modal auxiliaries in the language of children (Paul J. Fletcher) 318 A. M. Schaerlaekens: The two-word sentence in child language development (Arthur W. Staats) 322 JAN BAUDOUIN DE COURTENAY: Spostrzeżenia nad językiem dziecka (Svenka Savić) 326 S. Lange & K. Larsson: Syntactical development of a Swedish girl, Embla (Sascha W. Felix) 329 M. RUTTER & J. A. M. MARTIN: The child with delayed speech (Richard L. Schiefelbusch) 333 R. L. Schiefelbusch: Language of the mentally retarded (Michael Rutter) 334 Project Report The acquisition of derivational morphology: University of Alberta 337 Index of Book Received 341 © Cambridge University Press 1975 CAMBRIDGE UNIVERSITY PRESS Bentley House, 200 Euston Road, London NWI 2DB 32 East 57th Street, New York, N.Y.10022 Single parts £4.00 net in U.K. (\$12.00 in U.S.A. and Canada) Subscription price £6.50 net in U.K. (\$19.50 in U.S.A. and Canada)

Printed in Great Britain at the University Printing House, Cambridge