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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
