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Sommario/riassunto

Presenting an innovative approach to performance studies and literary history, Soyica Colbert argues for the centrality of black performance traditions to African American literature, including preaching, dancing, blues and gospel, and theatre itself, showing how these performance traditions create the 'performative ground' of African American literary texts. Across a century of literary production using the physical space of the theatre and the discursive space of the page, W. E. B. Du Bois, Zora Neale Hurston, James Baldwin, August Wilson and others deploy performances to re-situate black people in time and space. The study examines African American plays past and present, including *A Raisin in the Sun*, *Blues for Mister Charlie* and *Joe Turner's Come and Gone*, demonstrating how African American dramatists stage black performances in their plays as acts of recuperation and restoration, creating sites that have the potential to repair the damage caused by slavery and its aftermath.

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CONTEMPORARY FRENCH-LANGUAGE PSYCHOLINGUISTICS RESEARCH; Editorial page; Title page; Acknowledgements; Copyright page; Table of contents; Introduction; Speech Bases; Phylogeny and Ontogeny of Languages; Prenatal Familiarization; Initial Equipment for Speech Perception; Target-Language Influences on Prespeech; Prosodic Cues in Very Young Children's Speech; Basic Discourse Capacities; Cohesion: Syntactic Organization Leading to Discourse; Verbs as Sentence Organizers; Pronoun Assignment in the Processing of Locally Ambiguous Sentences
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Children's Production of Textual Organizers; The Development of Discourse Cohesion: Some Functional and Cross-Linguistic Issues; Coherence: Language as it Underlies and Organizes Knowledge; An Opaque Text as a Mobilizer of Knowledge; The Development and Role of Narrative Schema Storytelling; Stories A Psycholinguistic and Ontogenetic Approach to the Acquisition of Narrative Abilities; The Development of Argumentative Discourse; References; Index

Sommario/riassunto

When child language began to be studied in the sixties, what interested researchers most was what could be considered language per se. Holophrases were excluded as seemingly having no syntax and research work was carried out as of the two-word stage. Language development was studied up to around age seven, the age at which natural acquisition processes were considered to be contaminated by formal schooling in language. In opposition to such an attitude, this volume has ignored this heavily studied area of language development preferring to present research being carried out at the two ends of t
