

CONTENTS

Wallburga von Raffler-Engel: Introduction	9
Luigi Romagnoli: Opening remarks	16
Peglio Franzaroli: Salutation	17
Daniel Abbott and Shel Feldman: The syntagmatic-paradigmatic shift in three- and four-year-olds, as a function of classification ability and form class of stimulus word	19
Francesco Antinucci: Semantic development in child language	21
Raimo Anttila: Child language, abduction and the acquisition of linguistic theory by linguists	24
Kay Atkinson King: On the recognition of babbling.	38
Ben Blount: Babbling in Luo children	39
Eve Clark: Semantic components in language acquisition.	48
Richard Cromer: The acquisition of syntactic structures by children	52
David Crystal: Developmental intonology	56
John Delack: Infant vocalizations	66
Bruce Derwing: What kind of rules can children learn?.	68
Susan Ervin-Tripp: Studying the language of the child's milieu	79
Shel Feldman and William Barton: Memory for the form class of a word: a function of cognitive development	82
Charles Ferguson: Remarks on theories of phonological development	84
Hazel Francis: On the syntagmatic-paradigmatic shift	99
Olga Garnica: The development of the perception of phonemic differences	101
Irina Geodakian and V. Kurghinian: An attempt to group psycholinguistically the early utterances of a child	105
Margaret Golick: Children with mild language disorders	108
Sara Harkness: Mother's language	110
Bates Hoffer: Mexican-American acquisition of syntax	112
Robert Jarvella: Children's short-term memory for discourse	119
Carolyn Kessler: Syntactic concurrence in first-language bilingualism	128

Lachman Khubchandani: Language behaviour	132
Vladislava Knafllic: Categorial and morphological analysis of spoken language in rural and urban elementary school children	134
Dragan Krstic: Item analysis of the Serbo-Croatian language test .	136
Rede Lar: Movement behaviour and preverbalization of five infants in a cross-cultural setting.	138
Yvan Lebrun: Little Igor's /R/	145
A. Lock: "Acts" instead of "sentences"	148
Vera Lukic: Categorial analysis of child written vocabulary.	162
Vera Lukic: Size of child passive vocabulary	163
Vera Lukic: Some aspects of the active written vocabulary of children	164
Arthur McCaffrey: Asymmetry, asynchrony and discontinuity. . .	165
Ignatius Mattingly: Phonetic prerequisites for first-language acquisition	173
Ljiljana Miocinovic: The influence of "The Nature and Social Studies" textbook on increasing the vocabulary of second-grade elementary school pupils	178
Ljiljana Miocinovic: Analysis of the written vocabulary of a textbook intended for use by elementary school pupils.	179
David Olson and Ruth Pike: On the answering of questions about perceived and described events	180
Jacob Ornstein: Research on developmental reading skills among three-year olds	184
Jaroslava Pacesova: Some notes on developmental universals in Czech-speaking children	192
Domenico Parisi: The study of syntactical development	199
Tschang-Zin Park: Imitation of grammatical and ungrammatical sentences by German-speaking children	202
Milivoj Pavlovic: Child language	218
Helen Remick: Maternal speech to children during language acquisition	223
Norma Ringler: On mothering behaviour	234
Thomas Roeper: Three relations between semantics and syntax . .	236
Jacqueline Sachs, Robert Brown and Raffaella Salerno: Adult speech to children	240
Jacqueline Sachs and Marie Johnson: Language development of a hearing child of deaf parents	246
I. Schlesinger: Is there a natural word order?	253
Lois Singer: Grammatical development in normal and in cerebral	

palsy children.	258
Tatiana Slama-Cazacu: Child phonology: Some problems of its study	261
Catherine Snow: Mothers' speech	263
Irene Spilka: Evaluating spontaneous speech production in a second language	265
Nathan Stemmer: The role of functional similarity in language acquisition	270
Jean Stewart: Children's ability to understand questions	274
Merril Swain: Bilingual first-language acquisition	277
Smiljka Vasic: A qualitative analysis of child vocabulary from the standpoint of psycholinguistics	281
Smiljka Vasic: Egocentricity in child language	282
Smiljka Vasic: The accentual system in a group of elementary school pupils	283
Smiljka Vasic: The development of articulation	284
Walburga von Raffler Engel: A pluri-modal communicative approach to language acquisition	287
Lynn Waterhouse and Karen Fischer: Genotype contributions to skill in imitation, comprehension and production	290
Natalie Waterson: Perception and production in the acquisition of phonology	294
Gordon Wells and Linda Ferrier: A study of child speech in its conversational context	323
References	346
Program of the ISOFLA	359
Index	361