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Nota di contenuto	Creoles, their Substrates, and Language Typology -- Editorial page -- Title page -- LCC data -- Table of contents -- Preface -- Introduction -- The problem of the typological classification of creoles -- 1. The problem -- 2. Aims and limitations of this chapter -- 3. Overview of the results -- 4. Creoles and language typology -- 5. Conclusion -- References -- Creoles spoken in Africa and in the Caribbean -- Èdó influence on Santome -- 1. Introduction -- 2. Verb serialisation -- 3. Summary -- 4. Conclusions -- List of abbreviations -- References -- A Wolof trace in the verbal system of the Portuguese Creole of Santiago Island (Cape Verde) -- 1 Santiago in the fifteenth and sixteenth centuries -- 2. Research on the contribution of African languages to the development of Santiago Creole -- 3. The trace of the Wolof 'situative' in the progressive of the Santiago Creole -- Conclusions -- List of abbreviations -- References -- Substrate influences in Kriyol -- 1. Introduction -- 2. A historical and sociolinguistic sketch -- 3. Kriyol compared to its lexifiers and its substrate -- 4. Conclusion: Trying to answer one more question -- List of abbreviations -- References -- One substrate, two creoles -- 1. Introduction -- 2. Some background

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Sommario/riassunto

The distinct social origin of creoles, along with pidgins and mixed languages, makes them a source of interest to typologists, given their interest in the cross-linguistic distribution of structural feature values. Typologists, like creolists before them, are interested in issues such as whether creoles have a distinct typological profile and how creoles have been shaped by the processes that led to their formation. However, typologists can also provide important tools to help creolists in answering these questions, in particular enabling them to see properties of creole languages against the general background of cross-linguistic variation in the world. This article examines a number of phenomena in creole languages from a typological perspective, in particular issues of simplification, substrate influence, and superstrate influence.

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	of the Literature; IV Where Do We Go From Here?; 13 Research on Book Sharing: Another Critical Look; 14 Joint Reading as a Context: Explicating the Ways Context Is Created by Participants 15 Parent-Child Storybook Reading as a Complex Adaptive System: Or "An Igloo Is a House for Bears'16 What Do We Expect Storybook Reading to Do? How Storybook Reading Impacts Word Recognition; Author Index; Subject Index
Sommario/riassunto	On Reading Books to Children: Parents and Teachers brings together in one volume current research on adult book reading to children. The authors, drawn from around the world, are key researchers and eminent scholars from the fields of reading and literacy, child language, speech pathology, and psychology, representing multiple perspectives within these disciplines. Chapters on the effects and limitations of book sharing are integrated with chapters discussing promising programs on storybook research. The reality of reading to children is more complex than it appears on the surf