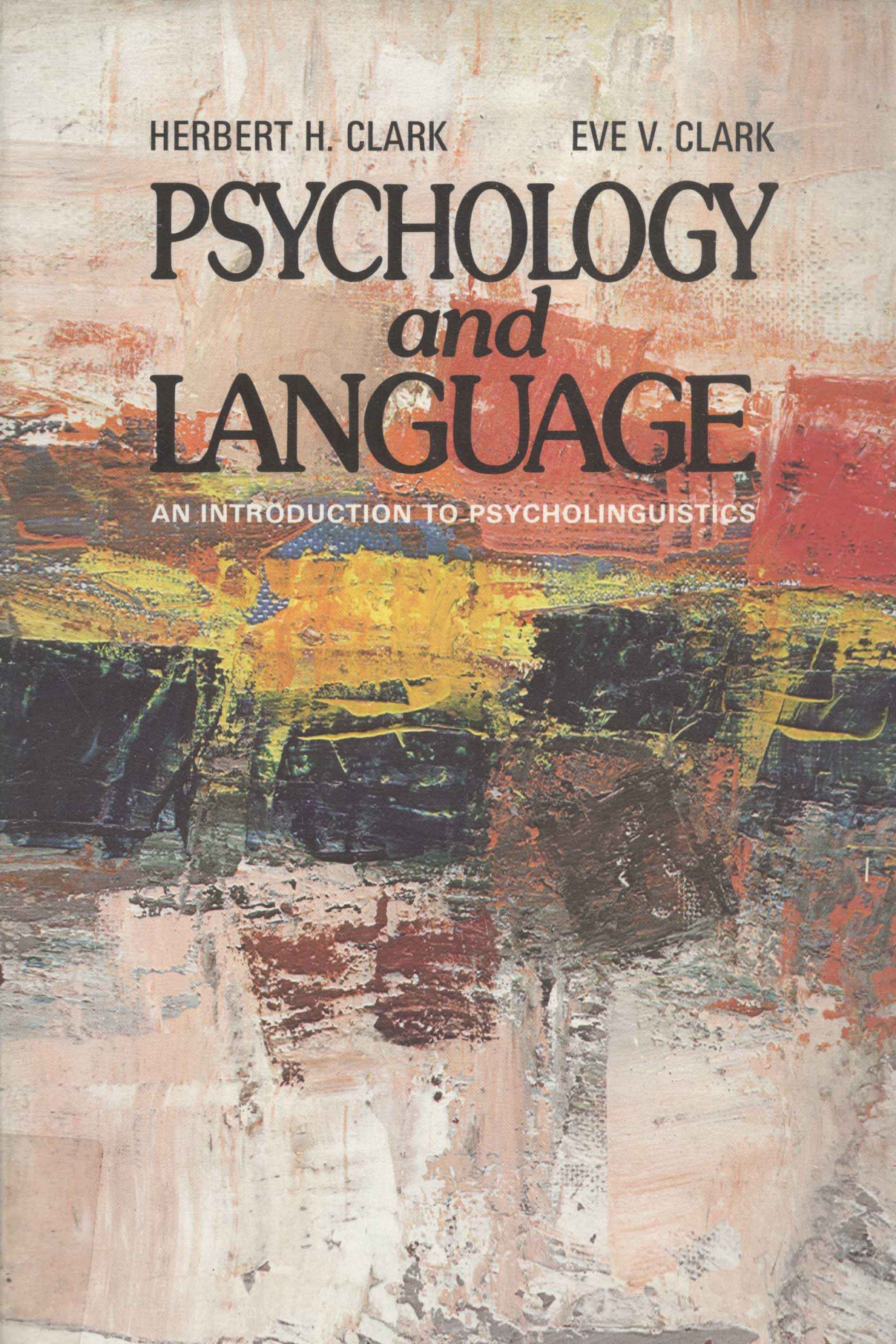
HERBERT H. CLARK
EVE V. CLARK
PSYCHOLOGY
and
LANGUAGE
AN INTRODUCTION TO PSYCHOLINGUISTICS

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AN INTRODUCTION TO PSYCHOLINGUISTICS

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AN INTRODUCTION TO PSYCHOLINGUISTICS

Under the general editorship of

Jerome Kagan

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To our parents

Helen, Cushman, Nancy, and Desmond

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Preface

Over the last two decades psycholinguistics has become an especially lively and influential field of study, one that promises to yield fresh insights into the nature of the human mind. It has grown with help from linguistics and cognitive psychology and with encouragement from areas of study as far apart as anthropology and neurology. But this diversity of influences has led to a problem: The aims and organizing principles that give psycholinguistics integrity—that make it worthy of study in its own right—have never been spelled out clearly enough.

In *Psychology and Language* we have tried to do just that. We have put together an introduction to psycholinguistics that attempts to be both comprehensive and balanced, reflecting the best theories and evidence available in the field today. We have designed this book primarily for undergraduate and graduate students in psychology, linguistics, and related fields—anthropology, communication, education, rhetoric, speech and hearing sciences, and the like—but it can profitably be read by anyone with an interest in psycholinguistics, for it does not require technical knowledge of either psychology or linguistics.

One of the principles that gives the field coherence is that psycholinguistics is fundamentally the study of three mental processes—the study of listening, speaking, and of the acquisition of these two skills by children. We have therefore organized the text around these processes. Part 1 is introductory. In Part 2 we take up listening, tracing it from the initial perception of speech sounds to the interpretation of and memory for what was said. In Part 3 we discuss speaking, beginning with the gross planning of monologues and dialogues and working through to the pronunciation of individual speech sounds. In Part 4 we deal with acquisition, following the development of language in children from birth to adolescence. In Part 5 we take up meaning—its role in listening, speaking, and acquisition—and the relation of language to thought.

Another principle that gives the field coherence is that the primary use of language is for communication. Curiously, this fact has played practically no role in previous treatments of the field. Listening, speaking, and acquisition have usually been considered for the way they reflect language structure—syntax, morphology, and phonology—with little regard for the way they reflect people's aims in communicating with one another. In *Psychology and Language* we have tried to correct this imbalance. For example, we have discussed not only the language structures children acquire but also their function—how children use them to communicate with other people. And, as the title of the book suggests, we have drawn freely on psychology and linguistics for insights into the role of communication in language use.

Readers may have more interest in some areas of psycholinguistics than in others. Those who wish to focus on speaking and listening but not on acquisition could pass over Part 4 and Chapter 13 in Part 5. Those interested in acquisition and listening but not in speaking could omit Part 3. Those who wish to concentrate

on acquisition alone could read Chapter 1, the first part of Chapter 5, and Chapters 8, 9, 10, and 13. Readers interested in the three basic mental processes but not in speech sounds could leave out Chapters 5 and 10 and perhaps the second half of Chapter 7. And those not interested in word meaning could omit Chapters 11, 12, and 13.

In writing this book we have been helped by many people. We are grateful to our colleagues in the Departments of Psychology and Linguistics at Stanford University, who encouraged us in many ways, and to the undergraduate and graduate students in our courses who commented on early drafts. We are particularly indebted to the many psychologists and linguists whose constructive reviews of parts of the early drafts have led to major improvements in the book: Dwight L. Bolinger, Professor Emeritus, Harvard University; Brian Butterworth, Cambridge University; Jack Catlin, late of Cornell University; Philip S. Dale, University of Washington; Lila R. Gleitman, University of Pennsylvania; David W. Green, University College London; James A. Hampton, University College London; Lise Menn, Research Laboratory of Electronics, Massachusetts Institute of Technology; David B. Pisoni, Indiana University; Jacqueline S. Sachs, University of Connecticut; Neilson V. Smith, University College London; Eric Wanner, Rockefeller University; and Deirdre Wilson, University College London. We would like to single out Charles E. Clifton, Jr., University of Massachusetts; Dan I. Slobin, University of California, Berkeley; and Edward E. Smith, Stanford University, who reviewed and left their mark on virtually every part of the manuscript. We are also grateful to William Dyckes, Judith Greissman, and Abigail Winograd at Harcourt Brace Jovanovich for their skill and care in guiding the book from manuscript to print. And, finally, we thank Ann Edmonds and Joyce Lockwood for typing the manuscript and for handling it and us with such patience.

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Contents