

APPLIED PSYCHOLINGUISTICS

Volume 6, 1985

Editor

Catherine E. Snow

Editor

John L. Locke

Editorial Board

Kenneth Abrams

Marion Blank

Sheila E. Blumstein

John Bonvillian

Karen Hardy Brown

Hugh Buckingham

Richard Cromer

Toni Cross

Mary E. Curtis

William Dingwall

Charles A. Ferguson

Susan Fischer

Fred Genesee

Jean Berko Gleason

L. Rowell Huesmann

Judith Johnston

Yvan Lebrun

Lawrence B. Leonard

Marcus G. Lieberman

John C. Marshall

Barry McLaughlin

Pieter Muysken

Anat Ninio

D. Kimbrough Oller

Barry Prizant

Charles Read

Sheldon Rosenberg

Peter Rosenberger

Norman Segalowitz

Donald Shankweiler

Michael Smith

Rachel E. Stark

Michael Studdert-Kennedy

Helen Tager-Flusberg

William H. Teale

Anne van Kleeck

Marilyn Vihman

Maryann Wolf

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 57 Street, New York, N.Y. 10022
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

1985 © Cambridge University Press

Printed in the United States of America

Contents Volume 6 1985

ARTICLES

- BRUCK, MARGARET Consequences of transfer out of early French immersion programs 101–120
- BRUCK, MARGARET Predictors of transfer out of early French immersion programs 39–62
- DAIUTE, COLETTE and KRUIDENIER, JOHN A self-questioning strategy to increase young writers' revising processes 307–318
- GOODLUCK, HELEN Deficits in sentence comprehension: Are they syntactic? Comments on Stein, Cairns, and Zurif 181–194
- KAMHI, ALAN G., NELSON, LAUREN K., LEE, RENÉ FRIEMOTH, and GHOLSON, BARRY The ability of language-disordered children to use and modify hypotheses in discrimination learning 435–452
- LEBRUN, YVAN Disturbances of written language and associated abilities following damage to the right hemisphere 231–260
- MAXWELL, MADELINE and BERNSTEIN, MARK E. The synergy of sign and speech in simultaneous communication 63–82
- MORICE, RODNEY and SLAGHUIS, WALTER Language performance and reading ability at 8 years of age 141–160
- NIENHUYTS, TERRY G., HORNSBOROUGH, KIM, and CROSS, TONI G. A dialogic analysis of interaction between mothers and their deaf or hearing preschoolers 121–140
- OLSWANG, LESLEY B. and BAIN, BARBARA A. Monitoring phoneme acquisition for making treatment withdrawal decisions 17–38
- PRINZ, PHILIP M. and NELSON, KEITH E. "Alligator eats cookie": Acquisition of writing and reading skills by deaf children using the microcomputer 283–306
- PRINZ, PHILIP M. and MASIN, LOUISE Lending a helping hand: Linguistic input and sign language acquisition in deaf children 357–370

ROELTGEN, DAVID P. and HEILMAN, KENNETH M. Review of agraphia and a proposal for an anatomically-based neuropsychological model of writing	205–230
SEIDENBERG, MARK S., BRUCK, MARGARET, FORNAROLO, GAIL and BACKMAN, JOAN Word recognition processes of poor and disabled readers: Do they necessarily differ?	161–180
SPEIDEL, GISELA E., THARP, ROLANDA G. and KOBAYASHI, LINDA Is there a comprehension problem for children who speak nonstandard English? A study of children with Hawaiian-English backgrounds	83–96
TEMPLE, CHRISTINE M. Developmental surface dysgraphia: A case report	391–406
TEMPLETON, SHANE and SCARBOROUGH-FRANKS, LINDA The spelling's the thing: Knowledge of derivational morphology in orthography and phonology among older students	371–390
THEVENIN, DEBORAH M., EILERS, REBECCA E., OLLER, D. KIMBROUGH and LAVOIE, LAWRENCE Where's the drift in babbling drift? A cross-linguistic study	3–16
TOLCHINSKY-LANDSMANN, LILIANA and LEVIN, IRIS Writing in preschoolers: An age-related analysis	319–340
TREIMAN, REBECCA Spelling of stop consonants after /s/ by children and adults	261–282
WILBUR, RONNIE B. and GOODHART, WENDY C. Comprehension of indefinite pronouns and quantifiers by hearing-impaired students	417–434
YDE, PHILIP and SPOELDERS, MARC Text cohesion: An exploratory study with beginning writers	407–416
BOOK REVIEWS	
BEACH, R. and BRIDWELL, L. (EDS.) <i>New directions in composition research</i> (Richard Larson)	348–353
CAPLAN, D., LECOURS, A. and SMITH, A. (EDS.) <i>Biological perspectives on language</i> (Roberta Ann Goodman)	455–458
DOWNING, J. and LEONG, C. K. <i>Psychology of reading</i> (Mary E. Curtis)	97–100

FLOWER, L. <i>Problem-solving strategies for writing</i> (Loren S. Barritt)	346–347
FREDERIKSEN, C. H. and DOMINIC, J. (EDS.) <i>Writing: The nature, development, and teaching of written communication. Volume 2: Writing: Process, development, and communication</i> (John B. Carroll)	341–345
LANE, H. (ED.) <i>The deaf experience: Classics in language and education</i> . (Ronnie Wilbur)	198–204
MILLER, N. (ED.) <i>Bilingualism and language disability: Assessment and remediation</i> (Margaret Bruck)	453–454
NYSTRAND, M. (ED.) <i>What writers know: The language, process and structure of written discourse</i> (Patricia Wright)	354–356
PARADIS, M. and LEBRUN, Y. (EDS.) <i>Early bilingualism and child development</i> . (Catherine E. Snow)	195–197

IMPORTANT JOURNALS FROM CAMBRIDGE

Applied Psycholinguistics

Editors Catherine E. Snow
John L. Locke

An international journal involved with the psychological processes of language. It addresses the nature, acquisition and impairments of language expression and comprehension, including writing and reading. Occasionally an issue is devoted to a single topic. *Quarterly*.

The Behavioral and Brain Sciences

Editor: Steven Harnad

This international journal provides a special service called Open Peer Commentary to researchers in any area of psychology, neuroscience, behavioral biology or cognitive science who wish to solicit responses to a particularly significant and controversial piece of work.

The article, accepted commentaries and the author's response then appear simultaneously in **BBS**. *Quarterly*.

Child Language Teaching and Therapy

Editor: David Crystal

This international journal published by Edward Arnold Ltd., London and distributed in North America by Cambridge University Press, is concerned with the principles and practices of teaching children handicapped by an inadequate command of spoken or written language. Special attention is paid to specific assessment techniques, remedial programs and teaching case studies. *Tri-annually*.

ORDER FORM

Please enter my subscription to

Applied

Psycholinguistics

- Volume 7 (1986)
 Institutions: \$65.00
 Individuals: \$35.00

The Behavioral and

Brain Sciences

- Volume 9 (1986)
 Institutions: \$136.00
 Individuals: \$59.00

Child Language Teaching

and Therapy

- Volume 2 (1986)
 Institutions: \$50.00
 Individuals: \$35.00

Individuals must prepay by personal check or credit card

NAME _____

ADDRESS _____

CITY _____ STATE/PROV _____ ZIP _____

Payment enclosed \$ _____ VISA MasterCard Interbank No _____

Card No _____ Expires _____

Signature _____



Cambridge University Press • 32 East 57th Street • New York, New York 10022

INSTRUCTIONS TO AUTHORS

The Editors of *Applied Psycholinguistics* are Catherine E. Snow, Harvard Graduate School of Education, and John L. Locke, Massachusetts General Hospital. Authors should submit their original manuscript plus three copies to:

The Editorial Office, *Applied Psycholinguistics*
Harvard Graduate School of Education
Larsen Hall, 7th Floor
Cambridge, MA 02138

Submissions may be full length articles (original research, theoretical or methodological studies, issue-oriented literature reviews), short notes, or critical responses to articles 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. (1973). Schizophrenia, language and reality.

American Psychologist, 28, 395–403.

Ingram, D. (1976). *Phonological disability in children*. New York: Elsevier.

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

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

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. 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 6 Number 4 1985

Articles

- PHILIP M. PRINZ and LOUISE MASIN Lending a helping hand:
Linguistic input and sign language acquisition on deaf children 357
- SHANE TEMPLETON and LINDA SCARBOROUGH-FRANKS The
spelling's the thing: Knowledge of derivational morphology in
orthography and phonology among older students 371
- CHRISTINE M. TEMPLE Developmental surface dysgraphia: A case
report 391
- PHILIP YDE and MARC SPOELDERS Text cohesion: An exploratory
study with beginning writers 407
- RONNIE B. WILBUR and WENDY C. GOODHART Comprehension of
indefinite pronouns and quantifiers by hearing-impaired students 417
- ALAN G. KAMHI, LAUREN K. NELSON, RENÉ FRIEMOTH LEE, and
BARRY GHOLSON The ability of language-disordered children
to use and modify hypothesis in discrimination learning 435

Book Reviews

- MILLER, NIKLAS (ED.) *Bilingualism and language disability:
Assessment and remediation* (Margaret Bruck) 453
- CAPLAN, D., LECOURE, A., and SMITH, A. (EDS.) *Biological
perspectives on language* (Roberta Ann Goodman) 455

©Cambridge University Press 1985

CAMBRIDGE UNIVERSITY PRESS

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

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

10 Stamford Road, Oakleigh, Melbourne 3166, Australia

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