

Applied Psycholinguistics

Volume 1, 1980

Editor

Sheldon Rosenberg

Editorial Board

Ursula Bellugi

Melissa Bowerman

Roger Brown

Alfonso Caramazza

John B. Carroll

Courtney B. Cazden

Richard Cromer

David Crystal

Victoria A. Fromkin

Susan Goldin-Meadow

Philip B. Gough

John R. Hayes

David Ingram

Leon A. Jakobovits

Robert J. Jarvella

James J. Jenkins

Paul A. Kolers

Wallace E. Lambert

Laurence B. Leonard

John C. Marshall

Barry McLaughlin

Jon F. Miller

Donald M. Morehead

Neil O'Connor

David R. Olson

Norma S. Rees

Maris M. Rodgon

Peter B. Rosenberger

Michael Rutter

Richard L. Schiefelbusch

Steven Schwartz

Catherine E. Snow

Paula Tallal

Frank R. Vellutino

Leland Wilkinson

CAMBRIDGE UNIVERSITY PRESS

Cambridge

London New York New Rochelle

Melbourne Sydney

Published by the Press Syndicate of the University of Cambridge
The Pitt Building, Trumpington Street, Cambridge CB2 1RP
32 East 57th Street, New York, N.Y. 10022
296 Beaconsfield Parade, Middle Park, Melbourne 3206

© 1980 Cambridge University Press

Printed in the United States of America
by Science Press, Ephrata, Pennsylvania

Contents Volume 1 1980

EDITOR'S OVERVIEW	1-5 123-126 221-223 323-327
ARTICLES	
ABBEDUTO, LEONARD and ROSENBERG, SHELDON The communicative competence of mildly retarded adults	405-426
BERNDT, RITA SLOAN and CARAMAZZA, ALFONSO A redefinition of the syndrome of Broca's aphasia: Implications for a neuropsychological model of language	221-278
BLANK, MARION and FRANKLIN, ELEANOR Dialogue with preschoolers: A cognitively-based system of assessment	127-150
BRUNO, KRISTIN J. and HARRIS, RICHARD J. The effect of repetition on the discrimination of asserted and implied claims in advertising	307-321
BUCKINGHAM, HUGH W., JR. On correlating aphasic errors with slips-of-the-tongue	199-220
DONAHUE, MAVIS, PEARL, RUTH and BRYAN, TANIS Learning disabled children's conversational competence: Responses to inadequate messages	387-403
EHRI, LINNEA C. and WILCE, LEE S. The influence of orthography on readers' conceptualization of the phonemic structure of words	371-386
FRIEDMAN, PHILIP and FRIEDMAN, KAREN A. Accounting for individual differences when comparing the effectiveness of remedial language teaching methods	151-170
GENESE, FRED and HAMAYAN, ELSE Individual differences in second language learning	95-110
GRAY, VICKY A. and CAMERON, CATHERINE ANN Longitudinal development of English morphology in French immersion children	171-181
GREENBERG, MARK T. Mode use in deaf children: the effects of communication method and communication competence	65-79
HERBERT, ROBERT K. and WALTENSPERGER, KAREN Z. Schizophrenia: case study of a paranoid schizophrenic's language	81-93
HIER, DANIEL B. and KAPLAN, JONI Verbal comprehension deficits after right hemisphere damage	279-294

KAGAN, DONA M. Syntactic complexity and cognitive style	111–122
LEONARD, LAURENCE B., NEWHOFF, MARILYN and MESALAM, LINDA Individual differences in early child phonology	7–30
MCLAUGHLIN, BARRY On the use of miniature artificial languages in second-language research	357–369
QUIGLEY, STEPHEN P. and KING, CYNTHIA M. Syntactic performance of hearing impaired and normal individuals	329–356
SHATZ, MARILYN, BERNSTEIN, DEENA K. and SHULMAN, MARSHA A. The responses of language disordered children to indirect directives in varying contexts	295–306
STOEL-GAMMON, CAROL Phonological analysis of four Down's syndrome children	31–48
TALLAL, PAULA, STARK, RACHEL E., KALLMAN, CLAYTON and MELLITS, DAVID Perceptual constancy for phonemic categories: A developmental study with normal and language impaired children	49–64
WEBER-OLSEN, MARCIA and RUDER, KENNETH F. Acquisition and generalization of Japanese locatives by English-speakers	183–198

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, acknowledgements, 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 1 Number 4 1980

	page
Editor's overview	323
STEPHEN P. QUIGLEY and CYNTHIA M. KING Syntactic performance of hearing impaired and normal hearing individuals	329
BARRY MCLAUGHLIN On the use of miniature artificial languages in second-language research	357
LINNEA C. EHRI and LEE S. WILCE The influence of orthography on readers' conceptualization of the phonemic structure of words	371
MAVIS DONAHUE, RUTH PEARL, and TANIS BRYAN Learning disabled children's conversational competence: responses to inadequate messages	387
LEONARD ABBEDUTO and SHELDON ROSENBERG The communicative competence of mildly retarded adults	405
Index to Volume 1	

©Cambridge University Press 1980

CAMBRIDGE UNIVERSITY PRESS

The Pitt Building, Trumpington Street, Cambridge CB2 1RP

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

296 Beaconsfield Parade, Middle Park, Melbourne 3206

Printed in the United States of America by Science Press, Ephrata, Pennsylvania

<https://doi.org/10.1017/S0142716400000977> Published online by Cambridge University Press