

- GATTI, H.:
 1979. *Schüler machen Gedichte*. Ein Praxisbericht mit vielen Anregungen und Beispielen. Freiburg im Breisgau, Herder.
- KOCH, K.:
 1970. *Wishes, Lies and Dreams*. New York, Chelsea House Publishers.
 1978. *I Never Told Anybody. Teaching Poetry Writing in a Nursing Home*. New York, Random House.
 1980. *Desideri, sogni, bugie*. Milano, Emme Edizioni.
- PITZORNO, B.:
 1987. *Snoopy—Il manuale del giovane scrittore creativo*. Trento, A. Mondadori.
 1988. *Snoopy—Esercizi di scrittura creativa*. Trento, A. Mondadori.
- SCHMIEDER, D.—RÜCKERT, G.:
 1977. *Kreativer Umgang mit Konkreter Poesie*. Spielen und Lernen mit Konkreten Texten. Ein Erfahrungsbericht mit Unterrichtsbeispielen und zahlreichen Schülerbeiträgen. Freiburg im Breisgau, Herder.
- SKELTON, R.:
 1971. *The practice of Poetry*. London, Heinemann.
- SPINNER, H. K.:
 1984. *Umgang mit Lyrik in der Sekundarstufe I*. Baltmannsweiler, Pädagogischer Verlag.
- THALMAYR, A.:
 1985. *Das Wasserzeichen der Poesie oder Die Kunst und das Vergnügen, Gedichte zu lesen*. In Hundertvierundsehzig Spielarten vorgestellt von Andreas Thalmayr. Nördlingen, Franz Greno.
- WALDMANN, G.:
 1988. *Produktiver Umgang mit Lyrik*. Eine systematische Einführung in die Lyrik, ihre produktive Erfahrung und ihr Schreiben. — Für Schule (Sekundarstufe I und II) und Hochschule sowie zum Selbststudium. Baltmannsweiler, Pädagogischer Verlag.
- WALLACE, R.:
 1987. *Writing Poems*. Boston—Toronto, Little, Brown and Company.
- ZAMPONI, E.:
 1986. *I draghi locopei*. Torino, Einaudi.

2. REPERTÓRIUMOK

2.1. FOLYÓIRATOK (PERIODIKÁK) SOROZATOK

2.1.1. DISCOURSE PROCESSES. A MULTIDISCIPLINARY JOURNAL

Ablex, Norwood N. J.
 Editor: Roy O FREEDLE
 (1978—)

A Discourse Processes a beszédmegértés és felidézés, a diskurzuselemzés, különböző szövegek grammikai szerkezetének vizsgálata, a természetes nyelv számítógépes szimulációja, a kommunikatív kompetencia kultúrközi összehasonlítása és

ezekhez hasonló tudományos vizsgálódásoknak fórumot adó multidisciplináris folyóirat. Célja, hogy a problémákat többoldalú összefüggésekbe helyezve, megfelelő módszerekkel vizsgálva elősegítse a tudományközi párbeszédet.

A szociolingvisztika, pszicholingvisztika, etnometodológia, nyelvsociológia, pedagógiai pszichológia, nyelvfilozófia, számítógéptudomány és az ezekkel összefüggő részterületek közti tudományos kölcsönhatást serkentő cikkek publikálásával a — tág értelemben vett — beszéd szerkezetének és funkciójának megértését kívánja elősegíteni.

Volume 1

Number 1 — January 1978

Walter KINTSCH and Edith GREENE: The Role of Culture-Specific Schemata in the Comprehension and Recall of Stories (1—13). Jean M. MANDLER: A Code in the Node: The Use of a Story Schema in Retrieval (14—35). Catherine GARVEY and Mohamed Ben DEBBA: An Experimental Investigation of Contingent Query Sequences (36—50). Edward J. CROTHERS: Inference and Coherence (51—71). Arthur C. GRAESSER: How to Catch a Fish: The Memory and Representation of Common Procedures (72—89).

Number 2 — April 1978

Angela HILDYARD and David R. OLSON: Memory and Inference in the Comprehension of Oral and Written Discourse (91—117). Michael COLE, John DORE, William S. HALL, and Gillian DOWLEY: Situation and Task in Young Children's Talk (119—176). Nancy L. STEIN and Teresa NEZWORSKI: The Effects of Organization and Instructional Set on Story Memory (177—193). Richard HURTIG: The Validity of Clausal Processing Strategies at the Discourse Level (195—202). THEORETICAL NOTES. Deborah TANNEN: The Effect of Expectations on Conversation (203—209).

Number 3 — July 1978

Gordon H. BOWER: Experiments on Story Comprehension and Recall (211—231). Barbara K. READ and Louise J. CHERRY: Preschool Children's Production of Directive Forms (233—245). Jonathan FINE: Conversation, Cohesive and Thematic Patterning in Children's Dialogues (247—266). Chuck RIEGER: GRIND-1: First Report on the Magic Grinder Story Comprehension Project (267—303). Roger W. SHUY and Donald L. LARKIN: Linguistic Considerations in the Simplification/Clarification of Insurance Policy Language (305—321).

Number 4 — October 1978

Alan M. LESGOLD and Charles A. PERFETTI: Interactive Processes in Reading Comprehension (323—336). Richard C. OMANSON, William H. WARREN, and Tom TRABASSO: Goals, Inferential Comprehension, and Recall of Stories by Children (337—354). Arthur C. GRAESSER, Michael W. HIGGINBOTHAM, Scott P. ROBERTSON, and William R. SMITH: A Natural Inquiry into the National Enquirer: Self-Induced versus Task-Induced Reading Comprehension (355—372). Louise J. CHERRY: A Sociolinguistic Approach to the Study of Teacher Expectations (373—393). Donald R. GOODENOUGH and Susan L. WEINER: The Role of Conversational Passing Moves in the Management of Topical Transitions (395—404).

Volume 2

Number 1 — January—March 1979

Editor's Message (i). Raymond W. GIBBS, Jr.: Contextual Effects in Understanding Indirect (1—10). Michael AGAR: Themes Revisited: Some Problems in Cognitive Anthropology (11—31). Angela HILDYARD: Children's Production of Inferences from Oral Texts (33—56). Alvin SCHOENHALS: Totontepec Mixe Stage and Event Clauses (57—72).

Number 2 — April—June 1979

Katherine NELSON and Janice M. GRUENDEL: At Morning It's Lunchtime: A Scriptal View of Children's Dialogues (73—94). Perry W. THRONDYKE: Knowledge Acquisition from Newspaper Stories (95—112). Teun A. VAN DIJK: Reliance Assignment in Discourse Comprehension (113—126). M. E. FETLER: Methods for the Analysis of Two-Party Question and Answer Dialogues (127—144). BRIEF REPORT: Jacqueline SACHS: Topic Selection in Parent-Child Discourse (145—156).

Number 3 — July—September 1979

William S. HALL: Introduction (156). George Q. McCONKIE, Thomas W. HOGABOAM, Gary S. WOLVERTON, David ZOLA, Peter A. LUCAS: Toward the Use of Eye Movements in the Study of Language Processing (157—177). Ernest T. GOETZ: Infering from Text Some Factors Influencing Which Inferences Will Be Made (179—195). Stephen M. ALESSI, Thomas H. ANDERSON, and Ernest T. GOETZ: An Investigation of Lookbacks During Studying (197—212). Erica McCCLURE, Jana MASON, and John BARNITZ: An Exploratory Study of Story Structure and Age Effects on Children's Ability to Sequence Stories (213—249).

Number 4 — October—December 1979

Lucy POLLARD-GOTT, Michael MCCLOSKEY, and Amy K. TODRES: Subjective Story Structure (251—281). Carole ERTING and James WOODWARD: Sign Language and the Deaf Community: A Sociolinguistic Profile (283—300). Heinz WIMMER: Processing of Script Deviations by Young Children (301—310). Jerry R. HOBBS and Jane J. ROBINSON: Why Ask? (311—318). Richard E. CULLINGFORD: Pattern-Matching and Inference in Story Understanding (319—334). BRIEF REPORT: Kay BECK: Speech Behavior and Social Environment: Selective Interactions in the American South (335—342).

Volume 3

Number 1 — January—March 1980

John M. CAROLL: The Role of Context in Creating Names (1—24). Abe LOCKMAN and A. David KLAPPHOLZ: Toward a Procedural Mode of Contextual Reference Resolution (25—71). Don J. BENNETT and Stanley B. WOLL: Some Social Psychological Influences on the Linguistic Performance of Black Teenagers (73—97).

Number 2 — April—June 1980

Hugh MEHAN: Introduction (99—100). Aaron V. CICOUREL: Three Models of Discourse Analysis: The Role of Social Structure (101—131). Jürgen STREECK: Speech Acts in Interaction: A Critique of Searle (133—153). Lois HOOD, Ray McDERMOTT, and Michael COLE: „Let's Try to Make It a Good Day” — Some Not So Simple Ways (155—168). Maryl GEARHART and Denis NEWMAN: Learning to Draw a Picture: The Social Context of an Individual Activity (169—184).

Number 3 — July—September 1980

Murray SINGER: The Role of Case-Filling Inferences in the Coherence of Brief Passages (185—201). Allen D. GRIMSHAW: Selection and Labelling of Instrumentalities of Verbal Manipulation (203—229). Michael P. RYAN and Richard R. HURTIG: Does the Structure of the Evidence Base „Cause” Verdicts of Guilty and Innocent? (231—261). John HINDS: Japanese Conversation, Discourse Structures, and Ellipsis (263—285).

Number 4 — October—December 1980

Robert DE BEAUGRANDE: Text and Discourse in European Research (287—299). Michael BOCK: Some Effects of Titles on Building and Recalling Text Structures (301—311). Roland HARWEG: Beginning a Text (313—326). Wolfgang ISER: Texts and Readers (327—343). Norbert GROEBEN: Empirical Methods for the Study and Interpretation of Literature (345—367). Ruth WODAK: Discourse Analysis and Courtroom Interaction (369—380). Roland POSNER: Types of Dialogue: The Functions of Commenting (381—398). Maria NOWAKOWSKA: Formal Constraints Upon Dialogues and Discussions (399—418).

Volume 4

Number 1 — January—March 1981

David E. KIERAS: The Role of Major Referents and Sentence Topics in the Construction of Passage Macrostructure (1—15). Warren FASS and Gary M. SCHUMACHER: Schema Theory and Prose Retention: Boundary Conditions for Encoding and Retrieval Effects (17—26). Catherine GARVEY and Ginger BERNINGER: Timing and Turn Taking in Children's Conversations (27—57). Elaine CHAIKA: „How Shall a Discourse be Understood?” (71—88).

Number 2 — April—June 1981

Introduction (89—91). Stephen C. LEVINSON: Some Pre-Observations on the Modelling of Dialogue (93—116). Lynne E. BERNSTEIN: Language as a Product of Dialogue (117—147). Ann R. EINSENBERG and Catherine GARVEY: Children's Use of Verbal Strategies in Resolving Conflicts (149—170). Adrian BENNETT: Interruptions and the Interpretation of Conversation (171—188). Bambi B. SCHIEFFELIN: A Sociolinguistic Analysis of a Relationship (189—196).

Number 3 — July—September 1981

Michael K. TANNENHAUS and Mark S. SEIDENBERG: Discourse Context and Sentence Perception (197—220). Deborah TANNEN: Indirectness in Discourse Ethnicity as

Conversational Style (221—238). **Nora NEWCOMBE** and **Martha ZASLOW**: Do 2 and 1/2-Year-Olds Hint? A Study of Directive forms in the Speech of 2 and 1/2-Year-Old Children to Adults (239—252). **Gillian COHEN** and **Dorothy FAULKNER**: Memory for Discourse in Old Age (253—265). **J. FINE** and **G. BARTOLUCCI**: Cohesion and Retrieval Categories in Normal and Disturbed Communication: A Methodological Note (230—270).

Number 4 — October—December 1981

Introduction (271—272). **Bertram BRUCE**: A Social Interaction Model of Reading (2713—311). **Rand D. SPIRO** and **Joseph ESPOSITO**: Superficial Processing of Explicit Inferences in Text (313—322). **John R. FREDERICKSEN**: Understanding Anaphora: Rules used by Readers in Assigning Pronominal Referents (323—347). **Dedre GENTNER**: Integrating Verb Meanings Into Context (349—375).

Volume 5

Number 1 — January—March 1982

Michael AGAR and **R. HOBBS**: Interpreting Discourse: Coherence and the Analysis of Ethnographic Interviews (1—32). **Glenn GAMST**: Memory for Conversation: Toward a Grammar of Dyadic Conversation (33—51). **Hiller GOELMAN**: Selective Attention in Language Comprehension: Children's Processing of Expository and Narrative Discourse (53—72). **Patricia BAGETT** and **Andrzej EHRENFEUCHT**: Information in Content Equivalent Movie and Text Stories (73—99). **A. D. PELLEGRINI**: The Construction of Cohesive Text by Preschoolers in Two Play Contexts (101—108)..

Number 2 — April—June 1982

Louise Cherry WILKINSON: Introduction (109—110). **Peg GRIFFIN**, **Michael COLE**, and **Denis NEWMAN**: Locating Tasks in Psychology and Education (111—125). **Marilyn MERRITT**: Repeats and Reformulations in Primary Classroom as Windows of the Nature of Talk Engagement (127—145). **Donna EDER**: The Impact of Management and Turn-Allocation Activities on Student Performance (147—159). **Louise Cherry WILKINSON**, **Steven CALCULATOR**, and **Christine DOLLAGHAN**: Ya Wanna Trede—Just for Awhile: Children's Requests and Responses to Peers (161—176). **Catherine R. COOPER**, **Susan AYERS-LOPEZ**, and **Angela MARQUIS**: Children's Discourse During Peer Learning in Experimental and Naturalistic Situations (177—194).

Number 3—4 — July—December 1982

Charles A. PERFETTI: Introduction (193—194). **Richard C. OMANSON**: An Analysis of Narratives: Identifying Central, Supportive, and Distracting Content (195—224). **Phyllis A. WEAVER** and **David K. DICKINSON**: Scratching Below the Surface Structure: Exploring the Usefulness of Story Grammars (225—243). **Gay L. BISANZ**: Knowledge of Persuasion and Story Comprehension: Developmental Changes in Expectations (245—277). **Susan R. GOLDMAN**: Knowledge Systems for Realistic Goals (273—303). **Jean M. MANDLER**: What's in a Story: Interpreting the Interpretations of Story Grammars (319—335).

Volume 6

Number 1 — January—March 1983

William A. CORSARO: Script Recognition, Articulation and Expansion in Children's Role Play (1—19). Steen F. LARSEN: Text Processing and Knowledge Updating in Memory for Radio News (21—38). Bruce K. BRITTON, Arthur C. GREASSER, Shawn M. GLYNN, Tom HAMILTON, and Margaret PENLAND: Use of Cognitive Capacity in Reading: Effects of Some Content Features of Text (39—57). Steven D. BLACK, James A. LEVIN, Hugh MEHAN, and Clark N. QUINN: Real and Non-Real Time Interaction: Unraveling Multiple Threads of Discourse (59—57). David S. WEISS: The Effects of Text Segmentation On Children's Reading Comprehension (77—89).

Number 2 — April—June 1983

Suzanne E. HIDY and Angela HILLYARD: The Comparison of Oral and Written Productions in Two Discourse Types (91—105). Candace L. SIDNER: Focusing and Discourse (107—130). Erica MCCLURE, Jana MASON, and Janet WILLIAMS: Sociocultural Variables in Children's Sequencing of Stories (131—143). Kathryn HU-PEI AU and Jana M. MASON: Cultural Congruence in Classroom Participation Structures: Achieving a Balance of Rights (145—167). Veronica EHRICH and Charlotte KOSTER: Discourse Organization and Sentence Form: The Structure of Room Descriptions in Dutch 3169—195).

Number 3 — July—September 1983

SPECIAL ISSUE: AMERICAN SIGN LANGUAGE

Robert J. HOFFMEISTER and James Paul GEE, Guest Editors: Introduction (197—198). Kirstie BELLMAN, Howard POIZNER, and Ursula BELLUGI: Invariant Characteristics of some Morphological Processes in American Sign Language (199—223). Ronnie B. WILBUR and Laura A. PETITTO: Discourse Structure in American Sign Language Conversations (or How to know a conversation when you see one) (225—241). James Paul GEE and Judy Anne KEGL: Narrative/Story Structure, Pausing, and American Sign Language (243—258). Robert J. HOFFMEISTER and Carolyn SHETTLE: Adaptations in Communication Made by Deaf Signers to Different Audience Types (259—274). Thomas N. KLUWIN: Discourse in Deaf Classrooms: The Structures of Teaching Episodes (275—293). Ryan D. TWENEY, Scott K. LIDDELL, and Ursula BELLUGI: The Perception of Grammatical Boundaries in Sign Language (295—304). Geoffrey R. COULTER: A Conjoined Analysis of American Sign Language Relative Clauses (305—318).

Number 4 — October—December 1983

Benny SHANON: Answers to Where-Questions (319—325). Carolyn J. BROWN and Richard R. HURTIG: Children's Discourse Competence: An Evaluation of the Development of Inferential Processes (353—375). Marilyn A. RUMELHART: When In Doubt: Strategies Used in Response to Interactional Uncertainty (377—402). Leon MANELIS: Effects of Prose Structure on Memory (403—410). Erica MCCLURE and Esther GEVA: The Development of the Cohesive Use of Adversative Conjunctions in Discourse (411—432).

Volume 7

Number 1 — January—March 1984

Margaret S. STEFFENSEN and Larry F. GUTHRIE: The Effect of Situations on Verbalization: A Study of Black Inner-City Children (1). Stuart REIFEL: Symbolic Representation at Two Ages: Block Buildings of a Story (11). Jill FITZGERALD: The Relationship Between Reading Ability and Expectations for Story Structures (21). Gisela REDEKER: On Differences Between Spoken and Written Language (43). A. D. PELLEGRINI: The Effect of Dramatic Play on Children's Generation of Cohesive Text (57). John A. ROTONDO: Clustering Analysis of Subjective Partitions of Text (69). Dennis L. MICHAM: Memory for Irony in Prose (89).

Number 2 — April—June 1984

SPECIAL ISSUE: PHYSICIANS AND PATIENTS IN SOCIAL INTERACTION: MEDICAL ENCOUNTERS AS A DISCOURSE PROCESS

Richard M. FRANKEL: Editor's Introduction (103). Candace WEST: Medical Misfires: Mishearings, Misgivings, and Misunderstandings in Physician-Patient Dialogues (107). Richard M. FRANKEL: From Sentence to Sequence: Understanding the Medical Encounter through Microinteractional Analysis (135). Alexandra Dundas TODD: The Prescription of Contraception: Negotiations Between Doctors and Patients (171). Sue FISHER: Institutional Authority and the Structure of Discourse (201).

Number 3 — July—September 1984

Benny SHANON: Room Descriptions (225). George R. BEIGER and Bruce R. DUNN: A Comparison of the Sensitivity of Two Prose Analysis Models to Developmental Differences in Free Recall of Text (257). Joseph SHIMRON: Semantic Development and Communicative Skills in Different Social Classes (275). Dorrit BILLMAN and Marily SHATZ: Interactive Devices of Two-Year-Old Dyads: A Twin and Nontwin Comparison (301). Erland HJELMQUIST: Memory for Conversations (321). Rachel REICHMAN—ADAR: Technical Discourse: The Present Progressive Tense, The Deictic „That” and Pronominalization (337).

Number 4 — October—December 1984

L.F.M. SCINTO: The Architectonics of Texts Produced by Children and the Development of Higher Cognitive Functions (371). Margaret LAHEY: The Dissolution of Text in Written Language: Evidence Toward A Continuum of Complexity (419). Karen TRACY: Staying on Topic: An Explication of Conversational Relevance (447). John HINDS: Topic Maintenance in Japanese Narratives and Japanese Conversational Interactions (465). Maria F. DAL MARTELLO: The Effect of Illustrative Details on the Recall of Main Points in Simple Fictional and Factual Passages (483). Jena B. GLEASON, Rivka Y. PERLMANN, and Esther B. GREIF: What's the Magic Word: Learning Language through Politeness Routines (493). Author Index to Volume 7 (503). Contents of Volume 7 (504).

Volume 8

Number 1 — January—March 1985

Philip M. PRINZ and Elisabeth A. PRINZ: If Only You Could Hear What I See: Discourse Development in Sign Language (1). Priscilla A. DRUM: Retention of Text Information by Grade, Ability, and Study (21). William C. MANN: The Anatomy of a Systemic Choice (53). Paula T. HERTEL: Isolation and Adaptation in Passage Memory (75). Jonathan FINE: Cohesion as an Index of Social-Cognitive Factors: Oral Language of the Reading Disabled (91). Ernest L. MOERK: A Differential Interactive Analysis of Language Teaching and Learning (113).

Number 2 — April—June 1985

Julie GEE and Iskender SAVASIR: On the Use of Will and Gonna Toward a Description of Activity-Types for Child Language (143). Ann R. EISENBERG: Learning to Describe Past Experiences in Conversation (177). Jean E. NEWMAN: Processing Spoken Discourse: Effects of Position and Emphasis on Judgements of Textual Coherence (205). R. G. D'ANDRADE and M. WISH: Speech Act Theory in Quantitative Research on Interpersonal Behavior (229). Keith STEINNING and Lynn MICHELL: Learning How to Tell a Good Story: The Development of Content and Language in Children's Telling of One Tale (261). Deborah SCHIFFRIN: Multiple Constraints on Discourse Options: A Quantitative Analysis of Casual Sequences (281). Ron BORLAND and August FLAMMER: Encoding and Retrieval Process in Memory for Prose (305). Jack BILMES: „Why That Now?” Two Kinds of Conversational Meaning (319). Brian J. REISER, John B. BLACK, and Wendy G. LEHNERT: Thematic Knowledge Structures in the Understanding and Generation of Narratives (375).

Number 4 — October—December 1985

SPECIAL ISSUE: SPECIAL LANGUAGE REGISTERS

Charles A. FERGUSON: Editor's Introduction (391). Dafydd GIBON: Context and Variation in Two-Way Radio Discourse (395). Susan U. PHILIPS: Strategies of Clarification in Judges's use of Language: From the Written to the Spoken (421). Richard D. JANDA: Note-Taking English as a Simplified Register (437). Author Index to Volume 8 (455). Contents of Volume 8 (456).

Volume 9

Number 1 — January—March 1986

Paul VAN DEN BROEK and Tom TRABASSO: Casual Networks versus Goal Hierarchies in Summarizing Text (1—15). Raymond W. GIBBS, Jr.: Skating on Thin Ice: Literal Meaning and Understanding Idioms in Conversation (17—70). Peter FREEBODY and Richard C. ANDERSON: Serial Position and Rated Importance in the Recall of Text (31—36). Richard D. HEYMAN: Formulating Topic in the Classroom (37—55). William C. MANN and Sandra A. THOMPSON: Relational Propositions in Discourse (57—90). Thelma ERFIMIER and Ann HAAS DYSON: „OH, ppbbt!”: Differences between the Oral and Written Persuasive Strategies of School-Aged Children (91—114).

Number 2 — April—June 1986

Anat NINIO: The Illocutionary Aspect of Utterances (127—147). Lea T. ADAMS and Patricia E. WORDEN: Script Development and Memory Organization in Preschool and Elementary School Children (149—166). Denis NEWMAN and Bertram C. BRUCE: Interpretation and Manipulation in Human Plants (167—195). Karen ZABRUCKY: The Role of Factual Coherence in Discourse Comprehension (197—220). Paula OLSZEWSKI and Karen C. FUSON: Preschoolers' Dyadic Speech and Nonpresent Entities during Joint Play (221—233). Zev BAR-LEV: Discourse Theory and „Contrastive Rhetoric” (235—246).

Number 3 — July—September 1986

Susan D. BAILLET and Janice M. KEENAN: The Role of Encoding and Retrieval Processes in the Recall of Text (247—268). Guadalupe VALDÉS: Analyzing the Demands That Courtroom Interaction Makes upon Speakers of Ordinary English: Toward the Development of a Descriptive Framework (269—303). Elaine CHAIKA and Paul ALEXANDER: The Ice Cream Stories: A Study in Normal and Psychotic Narrations (305—328). Diana DEE-LUCAS and Jill H. LARKIN: Novice Strategies for Processing Scientific Texts (329—354). Peter FREEBODY, Ray W. COOKSEY, and Priscilla J. CONNOR: Strategies for Distributing Time When Studying Text: An Exploratory Cluster-Analysis Approach (355—374).

Number 4 — October—December 1986

Thomas P. WILSON and Don H. ZIMMERMAN: The Structure of Silence between Turns in Two-party Conversation (375—390). James Paul GEE: Units in the Production of Narrative Discourse (391—422). Derek EDWARDS and David MIDDLETON: Joint Remembering: Constructing an Account of Shared Experience through Conversational Discourse (423—459). Catherine E. SNOW, Fredi SHONKOFF, Kathie LEE, and Harry LEVIN: Learning to Play Doctor: Effect of Sex, Age, and Experience in Hospital (461—473). Bruce K. BRITTON, K. Denise MUTH, and Shawn M. GLYNN: Effects of Text Organization on Memory: Test of a Cognitive Effort Hypothesis with Limited Exposure Time (475—487). Robert F. LORCH, Jr. and Elizabeth Pugzles LORCH: On-line Processing of Summary and Importance Signals in Reading (489—496).

Volume 10

Number 1 — January—March 1987

Jean M. MANDLER: On the Psychological Reality of Story Structure (1). Claudia A. MAZZIE: An Experimental Investigation of the Determinants of Implicitness in Spoken and Written Discourse (31). Vittoria GIULIANI, Elizabeth BATES, Barbara O'CONNELL, and Mario PELLICCIA: Recognition Memory for Forms of Reference: The Effects of Language and Text Type (43). Robert F. LORCH, Jr., Elizabeth Pugzles LORCH, and Ann M. MOGAN: Task Effects and Individual Differences in On-Line Process of the Topic Structure of a Text (63). Donald B. YARBROUGH and Ellen D. GAGNÉ: Metaphor and the Free Recall of Technical Text (81). Anthony D. PELLEGRI NI, Gene H. BRODY, and Zolinda STONEMAN: Children's Conversational Competence with their Parents (93). Raymond W. GIBBS, Jr. and Suzanne M. DELANEY: Prag-

matic Factors in Making and Understanding Promises (107). Harry E. BLANCHARD and Asghar IRAN-NEJAD: Comprehension Processes and Eye Movement Patterns in the Reading of Surprise-Ending Stories (127).

Number 2 — April—June 1987

SPECIAL ISSUE: THE LANGUAGE OF THINKING: MENTAL STATE WORDS
William S. HALL: Editor's Introduction (139). Henry M. WELLAN and David ESTES: Children's Early Use of Mental Verbs and What They Mean (141). David R. OLSON and Nancy TORRANCE: Language, Literacy, and Mental States (157). William S. HALL and William E. NAGY: The Semantic-Pragmatic Distinction in the Investigation of Mental State Words: The Role of the Situation (169). Ellin KOFSKY SCHOLNICK: The Language of Mind: Statements About Mental States (181). Andrew ORTONY: Cognitive Development and the Language of Mental States (193).

Number 3 — July—September 1987

Robyn PENMAN: Discourse in Courts: Cooperation, Coercion, and Coherence (201). Joan LUCARIELLO and Katherine NELSON: Remembering and Planning Talk Between Mothers and Children (209). Mark A. McDANIEL and Mary Louise E. KERWIN: Long-Term Prose Retention: Is an Organizational Schema Sufficient (237). Mary Annice BORDEAUX and Mary Louise WILLBRAND: Pragmatic Development in Children's Telephone Discourse (253). Deborah McCUTCHEON: Children's Discourse Skill: Form and Modality Requirements of Schooled Writing (267).

Number 4 — October—December 1987

SPECIAL ISSUE: DISCOURSE AS ORGANIZATIONAL PROCESS

Monica HELLER and Sarah FREEMAN: Editor's Preface (287.) Hugh MEHAN: Language and Power in Organizational Process (291). James COLLINS: Conversation and Knowledge in Bureaucratic Settings (303). Sarah MICHAELS: Text and Context: A New Approach to the Study of Classroom Writing (321). Aaron V. CICOUREL: Cognitive and Organizational Aspects of Medical Diagnostic Reasoning (347). Monica HELLER and Sarah FREEMAN: First Encounters: The Role of Communication in the Medical Intake Process (369). Sarah H. FREEMAN: Organizational Constraints as Communicative Variables in Bureaucratic Medical Settings: A Case Study of Patient-Initiated Referral Talk in Independent Practice Association-Affiliated Practices (385). Deborah KELLER-COHEN: Organizational Contexts and Texts: The Redesign of the Midwest Bell Telephone Bill (417). Susan U. PHILIPS: The Social Organization of Knowledge and Its Consequences for Discourse in Bureaucratic Settings (429). Author Index to Volume 10 (435). Contents of Volume 10 (436).

Volume 11

Number 1 — January—March 1988

Douglas BIBER and Edward FINEGAN: Adverbial Stance Types in English (1). Debra L. LONG and Arthur C. GRAESSER: Wit and Humor in Discourse Processing (35). J. William SPENCER: The Role of Text in the Processing of People in Organization (61). Cheryl RAPPAPORT LIEBLING: Means to an End: Children's Knowledge of Directives During the Elementary School Years (79). Raymond W. GIBBS, Jr. and Ra-

chel A. G. MUELLER: Conversational Sequences and Preferences for Indirect Speech Acts (101).

Number 2 — April—June 1988

Avi BARAN and Lori VAN HOUTEN: Lessons Taught and Lessons Learned: A Story of Differential Teacher Adaptations of Lessons for High- and Low-ranked (117). Joanne GOLDEN, Beth HASLETT, and Helen GAUNTT: Structure and Content in Eighth-Graders' Summary Essays (139). Kriss A. DRASS: Discourse and Occupational Perspective: A Comparison of Nurse Practitioners and Physician Assistants (163). Catherine EMIHOVICH and Gloria E. MILLER: Talking to the Turtle: A Discourse Analysis of Logo Instruction (183). Keith T. KERNAN, Sharon SABSAY, and Neil SHINN: Discourse Features as Criteria in Judging the Intellectual Ability of Speakers (203). Benny SHANON: The Channels of Thought (221). Karen TRACY: A Discourse Analysis of Four Discourse Studies (243).

Number 3 — July—September 1988

Paul E. JOSE: Liking of Plan-Based Stories: The Role of Goal Importance and Goal Attainment Difficulty (261). Heather A. STARK: What Do Paragraph Markings Do? (275). Charles P. BLOOM: The Roles of Schemata in Memory for Text (305). Lucille J. Hess Judith R. JOHNSTON: Acquisition of Back Channel Listener Responses to Adequate Messages (319). Robyn Fivus and Fayne A. FROMHOFF: Style and Structure in Mother-Child Conversations About the Past (337). Marie A. SELL and Mabel L. RICE: Girls' Excuses: Listener, Severity of Violation, and Developmental Effects (357).

Number 4 — October—December 1988

Susan R. GOLDMAN and Richard P. DURAN: Answering Questions from Oceanography Texts: Learner, Task, and Text Characteristics (373). Richard JACKSON HARRIS, D. John LEE, Deana L. HENSLEY, and Lawrence M. SCHOEN: The Effect of Cultural Script Knowledge on Memory for Stories over Time (413). Alex BLACK: The Syntax of Conversational Coherence (433). Judith A. BECKER: „I Can't Talk, I'm Dead": Preschoolers' Spontaneous Metapragmatic Comments (457). Ruth A. BERMAN: On the Ability to Relate Events in Narrative (469). Contents Index to Volume 11 (501). Acknowledgement: Reviewers (504).

Volume 12

Number 1 — January-March 1989

Tom TRABASSO, Paul VAN DEN BROEK, and So YOUNG SUH: Logical Necessity and Transitivity of Casual Relations in Stories (1). Kathy KELLERMANN, Scott BROETZMANN, Tae-Seop LIM, and Kenji KITAO: The Conversation MOP: Scenes in the Stream of Discourse (27). Elise H. TURNER and Richard E. CULLINGFORD: Using Conversation MOPs in Natural Language Interfaces (63). Derek EDWARDS and Neil MERCER: Reconstructing Context: The Conventionalization of Classroom Knowledge (91). Adrienne LEHRER: Remembering and Representing Prose: Quoted Speech as a Data Source (105).

Number 2 — April—June 1989

Asghar IRAN—NEJAD: A Nonconnectionist Schema Theory of Understanding Surprise-Ending Stories (127). Yuval WOLF, Joel WALTERS, and Susan HOLZMAN: Integration of Semantic and Structural Constraints in Narrative Comprehension (149). Patricia M. CLANCY: A Case Study in Language Socialization: Korean WH-Questions (169). James DUMESNIL and Bruce DORVAL: The Development of Talk-activity Frames That Foster Perspective-focused Talk Among Peers (193). John A. DALY, David J. WEBER, Anita L. WANGELISTI, Madeline MARWELL, and Heather NELL: Concurrent Cognitions During Conversations: Protocol Analysis as a Means of Exploring Conversations (227). Edward J. WISNIEWSKI and Gregory L. MURPHY: Superordinate and Basic Category Names in Discourse: A Textual Analysis (245).

Number 3 — July—September 1989

SPECIAL ISSUE: DISCOURSE STYLES: VARIATIONS ACROSS SPEAKERS, SITUATIONS, AND TASKS.

Guest Editors: James Paul GEE and Sarah MICHAELS

James Paul GEE and Sarah MICHAELS: Editors' Introduction: Discourse Styles: Variations Across Speakers, Situations, and Tasks (263). Lowry HEMPHILL: Topic Development, Syntax, and Social Class (267). James Paul GEE: Two Styles of Narrative Construction and Their Linguistic and Educational Implications (287). Polly ULISCHNY and Karen Ann WATSON-GEGEO: Interactions and Authority: The Dominant Interpretive Framework in Writing Conferences (309). Dennie WOLF and Deborah HICKS: The Voices Within Narratives: The Development of Intertextuality in Young Children's Stories (329). DICKINSON and Rebecca KEEBLER: Variation in Preschool Teachers' Styles of Reading Books (353). Monica HELLER: Speech Economy and Social Selection in Educational Contexts: A Franco-Ontarian Case Study (377). Moira INGHILLERI: Learning to Mean as a Symbolic and Social Process: The Story of Two ESL Writers (391).

Number 4 — October—December 1989

Robert E. LONGACRE: Two Hypotheses Regarding Text Generation and Analysis (413). Shin Ja Joo HWANG: Recursion in the Paragraph as a Unit of Discourse Development (461). Karl HABERLANDT and Arthur C. GRAESSER: Buffering New Information During Reading (479). Author Index of Volume 12 (495). Contents of Volume 12 (497). Acknowledgement: Reviewers (500).

2.1.2. TEXT

An Interdisciplinary Journal for the Study of Discourse

Mouton de Gruyter, Berlin—New York

**Editor: Teun A. VAN DIJK, Amsterdam, The Netherlands
(1981—)**

Korábbi kötetek adataihoz lássd: PETŐFI S. János—BÉKÉSI Imre (szerk.): *Szemiotikai szövegtan 2. A magyar szövegtani kutatás irodalmából (Első rész)*. Acta