

*The bibliography deals with two main topics: aspects of language acquisition, and the application of linguistics to the study of language handicap, in both children and adults. Within the former category, the only area where I have done research of my own is in relation to the development of intonation and other prosodic features in children. For the most part, my work in child language studies has been editorial (as founder-editor of the **Journal of Child Language** from 1974 to 1985). Within the latter category, there are several strands which it might be useful to distinguish.*



Professor  
**David CRYSTAL**  
P.O. Box 5, Holyhead  
Gwynedd - LL 65 1RG  
UNITED KINGDOM

## **PUBLICATIONS DE David CRYSTAL**

(a) There are several programmatic accounts of the domain of clinical linguistics, beginning with an initial statement in 1972 ('The case of linguistics: a prognosis'), a more ambitious introduction in 1981 (**Clinical linguistics**), and most recently, the 1984 book, **Linguistic encounters with language handicap**.

(b) The list includes a series of specific procedures for analysing disordered language. The first procedure (known as LARSP) is introduced in the 1976 book by myself, Fletcher and Garman - a book aimed more at researchers than at clinicians. The 1979 book, **Working with LARSP**, adds further exposition of the system, a workbook section, and several articles illustrating the use of LARSP in different clinics and classrooms. Several points of the LARSP procedure were then revised, and the new edition was published in 1982, as part of **Profiling language disability**. This book also contained the first exposition of the four other language profiles which had been developed in the 1970s - on segmental phonology, prosody, and lexical and grammatical semantics. The theoretical linguistic background to these procedures is dealt with in **Clinical linguistics**.

(c) There are several papers on aspects of the language of reading materials, along with two projects (both involving a collaboration with teachers). The first scheme, **Skylarks**, is a series of 49 8-page books aimed at children between 6 to 9 years of age. It presents grammatical structures in a balanced and graded way, focussing particularly on the growth from single-sentence reading to the reading of sentence sequences. Then, from 1979 to 1985 there are the 30 books of the **Databank** series - a set of 24-page information books on topics taken from the early secondary school curriculum, in which the language has been structured (according to language acquisition principles) to make the topics more accessible to young readers. The approach is explained as a chapter in **Linguistic encounters with language handicap** (1984).

(d) Some items are introductory accounts of language handicap (e.g. **Introduction to language pathology**, 1981), and of child language (e.g. **Listen to your child**, 1986), the latter being aimed at parents.

(e) Most recently, as editor of **Child Language Teaching and Therapy**, my main concern has been to promote the publication of case studies of the way teachers and clinicians intervene with language handicapped children. It is

my view that the ultimate justification of clinical linguistic theories, methods, and findings lies in the development of systematic principles which will guide treatment and teaching practice, predict the child's linguistic behaviour, and explain successes and failures in intervention. Some recent papers move in that direction.

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  - Reading, grammar, and the line. In D. THACKRAY (ed.), *Growth in reading* (London : Ward Lock Educational), 1979, 26-38.
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