Contents

Foreword vii

 Syntactic and Conceptual Factors in the Acquisition of Collective

 Nouns
 1

 PAUL BLOOM & DEBORAH KELEMEN

 Phonotactics and the Lexicon: Beyond Bootstrapping
 11

 MICHAEL BRENT, ADAMANTIOS GAFOS, & TIMOTHY CARTWRIGHT
 11

The Case of NP-type Nouns: Support for Semantic Theories of Acquisition 22 TRACEY BURNS & NANCY N. SOJA

 Modelling the Acquisition of Lexical Segmentation
 32

 PAUL CAIRNS, RICHARD SHILLCOCK, NICK CHATER, & JOE LEVY*

Who's the subject? Structural Guides for Verb Learning 42 CYNTHIA L. FISHER

 Evidence from Comprehension for Early Knowledge of

 Pronouns
 53

 Kathy Hirsh-Pasek, Roberta Michnick Golinkoff, Gabriella Hermon, Diana

 Kaufman

When Do Children Acquire Verbs?" 60 CLIFTON PYE, DIANE FROME LOEB, SEAN REDMOND, & LORI ZOBEL RICHARDSON

Inferring the Innateness of Syntactic Knowledge 71 T. JOHN ROSEN & SARA THOMAS ROSEN 71

On the Acquisition of Split Ergativity: Some Evidence from Urdu 82 ANJUN P. SALEEMI

 Grammatical and Caregiver Cues in Early Sentence

 Comprehension
 94

 MICHELE SHADY & LOUANN GERKEN

Child Language Evidence on Palestinian Arabic Phonology 104 KIMARY N. SHAHIN

vi / CONTENTS

Modulation of Object Perception by Count and Mass Syntax 117 KAVERI SUBRAHMANYAM & BARBARA LANDAU

Romance Auxiliary Selection with Reflexive Clitics: Evidence for Early Knowledge of Unaccusativity 127 WILLIAM SNYDER, NINA HYAMS, & PAOLA CRISMA

Noun Class Prefixes in Sesotho Child-directed Speech 137 YASMINE L. ZIESLER & KATHERINE DEMUTH

The Acquisition of Embedded Clauses with Finite Verbs in Nonfinal
Position in Dutch147ISABELLA BARBIER

How a Word-learning Principle Might Interact with Metalinguisitc Knowledge and Input 159 JENNIFER E. DEWITT

A Further Examination of the Shape Bias in Early Word Learning 167 DEDRE GENTNER & MUTSUMI IMAI

Discourse Organisation in French children's Narratives 177 HARRIET JISA & SOPHIE KERN

Children's Knowledge of Pronoun Usage in Discourse 189 SHARON LEVINSKY & LOUANN GERKEN

How Children Talk about Conversations: Development of Roles and Voices 197 ASLI ÖZYÜREK

Acquisition of the Referential System in American Sign Language 207 LISA RICHE, JEFFREY G. BETTGER, & EDWARD S. KLIMA

Interpreting Attention-directing Gestures 217 CHRIS L. SCHMIDT

Nouns Are Not Always Learned Before Verbs, but Why? Evidence from Mandarin Chinese 224 TWILA TARDIF

 12-month-old Infants Have the Conceptual Resources to Support the

 Acquisition of Count Nouns
 231

 FEI XU, SUSAN CAREY, KYRA RAPHAELIDIS, & ANASTASIA GINZBURSKY

Index of Previous CLRF Proceedings 239

Foreword

The 26th annual meeting of the Stanford Child Language Research Forum was held on April 15-17, 1994. The meeting owed its organization this year to the efforts of many people: Jennifer Arnold, Renee Blake, Bradley Davidson, Jean Liittshwager, Robert Malouf, Norma Mendoza-Denton, Maria-Eugenia Nino, Christine Poulin, Susanne Riehemann, and Lawrence Tovar all helped with the overall planning. Special thanks go to Jennifer Arnold for the book display; to Susanne Riehemann and Maria-Eugenia Nino for producing the handbook; to Lori Van Houten, Robert Malouf, and Lawrence Tovar for organizing the refreshments, and to Norma Mendoza-Denton, Bradley Davidson, and Christine Poulin for helping us keep track of mailing lists. We also owe special thanks to Terry K.-F. Au for organizing a panel on "Does input constrain word-learning principles?", to Matthew Rispoli for a panel on "Pronoun case errors: New approaches to an old phenomenon", and to Janet F. Werker for a panel on "Setting the stage for acquisition: Experiential influences on infant speech perception." We are also grateful to Anne Fernald and Jerry MacRoberts for setting up tours of the Infancy Lab in the Psychology Department during the meeting. Finally, the meeting would not have been possible without the able support of the administrative staff in the Linguistics Department: Michelle Collette Murray, Alistair Murray, Gina Wein, and Kyle Wohlmut.

> Eve V. Clark Peter Sells