

unidentifiable through current pretest/posttest measures and certainly disallowed by the social structure of Western schools. Hundeide, in "The Tacit Background of Children's Judgments," furthers Rommetveit's contention that the language of the experiment changes the task by showing how the difficulty of educational tasks is traceable to the perspective established by the questions asked. Finally, Brown and Ferrara, in "Diagnosing Zones of Proximal Development," operationalize the zone of proximal development in educational measurement.

While Part Three obviously contains papers that bear directly on L2 issues, I think that the paper by Brown and Ferrara is the most interesting, both in general and in L2 in particular. Brown and Ferrara show how a standardized test can be modified through the introduction of cues and contextualization so as to diagnose *potential* in the student rather than to definitively pigeonhole him or her on a scale. The upshot is to revolutionize educational placement tests by connecting collaborative testing with speed of solution, not just with successful solution. After all, the goal of educational measurement in the Vygotskian framework is successful performance by *all* students: what is measured is not correct response, but the amount of help needed to bring each student "to criterion." It seems to me that L2 testing as a whole has a lot to learn from Brown and Ferrara's work. Great strides can be made not only toward humanizing L2 tests, but also toward getting a more accurate picture of a learner's control over the L2, along with getting an honest picture of the place of the tester in the whole enterprise.

CCC is a fine book, another in the series of fine books brought out by Wertsch on Soviet theory. With some imagination, L2 researchers will find that the book pays off admirably, as long as they are willing to let their usual assumptions be twisted a bit to the better.

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**CHILDREN'S EXPLANATIONS: A PSYCHOLINGUISTIC STUDY.**  
Morag L. Donaldson. Cambridge: Cambridge University Press, 1986. Pp. xi + 188.

Children's use of the causal connectives *because* and *so* are interesting not only as linguistic achievements but also because correct use implies an understanding of causal relations. Previous

# Childrens Explanations A Psycholinguistic Study

**Great Britain. Committee of Inquiry  
into the Teaching of English  
Language, John Frank Charles Kingman**

## **Children's Explanations A Psycholinguistic Study:**

*Children's Explanations* Morag L. Donaldson, 1986-10-23 *Children's Explanations* is a book that will be of equal interest to cognitive and developmental psychologists and to psycholinguistics *A Psycholinguistic Study of Children's Explanations*

M. L. Donaldson, University of Edinburgh, 1983 *Children's Problems in Text Comprehension* Nicola Yuill, Jane

Oakhill, 1991-09-19 A 1991 examination of children's comprehension abilities by Yuill and Oakhill **International**

**Encyclopedia of Education**, 2009-04-17 The field of education has experienced extraordinary technological, societal, and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science. Unequaled in its combination of authoritative scholarship and comprehensive coverage, *International Encyclopedia of Education*, Third Edition, succeeds two highly successful previous editions (1985, 1994) in aiming to encapsulate research in this vibrant field for the twenty-first century reader. Under development for five years, this work encompasses over 1,000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field. Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines, and this new edition comprehensively matches this diversity. The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1,500 contributors representing over 100 countries capturing a complete portrait of this evolving field. A totally new work revamped with a wholly new editorial board structure and brand new list of meta-sections and articles. Developed by an international panel of editors and authors drawn from senior academia. Web-enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study. Incorporates ca. 1,350 articles with timely coverage of such topics as technology and learning, demography, and social change, globalization, and adult learning to name a few. Offers two content delivery options: print and online, the latter of which provides anytime, anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files. **Resources in Education**, 1986

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presented in a way that makes clear how they relate to each other and why they all fall under the rubric of pragmatics The authors combine their own extensive work in these three domains with an overview of the field of pragmatic development describing how linguistic pragmatics relates to other aspects of language development to social development and to becoming a member of one's culture Time, Action and Cognition Françoise Macar, V. Pouthas, William J.

Friedman, 2013-04-17 This volume is the outcome of the NATO Advanced Research Workshop on Time Action and Cognition which was held in Saint Malo France in October 1991 The theme time in action and cognition of time was sparked by growing awareness in informal meetings between mostly French speaking time psychologists of the need to bring together time specialists in the areas of development motor behavior attention memory and representations The workshop was designed to be a forum where different theoretical points of view and a variety of empirical approaches could be presented and discussed Time psychologists tended to draw conclusions restricted to their specific fields of interest From our own experience we felt that addressing a common issue possible relationships between time in action and representations of time could lead to a more comprehensive approach We are indebted to NATO for allowing us to bring this idea to fruition We take this opportunity as well to express our thanks to Cognisud section an active interdisciplinary research organization for its financial backing and the CNRS for its scientific support **Talking to Adults** Shoshana

Blum-Kulka, Catherine E. Snow, 2002-04 The focus of this volume is on how language is used between adults and children The results is a volume that will appeal to readers in language development and narrative discourse Has the potential to become a classic graduate level text reference Applied Psycholinguistics ,2006 **Cohesion in Children's Fictional Stories**

Deborah Salgo, 1988 Journal of Narrative and Life History ,1994 *Hispanic Journal of Behavioral Sciences* ,1997

Handbook of Child Psychology, Cognition, Perception, and Language William Damon, 1998 This four volume handbook is the definitive reference in the field of child development It serves as a sourcebook encyclopedia and research review

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