

Journal of Child Language

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All submissions are read by a member of the editorial team to check whether, with regard to readability and content, they are appropriate to send to referees. All eligible manuscripts are then sent, anonymously, to two referees. When the referees' reports are received, each manuscript is evaluated by the editorial team, and the Editor informs the author of their decision. Articles should be written in English and should not normally exceed 24 printed pages (roughly 10,000 words), and Brief Research Reports should not exceed 4,000 words; these lengths do not include Abstract and References. There should be a maximum of 60 references for an Article and a maximum of 40 references for a Brief Research Report. In special circumstances, when the editors judge a comprehensive review of the literature to be a central component of the article and therefore warrants more references, they may allow up to 70 references. Specific instructions for contributors follow.

Preparation and Submission of Manuscripts

1. Each manuscript should have a separate title page giving the title, any acknowledgments, and – at the top – a running headline of not more than 40 characters. No pages in the typescript should carry the author's name. Author details will be inputted on the online platform elsewhere.
2. Each copy should have an abstract on a separate sheet (not more than 150 words long for articles and 100 words for notes). The abstract should give the aims of the study, the general method and the principal conclusions.

General Stylistic Guidelines

3. When not otherwise specified, style should follow the Publication Manual of the American Psychological Association (6th Edition, 2010).
4. Spelling should be consistent – either British English or American English throughout. Emphasis (which should be used sparingly) should be marked by small capitals. Technical terms, e.g., 'cue strength', are given in small capitals on first mention and in lower cases subsequently. Standard linguistic abbreviations are in large capitals throughout, e.g., AUX, NP. Single rather than double inverted commas should be used throughout for quotations, citations of words and sentences, glosses and cases where a term is used with some qualifying sense, as in referring to a 'gold standard' test, but double quotes should be used for direct speech.
5. Articles should be clearly divided into appropriately-labelled but unnumbered sections: often, but not necessarily, Introduction, Method, Results, and Discussion. Side headings should be used within these sections, e.g. *Participants*, *Procedure*.
6. Footnotes should not be used unless absolutely necessary. Information that is relevant to the article should generally be included in the body of the text, eliminating the need for footnotes. If used, footnotes should not contain phonetic characters, statistics or tables, nor should they be used simply for

bibliographical information. Their reference point in the text should be clearly indicated with a superscript number at the end of the relevant sentence. The footnotes themselves should be numbered and listed on a separate sheet at the end of the article.

7. Each table and figure should be on a separate sheet at the end of the article; their position in the text should be clearly indicated. They should have a title and should be numbered independently of any numbered examples in the text. Figures should, if possible, be camera-ready.
8. Ages should be stated in years, months and – if necessary – days, like this: 1;10.22. Terms such as ‘three-year-olds’ are also acceptable, but not ‘children aged 24-30 months’ or ‘at 19 months 16 days’ or ‘3-year-olds’. When groups of children are involved, either standard deviations or ranges should be provided.

Language Examples

12. Phonetic transcriptions should, wherever possible, employ the symbols and conventions of the IPA.
13. Language examples in the body of the text should be underlined (italics). If there is an example in another language underline it (italics) and give an English gloss in single quotes, as in lui ‘he’.
14. It will often be appropriate to number and indent linguistic examples, e.g.
 - (1) Adam burns the candle.
 - (2a) Adam ate the fish
 - (2b) The fish was eaten by Adam.

Examples of interaction should also be numbered and be set out like this:

- (3) (J. wants the tape recorder off. When the switch is up it is off).
 - J. Up that for me.
 - M. Can you turn that off, please.
Not ‘Off that for me’.
 - J. For me. Turn off.

15. For example sentences in languages other than English, give morpheme-by-morpheme glosses and a translation of the sentence, as in the following:

- (4) Wati-ngki nga-rnu kuyu.
man-ERG eat-PAST meat
‘The man ate some meat.’

16. Material for appendix
If the article includes a substantial body of data or lengthy test materials, it may be best to give these in an appendix, with an example item in the body of the text.

Tables and Figures

17. Tables and figures should be given on a separate sheet at the end of the article. They should have a title, and a key, if necessary, to clarify any abbreviations. Titles should be self-explanatory and should not be overlong; detailed information can be given in footnotes signalled by a,b etc. It is important to ensure that tables do not contain an indigestible amount of information. Tables and figures should be numbered independently of each other and of any numbered examples in the text. Be careful not to overburden the text with tables. Indicate in the body of the text the preferred place for a table or figure. Figure captions should appear on a separate sheet of paper. Originals of the figures should be supplied, with artwork of reproduction quality.
18. Tables should not include underlining or vertical lines, and horizontal lines should be kept to a minimum. Use capital letters as sparingly as possible. In tables, it is better to put % at the top of the appropriate columns rather than putting it after each result. Decimal points for entries in a column

should be aligned. Statistical significance can be marked with asterisks (with the level of significance given in the key).

19. If means are given, standard deviations should be given too. If the findings are reported in percentages, raw scores and the number of subjects/participants should usually be included.

Statistics

20. ANOVAs should be presented in one of the following formats:

...a (5) object concept ¥ (2) examples ¥ (3) sessions ANOVA
... a three-way ANOVA: object concept (5) ¥ examples (2) ¥ sessions (3).

Note the use of lower case letters for the factors.

Computed statistics should be reported as follows:

$$F(2,63) = 13.02, p = .04$$

For ANOVA results do not use the less than or greater than signs to report p values for significant results. Report exact p values, but if the statistical program reports $p = .000$ you should report this as $p < .001$. For non-significant results it is appropriate to use the greater than sign. Effect sizes should also be reported

21. Chi-squared should have the name spelled out at the beginning of the sentence, the symbol χ^2 elsewhere. Following the Chi-squared symbol include the degrees of freedom, in brackets, and the number of entries (N), as in the following example:

$$\chi^2 (2, N=40) = 12.27, p = .01$$

22. If the statistical treatment is particularly complex, it may be worth giving the details in an appendix, with just what is needed for interpretation of the data in the body of the text.

References

23. References in the body of the text should be made in one of the following two forms:

According to Snow (1990: 698); OR, In the sixties and seventies, several authors published important work on combinatorial speech (Bloom, 1970; Braine, 1963; Miller & Irvin, 1964; Schlesinger, 1974).

Note that such references are in alphabetical order, and that pairs of authors are joined by & when the two names are in brackets. The first reference to a work with several authors should list all their names; subsequent citations should give first author and et al.

Single sentences may be quoted within paragraphs, but where more than one sentence is quoted, it is usually a good idea to start the quotation on a new line and to indent the whole quotation.

24. All works referred to should be listed at the end of the article in alphabetical order. The reference list should not contain any works not referred to in the text.

Where an author has collaborated with others, any single-author works should precede joint works. Joint works are sequenced according to the second author's surname, and by date if the same or group of authors have written several papers.

Authors' names should be in lower case letters, apart from the first letter. Book titles should be in lower case letters, apart from the first letter and any proper names, and they should be italicized. Journal titles are given in full and underlined (set in italics). Run-on lines in each reference should be indented; there should not be any additional space between entries.

25. Books, chapters, conference papers, dissertations and journal articles should be presented as in the

following examples (note punctuation carefully):

- Bates, E., Bretherton, I. & Snyder, L. (1988). From first words to grammar: individual differences and dissociable mechanisms. Cambridge: C.U.P.
- Clancy, P. (1985). The acquisition of Japanese. In D. I. Slobin (ed.), *The crosslinguistic study of language acquisition*. Hillsdale, NJ: Erlbaum.
- Hirsh-Pasek, K., Naigles, L., Golinkoff, R., Gleitman, L. R. & Gleitman, H. (1988). Syntactic bootstrapping: evidence from comprehension. Paper presented at the 13th Annual Boston University Child Language Conference.
- Kim, Y.-J. (1987). The acquisition of relative clauses in English and Korean: development in spontaneous production. Unpublished doctoral dissertation, Harvard University.
- Mitchell, P. R. & Kent, R. D. (1990). Phonetic variation in multisyllable babbling. *Journal of Child Language* 17, 247-65.

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Proofs

A PDF file of the final article will be sent to the corresponding author on publication

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(Revised 21/04/2011)